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15 **IN THE UNITED STATES DISTRICT COURT**

16 **FOR THE DISTRICT OF ARIZONA**

17 Roy and Josie Fisher, et al.,
18 Plaintiffs

19 v.

20 United States of America,
21 Plaintiff-Intervenor,

22 v.

23 Anita Lohr, et al.,
24 Defendants,

25 and

26 Sidney L. Sutton, et al.,
27 Defendants-Intervenors,

CV 74-90 TUC DCB
(Lead Case)

**NOTICE OF FILING REVISED
COMPREHENSIVE MAGNET
PLAN FINAL SCHOOL
IMPROVEMENT PLANS**

CV 74-204 TUC DCB
(Consolidated Case)

1	Maria Mendoza, et al.
2	Plaintiffs,
3	United States of America,
4	Plaintiff-Intervenor,
5	v.
6	Tucson Unified School District No. One, et al.
7	Defendants.

8 Tucson Unified School District #1 (“TUSD”), by and through undersigned counsel,
 9 hereby provides notice of filing the attached final Individual School Improvement Plans,
 10 Attachments E1-20 to the Revised Comprehensive Magnet Plan to supplement ECF 1808.
 11 These Individual School Improvement Plans were not filed originally because they were not
 12 yet complete, needing to have the accurate estimated budgetary support indicated for each
 13 plan. This information now has been determined, and the Individual Plans now complete
 14 the Revised Comprehensive Magnet Plan filed with the Court on June 11, 2015.

15
 16
 17 DATED this 19th day of June, 2015.

18
 19 **RUSING LOPEZ & LIZARDI, P.L.L.C.**

20
 21 s/ J. William Brammer, Jr.
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 27 One, et al.

28
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ORIGINAL of the foregoing filed via the CM/ECF Electronic Notification System and transmittal of a Notice of Electronic Filing provided to all parties that have filed a notice of appearance in the District Court Case, as listed below.

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s/ Jason Linaman

ATTACHMENT E1



BONILLAS MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Bonillas Traditional Magnet School	MAGNET THEME: Traditional Academics
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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	13.6	13.3	14.3	M	M
African American	3.8	4.8	4.3	M	M
Hispanic	75.5	75.2	75.4	74	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 White and African American enrollment will be maintained to meet the USP definition 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 will be no more 74%. The White and African American enrollment will be maintained to meet the USP definition as reported on the Mojave/Synergy student tracking system.

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	The Magnet Coordinator/Instructional Coach will identify at least 10 preschools with the desired demographics and	Magnet Coordinator/Instructional Coach List of preschools	List of preschools; Map area of preschools Recruitment	\$42,620



BONILLAS MAGNET SCHOOL PLAN 2015-16

	<p>deliver brochures to those preschools. The Magnet Coordinator/Instructional Coach will follow up by making phone calls to preschools and to parents who are interested.</p>	<p>Rack cards Mileage Stipend for off contract recruiting</p>	<p>calendar Call log/ mailing log Copy of brochures</p>	<p>\$500 \$3000</p>
Recruitment	<p>Magnet Coordinator/Instructional Coach will present to the neighborhood HOA and attend HOA Park Potlucks once per quarter to pass out brochures to interested families.</p>	<p>Magnet Coordinator/Instructional Coach PowerPoint presentation Laptop/projector Rack cards</p>	<p>Recruitment calendar HOA Newsletter and Agendas Sign-in sheets</p>	
Recruitment	<p>Bonillas kinder teachers will create "kinder" care packages and hand out to preschool kids during preschool visits or site-based recruiting events.</p>	<p>Plastic or paper bags Copies of decodable books Bookmarks Pencils Bonillas coloring book w/crayons</p>	<p>Preschool visitation log Recruitment event calendar Kinder care packet</p>	
Recruitment	<p>The Magnet Coordinator/Instructional Coach will mail surveys to parents who live in the neighborhood that are not attending Bonillas. The Magnet Coordinator will make personal contact and provide information to these families by October 2015.</p>	<p>Magnet Coordinator/Instructional Coach Names & addresses of parents in neighborhood attendance area Survey</p>	<p>Copy of surveys Copy of mailing labels Returned surveys Phone call log</p>	
Recruitment	<p>Bonillas staff will attend all recruiting events set by the</p>	<p>Rack cards/ Bonillas information</p>	<p>Recruiting event calendar</p>	



BONILLAS MAGNET SCHOOL PLAN 2015-16

	magnet department throughout the year.		Event flier Sign-in sheet	
Recruitment	Bonillas staff will update Great Schools and other rating sites.	School staff Computers	Print screen shot before and after	
Recruitment	Bonillas will initiate at least 4 site-based recruiting events during the year.	Magnet Coordinator/Instructional Coach Principal Other staff (2 FTE x 3 hrs x 4 events x \$25) Rack cards/ Bonillas information Flyers	Recruitment calendar Event flier Copy of information Sign in sheets	\$150.
Retention	Families will be invited to participate in quarterly events highlighting student work. The school will survey parents as to their interests and will provide at least two workshops for parents relating to parent interests.	Materials and supplies	Recruitment calendar Sign in sheets Event flier Agenda Pictures of student work	



BONILLAS 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
118	C	103	C	115	C	116	C	118	C	120	B

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	67
ELL Reclassification (3)	3
FFB Rate Additional Points (6)	0
Composite Points	70
Growth Points +1	45
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	115

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	89.3	62.5	72.7	26.8	16.6	Math	85.7	50	57.3	35.7	28.4
N	28	8	143			N	28	8	143		

ACHIEVEMENT GOAL (2016/17)

1. By June, 2017, Bonillas 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 Bonillas will score higher than the state median in reading and math.
3. By June, 2017, students at Bonillas will show academic growth that is higher than the state median growth in reading and math.



BONILLAS MAGNET SCHOOL PLAN 2015-16

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

ACHIEVEMENT BENCHMARK (2015/16)

1. Bonillas will earn a minimum of 118 points on the state report system, as determined by the results of the 2015-16 AZMerit.
2. Overall growth will be at least 50% in Math and Reading.
3. Growth of the lowest 25% will be at least 50% in Math and Reading.
4. Bonillas will close achievement gaps between White and African American students by at least 19.5% in Reading and at least 9.5% in Math.
5. Bonillas will close achievement gaps between White and Hispanic students by at least 8% in Reading and 14.5% in Math.

Strategies

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Maintain achievement Increase growth in Math and Reading	Reduce class size	Provide an additional certified classroom teacher to reduce class size.	1 FTE Certified teacher	Copy of class roster Accepted teacher contract	\$42,620
Maintain achievement Increase growth in Math and Reading	Instructional Coach	At least 60% of designated work time for the Magnet Coordinator/Instructional Coach will be spent on improving instructional practices in reading.	1 FTE Magnet Coordinator/Instructional Coach	Observation/mentor log Sign in sheets DIBELS reports	See above
Improve Student Achievement	PLC	Teachers will meet at least once a week in two hour block of time to participate in PLCs and Learner Centered Professional Development	Added Duty Teacher Hourly for Extended Wednesdays		\$11,050



BONILLAS MAGNET SCHOOL PLAN 2015-16

<p>Increase growth for L25s in Math and Reading</p>	<p>Tier 2 intervention</p>	<p>Math Interventionist will provide targeted small group math interventions; scheduled pull-out/push-in, focused targeted instruction based on recommendations from PLCs.</p>	<p>1 FTE Certified teacher</p>	<p>Intervention schedule Copy of student data Lesson plans Copy of PLC documentation</p>	<p>\$42,620</p>
<p>Increase growth of L25s in Reading and Math Reduce achievement gaps</p>	<p>Reduce class size</p>	<p>Teacher Assistants will support classroom management and will provide student support and enrichment to allow the classroom teacher the ability to provide Tier 2 targeted, small group interventions with L25 and ELL students (4 ISs: one each for K-1, 2-3, & 4-5)</p>	<p>4 FTE Supplies</p>	<p>Copy of master schedule with assigned paper professional time and class/ grade level Teacher lesson plans designate interventions</p>	<p>\$77,056 \$1000</p>
<p>Reduce achievement gaps Increase growth of L25s in Math</p>	<p>Differentiated Tier 1 instruction</p>	<p>Bonillas will emphasize math content and strengthen Tier 1 differentiated classroom instruction and supplemental materials for math intervention. In house training will be provided by the Magnet Coordinator/ Instructional Coach.</p>	<p>Math Manipulatives EnGageNY Scholastic Math Reads Library</p>	<p>EngageNY materials per grade level/ teacher Lesson plans designate interventions</p>	<p>\$6000 \$2500</p>
<p>Maintain achievement Reduce achievement gaps</p>	<p>Tier 2 intervention</p>	<p>Bonillas will purchase a supplemental reading resource that focuses on foundational skills to be used for Tier 2 interventions. In house training will be provided by the Magnet</p>	<p>Supplemental Intervention Kits K-3</p>	<p>Lesson plans for interventions</p>	<p>\$21,017</p>



BONILLAS MAGNET SCHOOL PLAN 2015-16

		Coordinator/ Instructional Coach.			
Maintain achievement Reduce achievement gaps	Traditional Professional Development Model Learner Centered Professional Development	Bonillas 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. Bonillas teachers will participate in LCPD as part of the PLC work.	Certified Added Duty PD Supplies	PD Agendas Copies of shared information Sign in sheets Copies of implemented initiatives/timelines	\$25,000 \$500
Reduce achievement gaps Growth of the lower 25%	Two hours of PLC per week	Bonillas teachers will participate in PLCs for a 2 hour block of time at least once a week. Staff will analyze student work, data, and participate in collaborative problem solving. Staff will address achievement gaps by designing Tier 1 and 2 data-driven intervention strategies that are systematic, timely, and directive. The Magnet Coordinator/ Instructional Coach or teacher leader will facilitate.		Teacher Added Duty-PLC Copy of master schedule Sign-in sheets Copy of PLC documentation Copies of observation or mentor logs	\$11,050
Increase overall student	IC and Teacher Leaders will	A teacher leader from each grade level will be trained to facilitate		Sign-in sheets Agendas	



BONILLAS MAGNET SCHOOL PLAN 2015-16

achievement growth	facilitate PLCS	weekly PLCs and meet bi-monthly to discuss and problem solve data red flags, successes, and challenges with the school leadership team.		Copy of PLC documentation Copies of observation or mentor logs	
Increase student achievement and growth Growth of the lower 25%	Differentiated Tier 1 instruction	Teachers will implement strategies specifically designed for ELL students including purposeful grouping, cooperative learning, extended discussion, activating prior knowledge, and scaffolding for understanding.	Frequent Classroom Observations for EEI and SEI implementation Support from Language Acquisition and CRC Department	PD Agendas Sign-in sheets Observation, mentor logs Copy of Azella reports, PHOLTE list, reclassified list	
Increase overall student achievement growth	Use a Peer Observation Model	At least twice per quarter, support staff will cover classrooms while teachers perform 30 minute peer observations for instructional improvement using a staff approved observation instrument.	Support staff	Observation logs Copy of teacher notes Copy of quarterly observation schedule	
Reduce achievement gaps Growth of the lower 25%	Tier 3 Intervention	Community Schools will provide a before and after school program that will provide Tier 3 interventions.	Community Schools Staff	Copy of daily schedule Copy of notes, lesson plans, observation logs Sign-ins	

ESTIMATED BUDGET INCLUDING BENEFITS* = \$ 340,807.30

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

ATTACHMENT E2



BORTON MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Borton Magnet	MAGNET THEME: : Project Based Learning/Systems Thinking
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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	33	25.3	25.3	M	M
African American	2.4	3.2	7.6	M	M
Hispanic	57.3	53.9	59.5	M	M

INTEGRATION GOAL (2016/17):

Benchmarks apply to each grade level cohort that moves up from Kindergarten starting in the 2015/16 SY.

By the 40th day of the 2016/17 SY, Borton will maintain integrated status as defined by the USP.

INTEGRATION BENCHMARK (2015/16):

By the 40th day of the 2015/16 SY, Borton will maintain integrated status as defined by the USP.

By the 40th day of the 2015/16 SY, Borton will maintain integrated status as defined by the USP.



BORTON MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment and Retention	Provide Magnet Coordinator to continue with recruitment, compliance reporting and implementing magnet theme instruction to improve student achievement.	1.0 FTE Magnet Coordinator Stipend Off Contract Recruitment		\$42,620 \$3,000
Recruitment	Continue to market project-based learning and systems thinking through integrated curriculum, including art, music, PE, technology and environmental learning (to maintain and continue to attract the required ethnic balance).	See below in Academic Achievement Strategies		
Recruitment and Retention	Participate in district sponsored magnet events and encourage current parents to also serve as representatives.	4 staff members rotate at events for a total of 12 hrs each @ \$25/hr		\$1,200
Recruitment and Retention	Make email/phone/ personal contact/visits to current kindergarten parents and targeted pre-schools (including Wings on Words, Tucson Community School, both IELC sites, Blake Foundation) and send invitations to school events to these sites.	Mileage Magnet coordinator		\$500
Recruitment	Develop marketing materials that include the tour dates and dates of school events to be distributed at district and	Magnet Coordinator Materials and Supplies Magnet Department		



BORTON MAGNET SCHOOL PLAN 2015-16

	site magnet events and to targeted pre-schools.			
Recruitment	Weekly tours of the building will be scheduled during September, October, November, and December, and upon request during the lottery period. Prospective families that tour will also be invited to attend school events.	Magnet Coordinator		N/A
Recruitment	The Magnet Coordinator will distribute marketing materials and information about the magnet lottery to businesses, libraries, and government offices in the area surrounding the school.	Magnet Coordinator		N/A
Recruitment Retention	The Magnet Coordinator will update school reviews/ratings online and contribute to the school website and Facebook page with news about project/systems thinking work, celebrations of learning and other school events.	Magnet Coordinator		N/A
Recruitment	The Magnet Coordinator will research U of A departmental sponsorship to be able to recruit / distribute marketing materials / participate in events	Magnet Coordinator		N/A



BORTON 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
141	A	133	B	105	C	110	C	120	B	140	A

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	64
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	0
Composite Points	64
Growth Points +1	41
*Median Growth Percentile= 38.5	x
*Median Growth Percentile Bottom 25%=37	x
Total Points	115

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	97	54	63	-43	-34	Math	89	31	48	-58	-41
N	35	13	112			N	35	13	112		

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Borton 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 Borton will score higher than the state median in reading and math.



BORTON MAGNET SCHOOL PLAN 2015-16

3. By June, 2017, students at Borton 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 Borton will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Borton will be less than the achievement gap between racial groups who do not participate in magnet programs at comparable schools.

ACHIEVEMENT BENCHMARK (2015/16):

1. Borton will earn a state letter grade of B (a minimum of 120 points), as determined by the results of the 2015-16 AZMerit by:
 - a. Increasing the median percentile of growth of students from 42.5% to 50%
 - b. Increase the median growth percentile of the bottom 25% from 37% to 50%
 - c. Reclassify the appropriate percentage of students to earn the additional 3 points
2. Borton FAY students will score on par with the state median in reading and math on the 2015-16 AZMerit.
3. Borton FAY students will grow on par with the state median in reading and math on the 2015-16 AZMerit.
4. Borton Magnet students will show progress toward reducing achievement gaps as compared to the achievement gaps in same grade configurations in the district.



BORTON MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Overall student achievement and academic growth Increase growth of L25s Close achievement gap	PLCs Focused on Student Learning Peer Observation Model	<p>Borton will use certified specialists to create a well-rounded curriculum including outdoor learning, art, music, and physical education.</p> <p>Borton will create a master schedule that will allow teachers to meet in PLC groups for a 2 hour block at least once weekly.</p> <p>Teams will use student data to identify and agree upon critical outcomes and create authentic, common formative assessments that measure student mastery. They will then teach the lesson, examine the results of the assessments, and reflect/adjust the lesson.</p>	4.0 FTE specialists to teach classes to support academics by integration and enrichment in PBL. Teachers will have additional time to plan and meet together.	<p>PLC Schedule PLC Agendas PLC Minutes and Attendance</p> <p>Teacher Added Duty-Extended Wednesdays</p>	<p>\$170,480</p> <p>\$11,050</p>
Improve	Improve	Borton teachers	Professional		\$2500



BORTON MAGNET SCHOOL PLAN 2015-16

<p>Overall Student Achievement</p>	<p>Tier I Instruction</p>	<p>will engage in Learner Centered Professional Development opportunities using a Lesson Study model to strengthen Tier 1 instruction.</p>	<p>Development Resources</p>		
<p>Overall student achievement and academic growth</p> <p>Increase growth of L25s</p> <p>Close achievement gap</p>	<p>Reducing Class Size or Student to Adult Ratio</p>	<p>Teacher Assistants will provide classroom teacher with additional support for teachers. Teacher Assistants allow time for teachers to work with struggling students and those students who attribute to the achievement gap by monitoring and guiding students that are not receiving specialized instruction. They can also provide teacher developed enrichment activities that enhance the targeted standards.</p> <p>Teacher Assistants allow teachers to provide differentiated, data driven Tier 1 instruction.</p>	<p>7.0 Classified \$13.76/hr /5 hrs/day 5 days/week</p>	<p>Teacher Assistants' schedules</p> <p>Teacher lesson plans</p>	<p>\$99,152</p>



BORTON MAGNET SCHOOL PLAN 2015-16

		<p>Teacher Assistants will coach students as teachers provide whole group instruction as well as provide support during rotations so that teacher can work with small groups.</p> <p>Teacher Assistants will provide teachers the opportunity to provide targeted Tier 2 interventions during ELA and math instruction.</p>			
Overall student achievement and academic growth	Instructional Coach	<p>Instructional Coach will aggregate student data and facilitate PLCs. Facilitation will include gathering research, analyzing data with teachers, providing suggestions on instructional approaches, and providing models of assessments.</p>	1.0 FTE	PLC Agendas and minutes Instructional Coach schedule	\$42,620
Overall student achievement and academic growth	Learner Centered Professional Development	<p>Borton Magnet staff will receive training from Southern Arizona Regional Education Center in AZCCRS ELA and Math to build a common language, navigate</p>	<p>Pima County Regional Support Center \$400/each</p> <p>25 teachers 8 hours total \$25/hr</p>	<p>Agenda Sign in rosters Lesson Plans</p>	\$7,000



BORTON MAGNET SCHOOL PLAN 2015-16

		and unpack standards, and identify needed changes in instructional practice in order to increase cognitive demand.			
Increase growth of L25s Close the achievement gap	Tier 2 Intervention Within the School Day	Readers who struggle with foundations, fluency, comprehension, and problem solving will participate in small group interventions delivered by the teacher or which will include SuccessMaker.	Instructional supplies	Teacher lesson plans SuccessMaker reports	\$2500
Overall student achievement and academic growth	Differentiate Tier 1 Instruction	DRA kits will be used as a common formative assessment to support evidence based decision making to inform reading instruction.	Supplies Four K-3 Kits @ 422.97 each = \$1,691.88 Two 4-8 Kits @ 367.47 each = \$734.94	Quarterly DRA data	\$2,426
Increase growth of L25s Close the achievement gap	Tier 3 Intervention Outside the School Day	Targeted students will be strongly encouraged and personally invited to participate in 21 st Century Learning Community to receive additional academic interventions	21 st CCLC	Attendance rosters	N/A



BORTON MAGNET SCHOOL PLAN 2015-16

		before and after school.			
Increase growth of L25s	Stipend for Teacher Leaders	Teacher Leaders will serve on an MTSS committee to create and implement interventions for most at-risk students.		MTSS Logs Sign in sheets	
Close the achievement gap	Learner Centered Professional Development	An outside math consultant will provide 20 hours total for classroom teachers to increase content knowledge and build teacher capacity for math instruction. This will be done through model lessons, creating common formative assessments and standardizing instructional practices.	School Improvement Grant	Agendas Sign in sheets Lesson plans Reflection logs	N/A
Overall student achievement and academic growth	Differentiate Tier 1 Instruction	Borton will create a leveled book room as a resource for the reading curriculum and in order to provide teachers with materials for developmentally appropriate small group literacy instruction.	Added duty 2 assistants 4 hours/day 5 days before school starts	Catalog of resources	\$1100.80



BORTON MAGNET SCHOOL PLAN 2015-16

Overall student achievement and academic growth	Differentiate Tier 1 Instruction	All teachers and support staff will participate in Level 1 and Level 2 Systems Thinking training	Pima County Regional Support Center Waters Foundation	Registration Sign in roster Agenda	\$5,000 \$7,000
All schools will be an A or B school Growth of the lower 25%	Differentiate Tier 1 Instruction	Borton teachers will implement strategies specifically designed for ELL students in order to increase the achievement and the reclassification rate of ELL students.	Language Acquisition support PD: Sheltered English Instruction Observation Protocol Essential Elements of Instruction	Lesson Plans Sign in roster Agenda Frequent classroom observations	N/A
Overall student achievement and academic growth	Improving Tier 1 Instruction Tier 2 Tier 3	Instructional Specialists will attend one day of training on effective math and literacy practices before the school year starts. In addition, they will attend 2 Weds PDs a semester.	Instructional Coach Added duty for Instructional Specialists		\$700
Overall student achievement and academic growth	Stipend for Teacher Leaders	In order to increase content knowledge and pedagogy of all teachers, teachers will complete both Level 1 and Level 2 of Systems Thinking training.		Certification for completing training.	
Close achievement gap	Data Specialist	Instructional specialist will monitor implementation of computer based	Technology instructional specialist .75 FTE	Data reports PLC schedule PLC agendas	\$15,823.



BORTON MAGNET SCHOOL PLAN 2015-16

		<p>interventions and will provide student data to PLC groups.</p> <p>Instructional specialist will also provide support for the PLC implementation by supporting rotations.</p>			
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ESTIMATED BUDGET WITH BENEFITS * = \$496,631.15

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



BORTON MAGNET SCHOOL PLAN 2015-16

ATTACHMENT E3



CARRILLO MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Carrillo K-5 Magnet	MAGNET THEME: Communication & Creative Arts
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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	4.1% overall	3.6% overall	7.8% overall	11% overall	M in K,1,2
African American	3.2% overall	3.9% overall	4.1% overall	4.1% overall	M in K,1,2
Hispanic	88.9% overall	89.6% overall	85.7% overall	70% in K,1	70% in K,1,2

INTEGRATION GOAL (2016/17):

[Note: Benchmarks apply to each grade level cohort that moves up from Kindergarten starting in the 2014/15 SY.]

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



CARRILLO MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	CSI Strategy	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
<p>Recruitment: To increase ethnic diversity at Carrillo K-5 Communication and Creative Arts Magnet School by at least 30% non-Hispanic students, White and African-American students will be recruited...</p>		<p>Implement strategic preschool recruitment efforts, including: attending parent nights, distribution of promotional materials, and building relationships with preschool directors and parents of preschoolers.</p> <p>Maintain the Carrillo K-5 Facebook page and school website, and updating online school search sites, including GreatSchools.net and Trulia. ...in-person marketing @ Carrillo and District events, including: Family Nights, door-to-door campaign, networking with Tucson Chamber, local realtors and U of A.</p>	<p>Magnet Coordinator/Data & Assessment Coach: (1) FTE</p> <p>Off Contract Magnet Coordinator</p> <p>Mileage</p>	<p>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.</p>	<p>\$42,620</p> <p>\$3000</p> <p>\$300</p>
<p>Recruitment and Retention</p>		<p>Carrillo K-5 will sustain high-quality programming to attract the targeted student demographic by funding Art, Drama, and Technology teaching positions.</p>	<p>3.6 FTEs</p>	<p>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.</p>	<p>\$153,432</p>



CARRILLO 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
135	B	145	A	146	A	140+	A	140+	A	140+	A

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	77%
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	3
Composite Points	80
Growth Points +1	66
*Median Growth Percentile= 38.5	62
*Median Growth Percentile Bottom 25%=37	67
Total Points	146

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	100%	83%	84%	-17%	-16%	Math	100%	50%	75%	-50%	-25%
N	9	6	135			N	9	6	135		

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Carrillo 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 Carrillo will score higher than the state median in reading and math.
3. By June, 2017, students at Carrillo 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 Carrillo will continue to be greater than the state median growth.



CARRILLO MAGNET SCHOOL PLAN 2015-16

ACHIEVEMENT BENCHMARK (2015/16):

1. Carrillo will maintain a state letter grade of A (a minimum of 140 points), as determined by the results of the 2015-16 AZMerit.
2. In 2015-16, Carrillo “meets and exceeds” students will achieve higher growth than the state median in reading and math, as measured by the Spring 2016 AzMerit .
3. In 2016-17, Carrillo “meets and exceeds” students will continue to achieve higher growth than the state median in reading and math, as measured by the Spring 2017 AzMerit.
4. In 2015-16, Carrillo students in the bottom 25% group (L25) median growth percentile will continue to be higher than the state L25 median growth percentile, including Hispanic, White, AA and ELL subgroups, as measured by the Spring 1016 AzMerit.
5. In 2016-17, Carrillo students in the bottom 25% group (L25) median growth percentile will continue to be higher than the state L25 median growth percentile, including Hispanic, White, AA and ELL subgroups, as measured by the Spring 2017 AzMerit.



CARRILLO MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Improve overall student achievement	Two hours weekly of PLC time, Learner centered professional development, Additional time for planning	Carrillo teachers will have time to meet in PLCs for two hours blocks of time at least once a week to analyze student data and plan for instruction aligned to AZCCRS and individual student needs.	Added Duty for extended Wednesdays	PLC artifacts: schedule, norms, agendas, goals, meeting notes, teacher-created common assessments	\$9,600
Improve overall student achievement	Strengthen Tier I and Tier II instruction	PLCs and individual teachers will be supported in task analysis, data disaggregation, and analysis of lesson studies and instructional studies	Magnet Coordinator	Quarterly written thematic unit plans, daily lesson plans Peer Observation/ Feedback Protocol Student progress monitoring data	
Increase overall student achievement	Improve Tier I and Tier II instruction	Teacher leaders will be trained in order to prepare and facilitate PLC meetings.		Time sheets, meeting agendas	
Improve overall student achievement Growth of the lower 25%,	Strengthen Tier I and Tier II instruction, Differentiated Tier I instruction for all students	In order provide opportunities for differentiated instruction, and for the classroom teacher to provide targeted interventions and skill based instruction, Carrillo will use	(6) .6 FTE Teacher Assistants	Walkthrough data, student progress monitoring data	\$103,260



CARRILLO MAGNET SCHOOL PLAN 2015-16

<p>Close the achievement gap</p>		<p>instructional specialists. Instructional Specialists will provide support to the classroom teacher by coaching and monitoring student learning while the teachers works with students who are struggling and/or works with heterogeneously grouped students.</p>			
<p>Improve overall student achievement</p>	<p>Strengthen Tier I instruction</p>	<p>(3) Teacher Leaders will participate in learner-centered professional development to engage in collective inquiry in technology integration, then provide feedback on implementation through a peer coaching model.</p>	<p>AZ K-12 Center for Professional Learning: Registration Subs</p>	<p>Quarterly Written Thematic Unit Plans Peer Observation/ Feedback Protocol</p>	<p>\$1275 \$500</p>
<p>Improve overall student achievement</p>	<p>Strengthen Tier I instruction</p>	<p>Provide teachers with professional development using the new AZCCRS aligned district math core curriculum (Engage New York), and provide feedback on implementation through a peer coaching model.</p>	<p>District support and training</p>	<p>Quarterly Written Thematic Unit Plans Peer Observation/ Feedback Protocol Walkthrough data</p>	<p>N/A</p>
<p>Improve overall student achievement</p>	<p>Strengthen Tier I instruction</p>	<p>Participate in site-created summer PD opportunities to build a common language,</p>	<p>Coordinator & Instructional Coach & Teacher Leaders planning/ added</p>	<p>Workshop reflections Sign-in sheets</p>	



CARRILLO MAGNET SCHOOL PLAN 2015-16

		navigate and unpack standards, and identify needed changes in instructional practice in order to increase cognitive demand. Teachers will use this knowledge to plan instruction for the upcoming year based on analysis of student data.	duty Certified Hourly/added duty	Agendas Drafts of Quarterly Written Thematic Unit Plans Peer Observation/ Feedback Walkthrough data (throughout school year)	\$3500
Improve overall student achievement	Strengthen Tier I instruction, Differentiated Tier I/Tier II instruction for all students	Improve Tier I/Tier II learning opportunities available to students by differentiating skill instruction based on results of universal screeners and diagnostic assessments, and increasing cognitive demand of overall classroom instruction and extension activities to align with AZCCRS.	Instructional aids: (1) ZooPhonics kit for supplemental foundational instruction, Continue use of online SuccessMaker intervention and enrichment, (6) .6 FTE Paraprofessionals	Quarterly unit lesson plans, Daily lesson plans, PLC agendas and notes, Peer Observation/ Feedback	\$700 N/A
Growth of the lower 25%, Close the achievement gap		Provide Tier II reading and math intervention to L25 group with district-provided online Successmaker program.	District-provided Successmaker program, (1) FTE: Technology Integration teacher	Student pre and post assessment scores, Student progress monitoring scores	N/A



CARRILLO MAGNET SCHOOL PLAN 2015-16

Growth of the lower 25%, Close the achievement gap	Offer Tier 3 Intervention	Provide Tier III students after-school intervention in reading and math	Carrillo teachers paid through tax credit donation program	Teacher lesson plans, Student pre and post assessment scores	N/A
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ESTIMATED BUDGET INCLUDING BENEFITS *= \$415,272.60

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

ATTACHMENT E4



CRAGIN MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Cragin Performing Arts Magnet Elementary School	MAGNET THEME: Fine and Performing Arts
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ETHNIC DIVERSITY

Cragin will not be magnet school in 2015-16. Funding allocated to Cragin for 2015-16 is for the purpose of improving student achievement.

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
118	C	103	C	100	C	107	C	114	C	120	B

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	49
ELL Reclassification (3)	3
FFB Rate Additional Points (6)	3
Composite Points	55
Growth Points +1	45
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	100

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	53	59	-10	-16	Math	38	70	42	-18	4



CRAGIN MAGNET SCHOOL PLAN 2015-16

N	42	15	76			N	42	15	76		
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ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Cragin 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 Cragin will score higher than the state median in reading and math.
3. By June, 2017, students at Cragin 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 Cragin will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Cragin will be less than the achievement gap between racial groups who do not participate in magnet programs at comparable schools.

ACHIEVEMENT BENCHMARK (2015/16):

1. Cragin will earn a state letter grade of B (a minimum of 120 points), as determined by the results of the 2015-16 AZMerit.
2. By June, 2016, students at Cragin will score higher than the state median in reading moving from 42.5 % to 50%.
3. By June, 2016, students at Cragin will score higher than the state median in math moving from 39% to 50%.
4. By June, 2016, students at Cragin will show academic growth that is higher than the state median growth in math and reading.
5. By June, 2016, the growth of the bottom 25% of students at Cragin will be higher than the state median growth.
6. By June, 2016, the achievement gap between racial groups at Cragin will be less than the achievement gap between racial groups of like grade configurations at non-magnet schools in the District.



CRAGIN MAGNET SCHOOL PLAN 2015-16

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
<p>Increase overall student achievement.</p> <p>Increase student achievement in Math.</p> <p>Maintain student achievement in Reading.</p> <p>Close achievement gaps</p> <p>Raise achievement of L25</p>	<p>Teachers will have at least two hours weekly to participate in PLCs</p> <p>Differentiated Tier 1 Instruction</p> <p>Tier 2 intervention</p> <p>Tier 3 intervention</p>	<p>Cragin will create a master schedule to allow teachers to meet in PLCs at least a 2 hour block once per week.</p> <p>Staff will address achievement gap by designing Tier 1 and 2 data-driven intervention strategies that are systematic, timely and directive. The Coordinator/ Instructional Coach will facilitate.</p> <p>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.</p>	<p>1.0 FTE Teacher – Dance</p> <p>1.0 FTE Teacher – Drama</p> <p>Common Lesson Plan Template including a Depth of Knowledge element</p> <p>Principal</p> <p>Coordinator/ Instructional Coach</p> <p>Materials for Pre-Post Tests</p>	<p>Certified Teachers will complete PLC Log that records activities from each meeting.</p> <p>Principal and Coordinator/ Instructional Coach will conduct weekly walk-through observations with immediate feedback ensuring teachers are implementing strategies to differentiate Tier 1 instruction and ensure implementation of EEI components.</p>	<p>\$42,670</p> <p>\$42,670</p> <p>\$42,620</p> <p>\$1000</p>
<p>Increase student achievement and growth</p> <p>Growth of the lower 25%</p> <p>Earn all reclassification points.</p>	<p>Learner Centered Professional Development</p>	<p>Teachers will implement SEI strategies specifically designed for ELL students.</p> <p>Teachers will differentiate instruction for English Language Learners in a</p>	<p>Support from Language Acquisition</p> <p>Support from CCR Department</p> <p>PD: Culturally Responsive Instruction</p>	<p>Frequent classroom observations and teacher debriefs for EEI / SEI implementation</p>	<p>n/a</p>



CRAGIN MAGNET SCHOOL PLAN 2015-16

		culturally responsive manner to meet the academic needs of English language learners.			
Close Achievement Gaps Growth of the L25	Tier 3 Intervention Outside the School Day	Provide afterschool tutoring and/or enrichment to eligible students as part of the 21 st Century Grant specifically focusing on subgroups related to achievement gaps.	21 st CCLC Coordinator	Grant documentation, including attendance and pre/post tests	21 st CCLC
Increase the growth of the lower 25% Close Achievement Gaps	PLCs Focused on Student Learning	Teachers will spend off contract time supporting the work begun in PLCs by analyzing student data, lesson planning, creating pacing calendars to coincide with Scope and Sequence.	19 Teachers @ \$25/hr for 8 hours off contract Added Duty	PLC agendas that include descriptions of the requirements for added duty compensation AND the accompanying final products.	\$3,800
Increase the growth of the lower 25% Close Achievement Gaps	Data Coaching	During PLCs, conduct data dialogs with teachers related to the bottom 25% and students falling in the subgroups identified in our achievement gaps.	Teachers and Coordinator /Instructional Coach	PLC logs	
Increase the growth of the lower 25% Close Achievement Gaps	Tier 2 Intervention within the School Day	Build Math intervention into the last hour of Monday. Through the data analysis in the weekly PLCs, teachers will plan to have an intervention and enrichment block every Monday (Walk to Math)	Teachers	Record of student grouping and interventions offered	



CRAGIN MAGNET SCHOOL PLAN 2015-16

Increase overall achievement in Math Maintain/Improve Achievement in Reading	Learner Centered Professional Development	Provide Learner Centered Opportunities for teachers centered around the work done in PLCs.	PD Calendar, Coordinator/ Instructional Coach Principal Staff	Learner Centered PD agendas	
Increase overall achievement in Math Maintain/Improve Achievement in Reading	Learner Centered Professional Development	Cragin will participate in site directed professional development: Organization, Procedures, Routines, Management, Quick transitions, Quality student engagement, Academic rigor utilizing Thinking Maps strategies	\$2,500 Thinking Map supplies/teacher will train staff	Professional Development Supplies	\$2,500
Increase the growth of the lower 25% Close achievement gaps	Tier 1 differentiated instruction Tier 2 Intervention Within the School Day	Cragin teachers will utilize BrainPop online resources to enhance math lessons by adapting instructional strategies to variations of student need and learning contexts	Instructional Aids	BrainPop built into lesson plans	\$2,895
Increase the growth of the lower 25% in Math	Tier 2 Intervention Within the School Day	Cragin Kindergarten, 1 st grade and Resource teachers will utilize Touch Math to provide targeted Tier 2 interventions by adapting instructional strategies to variations of student need and learning contexts	\$1,400 per grade level + resource	Touch Math built into lesson plans	\$4,200



CRAGIN MAGNET SCHOOL PLAN 2015-16

Increase overall student achievement in Math Maintain achievement in Reading	Peer Observations for Instructional Improvement	Using a Peer Coaching Model, Cragin teachers will observe peers and implement peer coaching to improve Tier 1 instruction	Substitutes	Peer coaching logs Peer observation sheets	\$2,800
Increase overall preparedness for school year's student achievement	Instructional Coach	Coordinator/Instructional Coach will pre-plan with the principal prior to school starting to finalize PLC and data analysis practices for upcoming year	Coordinator/ Instructional Coach Support supplies	PLC agendas Data notebooks for each grade level	\$700

ESTIMATE BUDGET WITH BENEFITS* = \$181,472.00

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

ATTACHMENT E5



DAVIS MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Davis	MAGNET THEME: Spanish Immersion
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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

<p>achievement gaps L25s</p>		<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>	<p>Materials</p>	<p>evidence of follow up in the classroom, data notebooks</p>	<p>\$2100</p> <p>\$11,875/ certified</p> <p>\$3633/Instru ctional Specialists</p>
<p>Increase student achievement Reduce achievement gaps L25s</p>	<p>Tier I Instruction</p>	<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>Instructional Specialists will also provide teacher</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

		developed 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.	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

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

ATTACHMENT E6



DRACHMAN MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Drachman	MAGNET THEME: Montessori
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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	6.0	4.9	7.8	M	M
African American	10.7	10.2	7.1	M	M
Hispanic	76.8	77	76.6	<73	<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%, and the enrollment of White and Hispanic students will meet the USP definition for integration.

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 73%, and the enrollment of White students in Kindergarten and 1st Grade will meet the USP definition for integration.

By the 40th day of the 2016/17 SY, the Hispanic enrollment in Kindergarten, 1st Grade, and 2nd grade will be no more 70%.



DRACHMAN MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	Use community/district weekend events to recruit new students to Drachman Montessori Magnet School.	<p>Magnet Coordinator</p> <p>Stipend for Magnet Coordinator to attend weekend recruitment events</p> <p>Added duty for Drachman staff, other than the Magnet Coordinator, to staff 80 hours of recruitment events not on contract time.</p> <p>Mileage</p>	<p>Pictures</p> <p>Flyers</p> <p>Reports</p> <p>Added Duty</p> <p>Sign In Sheets</p> <p>Work Logs</p> <p>Mileage Logs</p>	<p>\$42,620.</p> <p>\$3,000</p> <p>\$2,000</p> <p>\$500</p>
Recruitment	Create site based events inviting targeted preschool students to promote Drachman's program and recruit new students.	Magnet Coordinator	Calendar Flyers Sign In Sheets	
Recruitment	Develop new, clear and concise, Drachman marketing materials.	Magnet Coordinator Magnet Department		
Recruitment	Use online resources for Marketing and Recruitment Purposes	Magnet Coordinator, Zillow, Great Schools.org, etc.		
Retention	Provide parents an opportunity to attend community nights. This includes movies, curriculum nights, and talent shows.	Supplies		\$1,500



DRACHMAN 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
124	B	109	C	165	A	140	A	140+	A	140+	A

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	87%
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	3
Composite Points	90
Growth Points +1	66
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	156

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	100	57	82	-43	-18	Math	100	71	85	-29	-15
N	5	14	97			N	5	14	97		

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Drachman will maintain a state letter grade of A (a minimum of 140 points) or B (120 points or more), as defined by the state grading system.



DRACHMAN MAGNET SCHOOL PLAN 2015-16

2. By June, 2017, students at Drachman will score higher than the state median in reading and math.
3. By June, 2017, students at Drachman 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 Drachman will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Drachman will be less than the achievement gap between racial groups who do not participate in magnet programs at comparable schools.

ACHIEVEMENT BENCHMARK (2015/16):

1. Drachman will maintain a state letter grade of A (a minimum of 140 points) or B (120 points or more), as determined by the results of the 2015-16 AZMerit.
2. Students at Drachman will score higher than the state median in reading and math as determined by the results of the 2015-16 AZMerit.
3. Students at Drachman will show academic growth that is higher than the state median growth in reading and math.
4. The growth of the bottom 25% of students at Drachman will be higher than the state median growth as determined by the results of the 2015-16 AZMerit.
5. The achievement gap between racial groups at Drachman will be less than the achievement gap between racial groups who do not participate in magnet programs at comparable schools as determined by the results of the 2015-16 AZMerit.



DRACHMAN MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Improve Overall Student Achievement	PLCs Improve Tier I Instruction	Drachman will create a master schedule to allow teachers to meet in PLCs in two hour blocks of time at least once a week. Staff will address the achievement discrepancies by designing strategies that are systematic, timely and directive. The instructional coach will facilitate.	Instructional Specialist (Music) Teacher Hourly for Extended Wednesdays	PLC Calendar Agenda Sign In Sheets Journals Schedule	\$19,000 \$9,100
Close Achievement Gaps	Improve Tier I Instruction Tier 2 Tier 3	Eight 4-Hour Instructional Specialists will work in K-3 rd grade classes to support simultaneous Tier 1-3 instruction. Instructional Specialists will work directly with students to support their individual learning plans while the teacher works with struggling students or students in small group instruction. Instructional Specialists are also needed to provide support because Montessori classrooms are configured in multiage groupings.	8 .5 FTEs	Schedules Walk-Through Observations Montessori Documentation	\$114,736.
Improve Overall Student Achievement	Reduce Class Size	Montessori classrooms will be staffed, as closely as possible, at teacher to student ratios of 1:24	3 Certified FTE	Class rosters	\$127,860
Lower 25% Achievement Gaps	Tier 2 Intervention	To improve the achievement of English Language Learners and students who have significant achievement gaps, a half-time Montessori teacher will work with targeted students who are	.5 Certified FTE	Individual Learning Plans	\$21,310.



DRACHMAN MAGNET SCHOOL PLAN 2015-16

		on Individualized Learning Plans			
Increase Overall Student Achievement	Improve Tier 1 Instruction	Three teachers will receive formal Montessori training to obtain their Montessori certification	Registration and funding costs for formal Montessori Training from Khalsa Montessori Training Organization in Tucson	Evidence of class participation Evidence of classroom implementation Documented Hours	\$18,291
Increase Overall Student Achievement	Improve Tier 1 Instruction	Using Learner Centered Professional Development, teachers will identify needed PD experiences. This PD will support the work done in PLCs			
Increase Overall Achievement	Improve Tier I Instruction	Teachers will be released once a quarter so they may have professional development time during the work week to maintaining/obtain Montessori formal certification. This includes peer observations and side-by-side coaching opportunities	Substitutes	Teacher Learning Plan	\$6000
Improve Overall achievement Close Achievement Gap Lower 25%	Improve Tier 1 Tier 2	Purchase hands-on Montessori Learning Materials to differentiate and individualize the instruction for all students. Specific populations will be targeted by designing learning experiences to reduce the achievement gap and to target the lowest 25%	Montessori Materials	Materials	\$3000
	Improve Tier I Instruction	Teachers will be trained to use Smart Boards, eBeams, Computers, and Document Cameras	18 Teachers/8 hours/\$25hr	Sign In Sheets Agendas Classroom Observations	\$3600

ESTIMATED TOTAL BUDGET*= \$475,208.80

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

ATTACHMENT E7



HOLLADAY MAGNET PLAN 2015-16

SCHOOL NAME: HOLLADAY	MAGNET THEME: Fine and Performing Arts
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ETHNIC DIVERSITY

Enrollment (%)

School	Ethnic Categories	2012/13 40 th Day Enrollment	2013/14 40 th Day Enrollment	2014/15 40 th Day Enrollment	Goal: 2015/16 40 th Day Enrollment	Goal: 2016/17 40 th Day Enrollment
Holladay	W	12.8	7.7	7.2	≥4.3	≥6.2
	AA	13.2	11.9	15.6	M	M
	H	68.7	73.6	70	<70	<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 continue to meet the USP definition of integration as reported on the Mojave/Synergy student tracking system or the entire school will remain integrated.

BENCHMARK:

By the 40th day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1st Grade will be no more 75.5%, the enrollment of White students will be no less than 4.3%, and the enrollment of African American will continue to meet the USP definition of integration as reported on the Mojave/Synergy student tracking system.



HOLLADAY MAGNET PLAN 2015-16

STRATEGIES

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	Actively recruit students from preschools with high enrollment in the target ethnicity and recruit from dance/art studios.	Magnet Coordinator/Data Coach Mileage from site to targeted schools	Visitation Logs Web-Site	\$42,620 \$500
Recruitment And Retention	To recruit and retain targeted ethnic groups and track attendance, an APTT Coordinator/Community Liaison will work with targeted students. See further description in the Student Achievement section. The Community Liaison will actively peruse partnerships.	Holladay will implement the FAST program the second semester. A committee of parents and teachers will work together to plan the first semester.	Attendance records and communication logs Agendas APTT communication and conference logs	
Recruitment and Retention	Holladay will produce Broadway productions and Fine Arts Concerts and send invites to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.	Performing Arts Specialist Visual Arts specialist Materials/Costumes Invites mailed to targeted preschools and Fine Arts community- 50 recipients - 1 Glossy mailer per event and follow fliers when interest is expressed (30 per recipient)	Prospective Parent Sign In Sheets Phone log of follow up calls	\$42,620 \$42,620 \$3500 CENTRAL



HOLLADAY MAGNET PLAN 2015-16

Recruitment	Publicize school events and performances to the community through increased social media exposure through school website, Facebook, Twitter, Pinterest, blogging, and YouTube.	Magnet Coordinator/Data Coach Technology to effectively implement social media strategies.	Postings Social media analytics Blog records	\$2,500
Recruitment and Retention	Make contact and build partnerships with University of Arizona, Fine Arts community (Tucson Museum of Art, U of A Art and Music Dept., Tucson Symphony, Borderland theater company, etc.)	Magnet Coordinator/Data Coach Performing Arts Specialist Visual Arts specialist APPT Coordinator/Family Liaison/FAST	Participant Verification Form that delineates community partner organizations	See Above N/A
Recruitment and Retention	Create a formal traveling performance team and mobile art exhibits to be used as a marketing/recruitment tool. Travel to preschools, libraries, radio stations, businesses, public events, etc.	Performing Arts Specialist Visual Arts specialist Coordinator Stipend/Off Contract	See above	See Above \$3,000
Recruitment Retention	Create a student and staff extended day collaborative media class to create a school blog which will capitalize on and take advantage of our current success in social media.	Classified Hourly 5 Cameras & 4 tablets, Software Instructional supplies	Extended Day Participation Student Attendance Student Project Plans Blog	21 st CCLC



HOLLADAY MAGNET PLAN 2015-16

Recruitment	Advertise in concert programs/ playbills, etc. (Gaslight, U of A Presents and Broadway in Tucson, Invisible Theater. Marquee, billboards, TV/ radio spots	Magnet Coordinator/Data Coach Promotion Budget	FTE See above	See Above CENTRAL
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HOLLADAY MAGNET 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
Holladay	109	C	109	C	90	D	100	C	110	C	120	B

AZ Learns Composite Scores

Percent Passing AIMS	48
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	3
Composite Points	51
Growth Points +1	39
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	90

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
Holladay Magnet	Reading	92	67	53	-25	-39	Math	58	33	32	-25	-26
	N	12	15	92			N	12	15	92		



HOLLADAY MAGNET PLAN 2015-16

GOALS:

1. By June, 2017, Holladay 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 Holladay will score higher than the state median in reading and math.
3. By June, 2017, students at Holladay 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 Holladay will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Holladay will be less than the achievement gap between racial groups in like grade configurations compared to non-magnet schools throughout the District.

BENCHMARKS:

1. Holladay will earn a minimum of 110 points (state letter grade of C), as determined by the results of the 2015-16 AZMerit.
2. Holladay will score at least the median growth percentile moving from 38.5 to 50%.
3. Holladay will score at least the median growth percentile for the lower 25%, moving from 37% to 50%.
4. Holladay will make progress toward reducing achievement gaps between the racial groups compared to District non-magnet schools with like configurations using the results from the 2015-16 AZMerit.

Objectives	CSI Strategy	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Improve overall student achievement	PLCs Improve Tier 1 Instruction	Holladay will implement all strategies pertaining to Continuous Improvement Strategies. This includes the implementation of a 2 hour block of time for PLCs at least once a week.	Coordinator All Staff Certified Loss of Planning for Extended Wednesdays	PLC Logs Calendars	\$8450.



HOLLADAY MAGNET PLAN 2015-16

		Teachers will participate in Learner Centered Professional Development which is focused on the PD needs identified in the PLCs.			
<p>Increase school-wide student achievement and growth</p> <p>Growth of the lower 25%</p>	Learner Centered Professional Development	<p>A pre-service will be provided for teachers and all staff to learn about PLCs, the cycle of assess-analyze-plan do, and how Learner Centered Professional Development is tied into these strategies.</p> <p>Through this training, Holladay will develop a common vision/focus to develop a data driven and academically successful culture.</p> <p>Through this training, Holladay will develop a common language and common expectations of PLCs, Professional Development, and Learner Centered Professional</p>	<p>Teachers participate in a 3 day academy to learn Continuous School Improvement Strategies.</p> <p>CSI is the focus of every meeting and PLC.</p> <p>CSI refresher training will occur in the second semester.</p> <p>20 teachers @ \$25/hr x 40 hours</p> <p>3 Instructional Specialists @ \$13.79/hr x 40 hours</p>	<p>Template for lesson design</p> <p>Principal review of lesson plans</p> <p>Classroom walkthroughs</p> <p>Peer Observations</p>	<p>Title I</p> <p>\$20,000 Certified</p> <p>\$3309. Classified</p>



HOLLADAY MAGNET PLAN 2015-16

		<p>Development. All staff will participate in a collaborative process to strengthen instructional strategies and support Tier 1 differentiated instruction.</p>			
<p>Increase student achievement and growth</p> <p>Close the achievement gap for Hispanic and African American students</p> <p>Growth of the lower 25%</p>	<p>Learner Centered Professional Development</p> <p>Support Tier 1 differentiated instruction</p>	<p>Teachers will collaborate to determine specific needs in teaching integrated arts curriculum. The staff will come to consensus as to specific strategies that are lacking in all grades.</p>		<p>Calendar</p> <p>Agenda</p> <p>True North Logic Class</p> <p>Reflection</p> <p>Survey</p> <p>Evidence of classroom implementation and monitoring student achievement data through teacher lesson plans, collaboratively designed assessments, and regular classroom observations.</p>	



HOLLADAY MAGNET PLAN 2015-16

<p>Increase student achievement and growth</p> <p>Close the achievement gap for Hispanic and African American students</p> <p>Growth of the lower 25%</p>	<p>Tier 2 Intervention</p> <p>Instructional Coach</p>	<p>Students, to be identified in grade level PLCs, will participate in a 30 minute reading intervention, maintenance, or enrichment daily. Student data will be reviewed weekly for flexible grouping. The Instructional Coach or Magnet Coordinator/ Data Coach will facilitate.</p>	<p>Supplemental Staff</p> <p>3 Teacher Assistants @ \$9.10/hr</p> <p>Supplies - Instructional</p>	<p>List of students receiving intervention.</p> <p>Assessment results of students participating in interventions</p>	<p>\$40,950.</p> <p>\$1,500.</p>
<p>Increase student achievement and growth</p>	<p>Tier 1</p>	<p>In order to improve Tier 1 instruction, Holladay will implement the Peer Observation model.</p>	<p>Certified Teachers</p> <p>Substitutes</p>	<p>Walkthrough observations</p> <p>Peer reflection sheets</p>	<p>\$12,000</p>
<p>Increase student achievement and growth</p> <p>Close the achievement gap for Hispanic and African American students</p> <p>Growth of the lower 25%</p>	<p>Two hours/ week of PLCs</p> <p>Data Coach</p> <p>Instructional Coach</p>	<p>Determine which skills/targeted essential standards will be addressed by task analyzing assessment data. From this data they will create grade level pacing calendars.</p>	<p>Magnet Coordinator/Data Coach</p> <p>Instructional Coach</p> <p>Instructional supplies</p>	<p>Evidence of PLCs</p> <p>Pacing calendars for each quarter</p>	<p>See Above</p> <p>Title 1</p> <p>\$10,000</p>
<p>Increase student achievement and growth</p>	<p>Reducing adult to student ratio</p>	<p>Utilize Instructional Specialists to support Tier 1</p>	<p>3 Full-Time Instructional Specialists</p>	<p>Instructional Specialist work logs</p>	<p>See Above</p>



HOLLADAY MAGNET PLAN 2015-16

<p>Close the achievement gap for Hispanic and African American students</p> <p>Growth of the lower 25%</p>		<p>instruction by facilitating maintenance and enrichment groups while teachers work with struggling students and/or small groups.</p> <p>Teachers will provide small group instruction focused on delivering targeted interventions that have been determined in PLCs.</p>		<p>Classroom observations</p> <p>Lesson Plans</p>	
<p>Holladay will receive points from ADE for reclassifying ELL students.</p> <p>Close the achievement gap for Hispanic and African American students</p> <p>Growth of the lower 25%</p>	<p>Learner Centered Professional Development</p>	<p>Implement SIOP and EEI strategies specifically designed for ELL students.</p>	<p>PD: SIOP Refresher,</p> <p>PD: EEI Refresher</p> <p>Student Equity Department</p> <p>Language Acquisition Department</p>	<p>Classroom observation for SIOP strategies</p> <p>Frequent Classroom Observations for EEI implementation</p> <p>AZELLA Scores</p> <p>Language Acquisition growth data</p>	<p>See above</p>
<p>Increase student achievement and growth</p> <p>Close the</p>	<p>Stipend for teacher leaders</p>	<p>Students who do not move forward through targeted interventions will be taken to Multi-</p>	<p>Case Manager/ Teacher Leaders</p>	<p>MTSS forms</p> <p>MTSS logs</p>	



HOLLADAY MAGNET PLAN 2015-16

<p>achievement gap for Hispanic and African American students</p> <p>Growth of the lower 25%</p>		<p>Tier-Student-Support for child study. Teacher Leaders will facilitate.</p>	<p>Instructional Staff, MTSS team members</p>		
<p>Close the achievement gap for Hispanic and African American students</p> <p>Growth of the lower 25%</p> <p>Increase student achievement and growth</p>	<p>Follow up based on recommendations made during PLCs</p>	<p>Holladay will implement APTT (Academic Parent Teacher Teams) and a parent education and outreach program (to include home visits) to help parents understand student achievement and growth data.</p>	<p>Magnet Coordinator/ Data Coach, Instructional Coach</p>	<p>Narratives, logs, sign in sheets, inventories for goods and services</p> <p>Parent/Teacher conference attendance</p> <p>Agendas</p> <p>Home to school communication</p> <p>Logs, narratives</p>	<p>See above</p>
<p>Increase student achievement and growth</p> <p>Close the achievement gap for Hispanic and African American students</p> <p>Growth of the lower 25%</p>	<p>Tier Intervention</p>	<p>Holladay will implement after-school intervention for targeted skills/targeted essential standards proficiency with fluid grouping.</p>	<p>21st CCLC Grant</p>	<p>Attendance records/ assessment data Surveys</p>	



HOLLADAY MAGNET PLAN 2015-16

Lower 25% Close achievement gaps	Tier 2 Intervention	Holladay will implement targeted reading intervention for the lowest 25% in ELA.	Reading Seed APTT Coordinator/ Community Liaison	Comparative reading assessment data	See Above
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ESTIMATED BUDGET WITH BENEFITS* = \$288,221.83

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

ATTACHMENT E8



OCHOA MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: OCHOA	MAGNET THEME: Reggio Inspired
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ETHNIC DIVERSITY

DATA:

Enrollment (%)

School	Ethnic Categories	2012/13 100 th Day Enrollment (Kindergarten)	2013/14 100 th Day Enrollment (Kindergarten)	2014/15 100 th Day Enrollment (Kindergarten)	Goal: 2015/16 100 th Day Enrollment (Kindergarten & Grade 1)	Goal: 2016/17 100 th 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	120	B	120	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

ATTACHMENT E9



ROBISON MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Robison Magnet Elementary	MAGNET THEME: International Baccalaureate
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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	7.3	6.4	8.5	M	M
African American	3.7	4.4	5.5	M	M
Hispanic	85.6	86.5	82.4	≤74.5	≤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 will be no less than 6.2%, and the enrollment of African American students 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 2016/17 SY, the Hispanic enrollment in Kindergarten, 1st, and 2nd Grade will be no more 74.5%, and the enrollment of White and African American students will continue to meet the USP definition of integration as reported on the Mojave/Synergy student tracking system.

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	Robinson will aggressively recruit at preschools with a predominant targeted population.	Magnet Leadership Team Coordinator Stipend	Increase in the number of on-time Magnet applications for incoming White Kindergarten students	\$3000



ROBISON MAGNET SCHOOL PLAN 2015-16

Recruitment	Robinson will aggressively recruit at Local Events attended by the predominant targeted population.	Magnet Leadership Team	Sustainable increase in the number of on-time Magnet applications for incoming Anglo student in all grade levels consistent with the increased number of incoming Anglo Kindergarteners.	See above
Robinson's Principal will host, recruit and educate members at the Broadmour Neighborhood Association meetings.	School Principal	n/a	Increase in the number of students of targeted ethnicity applying for our Magnet program based on word of mouth from the members of the Broadmour Neighborhood Association.	n/a



ROBISON 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
94	D	119	C	80	D	93	D	106	C	120	B

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	45
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	0
Composite Points	45
Growth Points +1	35
*Median Growth Percentile= 38.5	0
*Median Growth Percentile Bottom 25%=37	0
Total Points	80

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	78	50	57	-28	-21	Math	56	17	30	-39	-26
N	9	6	142			N	9	6	142		

ACHIEVEMENT GOAL (2016/17):

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



ROBISON MAGNET SCHOOL PLAN 2015-16

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

ACHIEVEMENT BENCHMARK (2015/16):

1. Robison will earn a minimum of 106 points (state letter grade of C), as determined by the results of the 2015-16 AZMerit.
2. The percentage of students who pass the state assessment will increase from 45% to 50%.
3. The percentage of students who pass the state assessment in reading will increase from 38% to 50%.
4. The percentage of students who pass the state assessment in math will increase from 26% to 50%.
5. The median growth percentile of all students will increase from 32% to 50%.
6. The median growth percentile of the bottom 25% will increase from 35.5% to 50%.
7. Robison will reclassify the appropriate number of students in order to earn additional points on the AZ composite scores.
8. Robison will move at least 25% of the students who FFB to approaches or higher.
9. The achievement gap between racial groups in reading will be less than like grade configurations in the District.
10. The achievement gap between racial groups in math will be less than like grade configurations in the District.

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Improve overall student achievement	Differentiated Tier 1 Instruction Two hours weekly of PLCs	Create a schedule that allows teachers to participate in a two hour block of time at least once a week. They will be engaged in collaborative, evidence-based problem solving.	1 FTE Magnet Coordinator / Instructional Coach	Sign –in sheets	\$42,620
		Continuous and ongoing follow-up and support for further learning tied to Wednesday PD.	Certified Added Duty for Extended Wednesdays	PLC Logs / Data Notebooks that include progress of the lower 25% and closing the achievement gap.	\$11,200.



ROBISON MAGNET SCHOOL PLAN 2015-16

<p>Improve Overall Student Achievement</p>	<p>Two hours of PLCs weekly</p> <p>Differentiate Tier 1 instruction</p>	<p>Math Enrichment Teacher will work with classes to support differentiated Tier 1 instruction. This position will allow grade level teams to participate in two hours of PLCs weekly.</p>	<p>1 FTE</p>	<p>Data Notebooks and Lesson Plans</p>	<p>\$42,620</p>
<p>Improve overall student achievement</p>	<p>Differentiate Tier 1 Instruction</p> <p>Learner-Centered Professional Development</p>	<p>Robison staff will reach consensus on assessments of student performance, including clear ambitious goals for student learning; conduct Task Analysis of targeted learning, including collaborative problem solving regarding instructional strategies</p>	<p>Magnet Coordinator/ Instructional Coach and Principal</p>	<p>Sign-in Sheets</p> <p>Teachers coming prepared to grade level PLCs and Wednesday Learner Centered PD.</p> <p>Differentiation for teachers and students based on Danielson indicators and student performance on common, District and State assessments.</p>	
<p>Increase student achievement and growth</p>	<p>Tier 1</p>	<p>In order to improve Tier 1 instruction, Robison will implement a Peer Observation Model.</p>	<p>Certified Teachers</p> <p>Substitutes</p>	<p>Walkthrough observations</p> <p>Peer reflection sheets</p>	<p>\$5,600</p>
<p>Improve Student Achievement of L 25 and Reduce the Achievement</p>	<p>Tier 2 Interventions</p>	<p>Classified Media Intervention Specialist will gather student data. This position will work with teachers to</p>	<p>1 FTE Classified Media Intervention Specialist (Note: Pay 4 additional days to support teachers on 3 grading days with data</p>	<p>Teacher Lesson Plans reflecting interventions based on student data.</p>	<p>\$28,112</p>



ROBISON MAGNET SCHOOL PLAN 2015-16

t Gap		ensure that students have ready access to Achieve 3000, Waterford and Success Maker.	reports and 1 day before start of school.)		
Improve Student Achievement of L 25 and Reduce the Achievement Gap	Tier 3 Intervention	21 st Century before and after school tutoring and enrichment	21 st Century Grant	Attendance of L 25, Hispanic, African American and Native American Students. 21 st Century Data	n/a

ESTIMATED BUDGET WITH BENEFITS*= \$170,396.60

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

ATTACHMENT E10



TULLY MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: TULLY

MAGNET THEME: Gifted and Talented

Tucson Unified School District is committed to provide high quality educational experiences for all students. With this in mind, the District has a new vision for Tully Magnet Elementary. Tully Magnet Elementary will become the District's show case for Gifted and Talented education.

TUSD Vision for Tully-

Tully will offer access to Gifted and Talented Education (GATE) for all the students who attend first through fifth grade that is taught by a Gifted Endorsed teacher. Students from three different pools will participate in the program: students from the GATE feeder pattern, neighborhood students, and magnet students. First, students who tested into the program and live within the District GATE feeder pattern will be assigned to Tully for self-contained GATE services. Self-contained classrooms will include students that did not test in. Teachers will not know who tested in and who didn't. Second, neighborhood students or students attending Tully as a magnet student and did not test in, will be placed into either a self-contained GATE classroom or a GATE Plus program. Gate Plus services will be taught by a highly qualified and Gifted Endorsed teacher. Students in Gate Plus classrooms will also benefit from a co-teaching model where two teachers provide Gifted and Talented instruction for at least three hours per week.

The vision includes an enthusiastic and revived staff lead by a visionary leader who has a deep commitment to Gifted and Talented programs and believes that all children can be successful. Parents will have multiple opportunities to participate in training that will allow them to better support their child's learning. By offering Gifted and Talented programs for all students, Tully will attract and maintain a diverse student population.

Planning Process-

For Tucson Unified School District to realize this vision there has to be a comprehensive and detailed plan. A committee of TUSD staff comprised of various departments: Elementary and K-8, Desegregation, Leadership, Gifted Education, and Magnet has identified the following actions and time-lines as part of the planning process :

July, 2015-

Draft professional development plan to include the following:

- Gifted Endorsed Instructional Coach hired
- 30 hours of endorsement training summer, 2015
- 30 hours of endorsement training summer, 2016
- 30 hours of training from Gifted Education specialists during 2015-16 and 2016-17
- Identify and secure resources both in the District and the Arizona Department of Education to support staff professional development
- Seek partnerships with University of Arizona College of Education
- PLC time to be set aside weekly for data digs, planning, and Learning Centered Professional Development focused on differentiated instructional strategies
- Identify and schedule specific schools and classrooms for teachers and support staff to observe
- Review past data and surveys from the GATE program at Tully

August, 2015-

- Conduct a Desegregation Impact Analysis
- Boundary Review for 2015-16
- Study and possibly revise the current Southwest GATE feeder pattern
- Begin re-branding and marketing Tully
- Meet with staff and community to continue building the vision



TULLY MAGNET SCHOOL PLAN 2015-16

- Begin to implement professional development plan

September, 2015-

- Community/Public education about GATE testing through meetings, flyers, mailings
- Monthly parent and community training begins
- Teachers participate in at least 4 hours of training, off contract
- Teachers participate in weekly PLCs
- Revise Magnet/Open Enrollment forms
- Provide brochures for new program

October, 2015- May, 2016

- Continue professional development implementation
- Committee will design an admissions plan
- Committee will design a strategy that provides equity for student placement
- Teachers participate in at least 4 hours of training, off contract monthly
- Teachers participate in weekly PLCs
- Parent and Community Outreach
- Marketing and Recruitment

June, 2016- August, 2016

- Review annual data to revise plans as necessary

ETHNIC DIVERSITY

DATA:

Enrollment (%)

School	Ethnic Categories	2012/13 100 th Day Enrollment (Kindergarten)	2013/14 100 th Day Enrollment (Kindergarten)	2014/15 100 th Day Enrollment (Kindergarten)	Goal: 2015/16 100 th Day Enrollment (Kindergarten & Grade 1)	Goal: 2016/17 100 th Day Enrollment (Kindergarten, Grades 1 & 2)
Tully	W	7.1	5.2	16.7	M	M
	AA	17.2	6.4	13.7	M	M
	H	67.2	75.7	62.1	66	70



TULLY MAGNET SCHOOL PLAN 2015-16

GOAL:

By the 40th day of the 2016/17 SY, the Hispanic, African American, and White enrollment in Kindergarten will continue to reflect the definition of integration in the USP.

BENCHMARK: Benchmarks apply to each grade level cohort that moves up from Kindergarten starting in the 2015/16 SY.

By the 40th day of the 2015/16 SY, the Hispanic, African American, and White enrollment in Kindergarten will continue to reflect the definition of integration in the USP.

By the 40th day of 2015/16 SY, the Hispanic, African American, and White enrollment in First Grade will continue to reflect the definition of integration in the USP.

STRATEGIES:

OBJECTIVES	CSI INDICATOR	STRATEGIES	Actions/Resource Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment		To increase non-Hispanic enrollment to 30% or higher, by the 100 th day of the 16-17 SY, we will actively recruit students from pre-schools in targeted areas.	Coordinator Mileage from site to targeted pre-schools Fliers mailed to targeted pre-schools, twice a year (5,000 copies) Presentation materials, off-site (\$50 per appointment twice/week, 1 st sem.) Presentation materials, on-site (\$50 per tour weekly SY)	Mileage Log Recruitment Event Calendar Agenda/Presentation Outline Attendance Logs Fliers/Handouts	FTE Coordinator \$42,620 Extra Duty Stipend \$3,000 Mileage \$500
Recruitment		Community Outreach to attract students to Tully for SY 2016-17 for the Gifted and Talented theme.	GATE/ALE Department Support and Collaboration GATE brochures and materials Marketing Materials (Pencils and Tiger	Meeting Agenda/Notes	(Funding held centrally)



TULLY MAGNET SCHOOL PLAN 2015-16

			magnets with Logo)	
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ACADEMIC ACHIEVEMENT

DATA

School 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
Tully Elementary	121	B	120	B	112	C	114	C	117	C	120	B

AZ Learns Composite Score

Percent Passing AIMS	60
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	0
Composite Points	60
Growth Points +1	52
*Median Growth Percentile= 48.5	
*Median Growth Percentile Bottom 25%=54.25	
Total Points	112

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
Tully Magnet	Reading	94	78	71	-16	-23	Math	82	33	50	-49	-32
	N	17	9	126			N	17	9	126		

GOALS:

1. By June, 2017, Tully 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 Tully will score higher than the state median in reading and math.
3. By June, 2017, students at Tully will show academic growth that is higher than the state median growth in reading and math.



TULLY MAGNET SCHOOL PLAN 2015-16

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

BENCHMARKS:

1. Tully will earn a letter grade of B on the state school grading system, as determined by the results of the 2015-16 AZMerit.
2. Tully will increase the overall percentage of students passing the state assessment to 65%.
3. Tully will score at least the state median in reading as determined by the results of the 2015-16 AZMerit.
4. Tully will score higher than the state median in math moving from 43% to at least 51%, as determined by the results of the 2015-16 AZMerit.
5. Tully students in the bottom 25% will show growth at least equal to the state median in reading and math on the 2015-16 AZMerit.
6. Tully will reclassify the appropriate number of students to earn additional points on the AZ Learns Composite Score.
7. Tully Magnet students will show progress toward reducing achievement gaps between the racial groups compared to elementary schools within the District.

STRATEGIES:

OBJECTIVES	CSI INDICATOR	STRATEGIES	Actions/Resource Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Growth of the lower 25%	Improve Tier 1 Instruction	Instructional Coach that is Gifted Endorsed will support all professional development activities.		PLC Logs	\$42,620
Closing achievement gaps	Learner Centered Professional Development Tier 2 Intervention	Secure a consultant for on-site Gifted and Talented Instruction training. 90 hours @ \$150 Teacher Leaders from each grade level will meet monthly to be trained in facilitating PLCs and meet bi-monthly to discuss and problem solve issues concerning data, successes and			\$13,500



TULLY MAGNET SCHOOL PLAN 2015-16

		challenges. Coordinator/IC will facilitate.			
Overall student achievement	Improve Tier 1 Instruction Learner Centered Professional Development	Tully Coordinator/IC will create a master schedule to allow teachers to meet in PLCs for two hour block of time at least once a week. The master schedule will include implementing two labs that provide advanced learning opportunities in line with gifted and talented strategies.	Added duty for Extended Wednesdays	Schedule PLC Logs Lab lesson plans Lab schedule Assessment results of students in the lab	\$11,700
Overall student achievement Increase Lower 25%	Improve Tier 1 Instruction Learner Centered Professional Development	PLCs will task analyze student work, address achievement gap, and design Tier 1 and Tier 2 data driven instructional strategies. Coordinator/IC will organize and facilitate PLCs.	Coordinator/IC	PLC logs Data Reviews of Trends	
Overall student achievement Growth of the lower 25% Close achievement gaps	Learner Centered Professional Development	Learner Centered Professional Development Opportunities will be offered to staff. Coordinator/IC will organize, locate resources, and facilitate.	3 days@ 6 hours, 18 teachers, each before school year	Agenda and Handouts for PD Attendance logs	\$8100. Supplies and materials \$1000.
Growth of the lower 25% Close achievement gaps	Tier 2 Intervention	Tully will implement a Walk to Intervention for grades 3-5 focusing on math. Interventions will include Ready Common Core. Coordinator/IC will organize, locate resources, and facilitate.	All staff will participate in supporting small group intervention.	Schedule Attendance Logs Student data	Supplies and materials \$5000.
All magnet schools will be an A or B	Improve Tier I Instruction	15 teachers will attend Desert Summer Institute – Gifted pathway - June		Attendance logs/Certificates	Registration costs included in



TULLY MAGNET SCHOOL PLAN 2015-16

school	Each teacher will receive a Provisional Gifted and Talented Endorsement Certificate June 2016.	2015 and June 2016 to work towards Gifted Endorsement.			ALE budget
All magnet schools will be an A or B school	Improve Tier I Instruction Each teacher will receive a Provisional Gifted and Talented Endorsement Certificate June 2016.	In collaboration with district GATE Coordinator, Tully staff will receive 30 hours Gifted Strategies training facilitate transition from STEM to Gifted and Talented.	All staff will participate in on-going GATE strategy training	Agendas Attendance logs	
All magnet schools will be an A or B school	Improve Tier I Instruction Each teacher will receive a Provisional Gifted and Talented Endorsement Certificate June 2016.	Tully will utilize release time to allow teachers to visit other self-contain GATE classes in the District.	15 substitutes @ \$100/day One release time per teacher	Release Times Substitutes Sheet	\$1500

ESTIMATED TOTAL BUDGET= \$276,461.75

2016-17

Growth of the lower 25% Closing achievement gaps	Improve Tier I Instruction A or B school	Tully will utilize 3 Certified/Gifted Endorsed FTE to provide Gifted and Talented services to classrooms that have less than 50% Gifted and Talented students that tested into the program in grades 1-5.		Schedules	\$127,950.
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***Any adjustments to the District adopted expenditure budget will occur through the budget modification process.**

ATTACHMENT E11



BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Booth-Fickett K-8	MAGNET THEME: Math and 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	25.1	23.7	22.7	24.0	24.0
African American	9.7	10.1	10.6	10.0	10.0
Hispanic	56.7	57.1	57.1	57.0	57.0

INTEGRATION GOAL (2016/17): By the 40th day of the 2016/17 SY, the enrollment of White, African American, and Hispanic students in Kindergarten, 1st, 2nd, 6th, 7th and 8th grades will continue to reflect the definition of integration according to the USP 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, 1st, 6th and 7th grades will continue to reflect the definition of integration according to the USP as reported on the Mojave/Synergy student tracking system.

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment and Retention	Booth-Fickett will hire a Magnet Coordinator in order to promote the	Magnet Coordinator Mileage	Activity Log on SharePoint	\$42,620 \$300



BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

	recruitment and retention of a diversified school community. The Magnet Coordinator will also facilitate school-wide initiatives focused on overall academic growth and closing the achievement gap.	Stipend- Off Contract	Magnet Reports Magnet Coordinate Meetings/Trainings	\$3000
Retention	Booth-Fickett will communicate with families through a monthly newsletter in order to maintain and stimulate parent and community involvement.	Community Liaison Magnet Coordinator Supplies/Postage Webmaster	Feedback from parents, number of hits on website	\$1000
Retention	Booth-Fickett will host quarterly Family Nights emphasizing on reading strategies and STEM integration.	Recruitment Supplies and materials	Attendance of family and community involvement	PTA funds Central Magnet office



BOOTH-FICKETT 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
104	C	111	C	115	C	116	C	120	B	140	A

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	62
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	3
Composite Points	65
Growth Points +1	50
*Median Growth Percentile= 38.5	46.5
*Median Growth Percentile Bottom 25%=37	50.0
Total Points	115

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	79	58	72	-21	-7	Math	61	29	46	-32	-15
N	257	101	572			N	257	101	572		

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Booth-Fickett 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 Booth-Fickett will score higher than the state median in reading and math.
3. By June, 2017, students at Booth-Fickett will show academic growth that is higher than the state median growth in reading and math.



BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

4. By June, 2017, the growth of the bottom 25% of students at Booth-Fickett will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Booth-Fickett will be less than the achievement gap between racial groups who do not participate in magnet programs at comparable schools.

ACHIEVEMENT BENCHMARK (2015/16):

1. Booth-Fickett will earn a minimum of 118 points on the state school report card system, as determined by the results of the 2015-16 AZMerit.
2. Booth-Fickett students will continue to score higher than the state median in reading and math, as determined by the results of the 2015-2016 AZMerit.
3. Booth-Fickett students will demonstrate academic growth that is higher than the state median growth, as determined by the results of the 2015-2016 AZMerit.
4. Booth-Fickett will demonstrate higher growth of the bottom 25% of students than the state median growth, as determined by the results of the 2015-2016 AZMerit.
5. Booth-Fickett will reduce the achievement gap between White and African American students by 7% (from -32% to -25%) in Math and 3% (from -21% to -18%) in Reading, as determined by the results of the 2015-2016 AzMerit.



BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
<p>Increase overall student achievement and growth</p> <p>Increase growth of L25s</p> <p>Close achievement gaps</p>	PLCs	Booth-Fickett will use the existing master schedule to allow teachers to meet in PLCs for a 2 hour block of time at least once a week. Staff will address the achievement gaps and overall academic growth by designing strategies that are systematic, timely and directed.	<p>Development of PLC policy and forms</p> <p>Teacher Added Duty to Extend Wednesdays</p>	Log kept by PLCs documenting attendance and agenda items	\$35,750
<p>Increase overall student achievement and growth</p> <p>Increase growth of L25s</p> <p>Close achievement gaps</p>	Instructional Coach	Booth-Fickett's Magnet Coordinator will develop and facilitate professional development in order to promote analytic capacity and generate effective classroom enrichments and interventions.	Coordinator	<p>PD calendar</p> <p>Teacher intervention plans</p>	
Increase Student Achievement		Teachers in grade K-1 will receive training in reading	District Support	Teacher Houly 6 tchrs/20 hours	\$3000



BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

Student Achievement Reading		foundations. Teachers in elementary will participate in Learner Centered Professional Development to enhance reading instruction.	Resources to support LCPD.		
Increase Student Achievement	Tier II	Teachers in grades 1-5 will collaborate in providing a 30 minute walk-to-intervention to differentiate tier 2 instruction.			
Increase overall student achievement and growth Increase growth of L25s Close achievement gaps		Booth-Fickett will develop and implement Learner Centered Professional Development to facilitate changes in present structure and culture that lead to and guide the development, implementation, and evaluation of effective learning opportunities for teachers.	PD Time	PD Calendar produced by staff	
Increase overall student achievement and growth	Tier 2	Booth-Fickett will hire a math interventionist to assist identified students in	Certified Math Teacher Materials and	Attendance log kept by the math interventionist Quarterly pre	\$42,620 \$400



BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

<p>Increase growth of L25s</p> <p>Close achievement gaps.</p>		<p>building content knowledge, problem-solving strategies, and higher-level thinking skills during pullout sessions in order to close the achievement gap.</p>	<p>supplies</p>	<p>and post tests</p>	
<p>Increase overall achievement and growth</p> <p>Increase growth of L25s</p> <p>Close achievement gaps</p>	<p>Tier 3</p>	<p>Booth-Fickett will implement a full-year afterschool tutoring program in order to assist identified students in building content knowledge, problem-solving strategies, and higher-level thinking skills during pullout sessions in order to increase growth of L25s.</p>	<p>Coordinator</p> <p>Certified Teachers 3 elementary 3 middle school \$25/5 hours/week/25 weeks</p> <p>Supplies</p>	<p>Attendance log</p> <p>Classroom teacher evaluation of student progress</p>	<p>\$10,800</p> <p>\$18,750</p> <p>\$2,800</p>
<p>Improve overall student achievement (Math)</p>	<p>Learner Centered Professional Development</p>	<p>Math teachers will participate in a PD Math Cadre that includes Mansfeld and Tucson High math teachers and a partnership with Center for Recruitment and</p>	<p>Center for Recruitment and Retention of Math Teachers/UofA</p> <p>6 middle school teachers 6 elementary school teachers</p>	<p>Transcript from True North Logic</p>	<p>\$3,000</p>



BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

		Retention of Math Teachers/UofA in order to build bridges and develop a theoretical understanding of instructional competence.	\$25/hour/10 hours/year		
Increase growth of L25s Close achievement gaps	Tier 2 Tier 3	Booth-Fickett will implement Saturday School to assist identified students in building content knowledge, problem-solving strategies, and higher-level thinking skills during pullout sessions in order to close the achievement gap.	Coordinator 3 teachers \$25/hour/3 hours/week/ 25 weeks Materials/supplies	Attendance log Classroom teacher evaluation of student progress Pre-post assessment scores	\$5617
Increase overall achievement and growth Close achievement gaps	Improve Tier 1 Instruction	Booth-Fickett will create a master schedule that will facilitate teachers meeting at least 2 hours per week for PLCs. With additional staff, they will develop and implement math support classes that will focus on	(17) .20 FTE (2) 1.0 FTE (1) .25 FTE	Improved classroom math grades Raised assessment scores	\$486,140.



BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

		collaborative problem solving and analytical thinking within an authentic context in order to increase the overall achievement of students in grade 6-8.			
Increase student achievement and growth	Tier I PLC	Booth-Fickett will establish a "Student Achievement" committee in order to review and implement future strategies based on collaborative action research that will promote continuous improvement and school restructuring.	5-8 Committee members (K-2,3-5, and 3-6 middle school teachers) \$25/hour/9 hours/year	Committee attendance logs and agendas	\$1800
Close Achievement Gaps	Tier 2	Booth-Fickett will create a committee of teachers and parents to research and design a plan to implement the FAST program for parent involvement			
Achievement Gaps	Improve Instruction	To close achievement gaps, all staff at Booth-Fickett will be responsible for mentoring two or	Teachers Administration	Attendance Student report card grades	



BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

		three African American or Hispanic Students. Responsibilities include family outreach, advocacy.			
Increase student achievement and growth		Booth-Fickett will provide agendas for every student grades 3-8 in order to track assignments, schedules, homework and establish effective work habits.	Agendas	Students will be able to produce agendas when asked	\$3,000

ESTIMATED BUDGET WITH BENEFITS*= \$611,135.00

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

ATTACHMENT E12



DODGE MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: DODGE	MAGNET THEME: TRADITIONAL ACADEMICS
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ETHNIC DIVERSITY

DATA:

Enrollment (%)

School/ Entry Grade	Ethnic Categories	2012/13 40 th Day Enrollment (Grade 6)	2013/14 40 th Day Enrollment (Grade 6)	2014/15 40 th Day Enrollment (Grade 6)	Goal: 2015/16 40 th Day Enrollment (Grades 6 &7)	Goal: 2016/17 40 th Day Enrollment (Grades 6, 7, & 8)
Dodge	W	26.8	23.4	22.0	M	M
	AA	3.6	4.8	3.3	M	M
	H	61.5	64.9	65.9	M	M

GOAL:

By the 40th day of the 2016/17 SY, Dodge will maintain integrated status as defined by the USP.

BENCHMARK:

By the 40th day of the 2015/16 SY, Dodge will maintain integrated status as defined by the USP.

By the Early Draw deadline, Dodge will have at least 250 applications submitted from a diverse ethnic population.

Within 20 days of the first lottery draw, the magnet coordinator will review data on accepted students to keep Dodge integrated.

By the end of the second lottery draw, Dodge will have 80% of the open slots filled and will still be integrated.

By the end of the third lottery draw, Dodge will have 95% of the open slots filled and will be integrated.



DODGE MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment and Retention	In order to attract diverse students and maintain an integrated status, retain the Magnet Coordinator who will market, conduct recruitment events, and track recruiting activities.	Magnet Coordinator/Instructional Coach Stipend	Number of applications turned in Monthly magnet reports School recruitment portfolio	\$42,620 \$3000
Retention	In order to retain students who have applied to Dodge, maintain the 10 day Jump Start program for incoming 6th grade students.	5 teachers; 6.5 hrs./day @ \$25/hr., coordinator 7 hrs./day @ \$30/hr. & office support office support supplies	Mojave magnet reports	\$10,636.50 \$2,499 \$300.
Recruitment	In order to maintain an ethnically balanced application base, increase marketing to schools with high numbers of targeted populations (Wheeler, Wright, Blenman, Bloom, Cragin, Holladay, Myers, Tully).	Magnet Coordinator Materials to maintain portfolio Mileage	School recruitment portfolio	\$200 \$500
Retention	In order to maintain an ethnically balanced application base and widen the marketing potential, hold two recruitment nights (open houses) at Dodge.	Magnet Coordinator Added duty for 2 Teachers @ \$25/hr./event: \$200	Invitations Sign-in sheets Agendas	\$200
Retention	In order to increase retention of targeted ethnic groups selected to attend Dodge, two Orientation nights will be held at Dodge.	Magnet Coordinator Added duty for Teachers 2 @ \$25/hr./event: \$200 Parent Link	Invitations Sign-in sheets Agendas	\$200



DODGE MAGNET SCHOOL PLAN 2015-16

<p>Recruitment</p>	<p>In order to maintain an ethnically balanced application base, attend all district sponsored magnet events that are pertinent to middle school enrollment targeting the ethnic groups needed.</p>	<p>Magnet Coordinator</p>	<p>Number of applications turned in Monthly magnet reports</p>	<p>Included above</p>
<p>Recruitment and Retention</p>	<p>In order to increase positive perception of community, utilize online marketing such as Zillow, Great Schools, School Digger, etc. to boost ratings and reviews of Dodge.</p>	<p>Magnet Coordinator Parents</p>	<p>New Reviews added during current year</p>	<p>No Cost</p>



DODGE MAGNET SCHOOL PLAN 2015-16

ACADEMIC ACHIEVEMENT

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
Dodge	140	A	149	A	151	A	≥151	A	≥151	A	≥151	A

AZ Learns Composite Score

Percent Passing AIMS	84
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	3
Composite Points	87
Growth Points +1	64
*Median Growth Percentile= 61.75	
*Median Growth Percentile Bottom 25%= 65	
Total Points	151

Performance Differences by Ethnicity (AIMS District Comparison)

		White	African Amer.	Hispanic/ Latino	% Diff bet AA and White	% Diff bet H and White		White	African Amer.	Hispanic/ Latino	% Diff bet AA and White	% Diff bet H and White
Dodge Magnet	Reading	95	75	90	-20	-5	Math	81	50	77	-31	-4
	N	93	16	267			N	93	16	267		



DODGE MAGNET SCHOOL PLAN 2015-16

GOALS:

1. By June, 2017, Dodge will maintain a state letter grade of A (a minimum of 140 points) or B (120 points or more), as defined by the state grading system.
2. By June, 2017, students at Dodge will score higher than the state median in reading and math.
3. By June, 2017, students at Dodge 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 Dodge will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Dodge will be less than the achievement gap between racial groups compared to similar grade configurations in the District.

BENCHMARKS:

1. Dodge will maintain a state letter grade of A or B as determined by the results of the 2015-16 AZMerit.
2. Dodge students will perform higher than the state median in reading and math by at least 5%.
3. Dodge will have higher academic growth than the state median in reading and math.
4. Dodge will continue to show growth of the bottom 25% of students at a higher rate than the state's median growth.
5. Dodge will shows progress toward reducing achievement gaps between the racial groups compared to similar grade configurations.
6. Dodge will reclassify the appropriate number of students in order to earn additional points on the AZ Learns Composite.

STRATEGIES:

Objectives	CSI	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Provide Tier 3 intensive intervention to increase L25 student achievement and close the achievement gap for African American and Hispanic students	Tier 3	Students in the Lowest 25% in math and reading will be required to take an Intervention Class and will be moved in and out of the class based on performance data.	0.6 FTE for intervention elective teacher (\$33,429)	Rosters of students who are enrolled and reports to show academic progress	\$33,429



DODGE MAGNET SCHOOL PLAN 2015-16

<p>Increase overall student achievement, reduce achievement gap and sustain growth of L25</p>	<p>Improve Tier I Instruction</p>	<p>To extend district Tier 1 differentiated learning opportunities for 6th grade students, all 6th graders will take two hours of ELA with one hour dedicated to reading and one to grammar & writing.</p>	<p>1.0 Certified FTE (Reading endorsed) SRI Program license renewal</p>	<p>SRI reading Lexiles will be monitored as an assessment tool.</p>	<p>\$42,620 \$1,680</p>
<p>Maintain or increase overall student achievement</p>	<p>Tier 3</p>	<p>Dodge will offer 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.</p>	<p>Summer Jump Start Program for incoming 6th grade students.</p>	<p>Track progress of students who have participated in JumpStart program compared to those who have not using referrals to office data and pre/post math assessment tests.</p>	
<p>Improve overall student achievement</p>	<p>Improve Tier 1 Instruction</p>	<p>Dodge staff will participate in at least one two hour block for PLCs a week. This time is to be used to track student data, analyze student work, research strategies, problem solve, and plan.</p>	<p>Coordinator to facilitate Added Duty for Extended Wednesdays</p>	<p>Agenda PLC Logs</p>	<p>\$8450</p>
<p>Maintain or increase overall student achievement</p>	<p>Improve Tier I Instruction</p>	<p>Dodge staff will participate in Learner Centered Professional Development which coincides with the work done in PLCs. Teachers will be released to collaborate on PD. When needed, they will utilize external professional development resources as to build knowledge, skills, and dispositions of highly effective teaching.</p>	<p>Release time 2 times each year for 20 teachers. Substitute cost \$100.00/teacher Release time PD registration & supplies travel/lodging for 4 staff participants. 6 ELA teachers at \$25.00/ hour for four hours per</p>	<p>Agendas, sign in sheets and follow up with implementation in the classroom</p>	<p>\$900. \$2000 \$3600 \$600</p>



DODGE MAGNET SCHOOL PLAN 2015-16

		Teachers will participate in No Excuses University Training	year per teacher Added Duty 20 teachers \$25/hour 6.5 hours		\$3250
Sustain growth of L25	Tier 3	To provide Tier III interventions, Dodge will continue required classroom support/grade recovery program for targeted students.	2.5 teachers/session added Duty 1.25 hrs. x 2/week @\$25/hour x 36 weeks Mandatory tutorial 2/week for students with "F" in core class. Program to be evaluated on a yearly basis.	Grades for targeted students Rosters of students	\$5625
Increase overall student achievement	Improve Tier 1 Instruction	Improve Tier I learning opportunities available to students in math classes by differentiating instructional strategies based on variation and student needs.	3 math teachers added duty @ \$25/hr. 3 hrs./year/ teacher (\$225) Supplies/Print Shop (\$250)	Math content mastery portfolio	\$225 \$250
Sustain growth of L25	Tier 3	In order to sustain growth of the L25, Dodge will offer two days per week of academically targeted after school tutorial as part of the	Math and ELA teachers at 2hrs/week (1 hr. w/students, 1 hr. planning) ELA	Rosters and per and post assessments	\$3600



DODGE MAGNET SCHOOL PLAN 2015-16

		Tier 3 interventions. Students will be offered intervention based on academic data on a quarterly basis.	Supplies \$550.00		\$550
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ESTIMATED BUDGET WITH BENEFITS* = \$206,795.34

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



DODGE MAGNET SCHOOL PLAN 2015-16

ATTACHMENT E13



MANSFELD MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: MANSFELD	MAGNET THEME: STEM
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ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40th Day Enrollment	2013/14 40th Day Enrollment	2014/15 40th Day Enrollment	Benchmark: 2015/16 40th Day Enrollment	Goal: 2016/17 40th Day Enrollment
White	71 (10.5%)	77 (9.5%)	75 (9.9%)	M	M
African American	30 (4.4%)	42 (5.2%)	32 (4.2%)	M	M
Hispanic	537 (79.1%)	643 (79.7%)	598 (78.7%)	≤74%	≤70%

Enrollment (%) - Grade 6 only					
Ethnic Categories	2012/13 40th Day Enrollment	2013/14 40th Day Enrollment	2014/15 40th Day Enrollment	Benchmark: 2015/16 40th Day Enrollment	Goal: 2016/17 40th Day Enrollment
White	25 (10.9%)	18 (7.2%)	30 (12.6%)	M	M
African American	7 (2.0%)	15 (6.0%)	6 (2.6%)	M	M
Hispanic	181 (78.3%)	205 (81.4%)	185 (77.8%)	≤74%	≤70%

INTEGRATION GOAL (2016/17):

[Note: Benchmarks apply to each grade level cohort that moves up from 6th grade starting in the 2014/15 SY.]

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



MANSFELD MAGNET SCHOOL PLAN 2015-16

INTEGRATION BENCHMARK (2015/16):

By the 40th day of the 2015/16 SY, the Hispanic enrollment in 6th and 7th grade will be no more 74. White and African American enrollment will continue to meet the USP definition of integration as reported on the Mojave/Synergy student tracking system.

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	Mansfeld will actively pursue partnerships with the University of Arizona employee groups.	<ul style="list-style-type: none"> Coordinator 	<ul style="list-style-type: none"> Activity Logs 	\$42,620
Recruitment	Actively recruit students from the following sites: <ul style="list-style-type: none"> Borton Blenman Wright Lineweaver Howell Hughes Drachman Soleng-Tom Carrillo (A and B elementary schools)	<ul style="list-style-type: none"> Coordinator/Instructional Coach Mileage from site to targeted schools 	<ul style="list-style-type: none"> FTE - Coordinator/Instructional Coach Recruitment/Teacher Leader Stipend Mileage Calendar of Recruiting events by site/month 	\$3,000 \$500
Recruitment and Retention	Continue hosting Quarterly STEM Nights for current students and inviting targeted schools from previous strategy.	<ul style="list-style-type: none"> Fliers mailed to targeted schools (9 schools, 100 copies per event for 4 events (3,600 copies) Instructional Materials (2 sessions a night @ \$250 a session - 4 total nights) Added Duty 6 staff @\$25/hr for 2 hours each, 4 times a year 	<ul style="list-style-type: none"> Instructional Supplies Certified Hourly Fliers Sign In Sheets Agendas Course Evaluation Data 	\$2,000 \$1,200
Recruitment	To increase ethnic diversity to at least 30% non-Hispanic enrollment by the 100 th day of 20161-17, we	<ul style="list-style-type: none"> Magnet Materials showcasing STEM and ALE programs (\$500 per event) 	<ul style="list-style-type: none"> Instructional Supplies Certified Hourly Sign In Sheets 	\$1500 \$1000



MANSFELD MAGNET SCHOOL PLAN 2015-16

	will attend all district recruiting events	<ul style="list-style-type: none"> Added duty 2 staff per event for 6 hours @ \$25/hour ~ 3 events 	<ul style="list-style-type: none"> Event Summary Sheet 	
Recruitment and Retention	Continue to update Facebook content and reviews and Great Schools reviews	<ul style="list-style-type: none"> Coordinator/Instructional Coach will update Facebook content so community is aware of current STEM offerings and once a year will solicit families to add reviews. 	<ul style="list-style-type: none"> Facebook postings 	
Recruitment	Disperse welcome packets to realtors	<ul style="list-style-type: none"> Coordinator/Instructional Coach and Magnet Office clerk will create packets of information regarding Mansfeld's STEM program for local realtors to include in their housing brochures. 	<ul style="list-style-type: none"> Sample Packet Ongoing Realtor Contact and Distribution Log 	
Recruitment	Provide Neighborhood Associations info about school	<ul style="list-style-type: none"> Coordinator/Instructional Coach and Magnet Office clerk will create packets of information regarding Mansfeld's STEM program to share with local neighborhood associations. 	<ul style="list-style-type: none"> Sample Packet Ongoing Neighborhood Association Contact and Distribution Log 	
Recruitment	Seek sponsorship from a Department at University of Arizona in order to provide recruitment materials and participate in Departmental events	<ul style="list-style-type: none"> Coordinator/Instructional Coach will enlist the assistance of the University of Arizona STEM Center in setting up a sponsorship. 	<ul style="list-style-type: none"> Email log 	
Recruitment	Host a Fall Magnet Open House on site highlighting STEM and ALE programs targeting sites	<ul style="list-style-type: none"> Fliers will be mailed to targeted schools (9 schools, 100 copies per event plus postage) Added duty for 2-4 staff for 2 hours @ \$25/hr 	<ul style="list-style-type: none"> Certified Hourly Copy of Flier Event Sign In 	\$200
Recruitment and Retention	A Magnet Committee will meet monthly (9 meetings total) to plan recruitment activities and to assess student access to magnet programs.	<ul style="list-style-type: none"> 5 faculty, 9 meetings @ \$25 hour 	<ul style="list-style-type: none"> Stipends Monthly Agendas Sign In Sheets 	\$1200



MANSFELD 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
100	C	111	C	111	C	113* or AZMerit Equivalent	C	116* or AZMerit Equivalent	C	120* or AZMerit Equivalent	B

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	60
ELL Reclassification (3)	3
FFB Rate Additional Points (6)	0
Composite Points	63
Growth Points +1	48
*Median Growth Percentile= 47	
*Median Growth Percentile Bottom 25%=47.75	
Total Points	111

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	86	64	69	-22	-17	Math	73	40	46	-33	-27
N	70	42	627			N	70	42	627		

ACHIEVEMENT GOAL (2016/17):



MANSFELD MAGNET SCHOOL PLAN 2015-16

1. By June, 2017, Mansfeld will earn 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 Mansfeld will score higher than the state median in reading and math.
3. By June, 2017, students at Mansfeld 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 Mansfeld will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Mansfeld will be less than the achievement gap between the same grade configurations in the District.

ACHIEVEMENT BENCHMARK (2015/16):

1. Mansfeld will earn a minimum of 116 points (state letter grade of C), as determined by the results of the 2015-16 AZMerit.
2. Mansfeld will improve the median growth percentile moving from 47% to 50%.
3. Mansfeld will improve the median growth percentile for the bottom 25%, moving from 47.75% to 50%.
4. Mansfeld FAY students will grow on par with the state median in reading moving from 45% to 50%.
5. Mansfeld FAY students will grow on par with the state median in math moving from 49% to 50%.
6. Mansfeld Magnet students will show progress toward reducing achievement gaps between the racial groups as compared to the same grade configurations in the District.

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
<p>Improve overall achievement and growth</p> <p>Improve overall achievement and growth for L25s</p>	PLCs Instructional Coach	Mansfeld create a master schedule to allow teachers to meet in PLCs for at least one two-hour block a week. Staff will address the achievement discrepancies by designing strategies that are systematic, timely and directive. The Coordinator/Instructional Coach will facilitate.	<p>7.0 FTE elective staff to support STEM theme</p> <p>Teacher Added Duty for Extended Wednesdays</p>	PLCs will take notes and provide to the administrator on a weekly basis including objectives and attendance.	<p>\$298,340</p> <p>\$26,650</p>



MANSFELD MAGNET SCHOOL PLAN 2015-16

<p>Improve overall achievement and growth</p> <p>Improve overall achievement and growth for L25s</p>	Tier 2 Intervention	Mansfeld will implement Enrich/Reteach as an instructional reform model and Tier2 Intervention. Enrich/Reteach will be common language and focus for all staff to develop a data driven culture.	Teachers will collaborate monthly to coordinate interventions and enrichment instruction based upon multiple sources of data	Documentation of planned Enrich/Reteach days through Quarterly Instructional Calendars within weeks designated by administration.	
Improve overall student achievement.	Tier I	Mansfeld will implement Learner Centered Professional Development that goes hand-in-hand with PLC work.	Coordinator Coach Administration	Documentation of PD opportunities PLC Logs	
Improve overall student achievement	Tier 1	Mansfeld will partner with U of A and Pima College to provide additional resources and expertise to enhance the STEM program. Faculty from both institutions will be recruited to provide supplemental learning opportunities.	Coordinator Administration		
Improve overall achievement and growth	PLCs Tier 1 Instruction Instructional Coach	Teachers will collaborate to develop and implement an integrated STEM unit that addresses AZCCRS/STEM practices. Units will include differentiated instructional strategies as well as common assessments.	7 Period day 7.0 FTE (elective staff) \$250/teachers in materials to support units (45 teachers)	Instructional Materials Capital/Technology Capital Teacher teams will submit 3 completed units annually that include how Tier 1 instruction is being differentiated in the classroom..	\$11,250
Improve achievement and growth of L25 Improve achievement and growth of L25	Tier 1 Instruction	English Language Development (ELD) Teachers will implement Structured English Immersion strategies specifically designed for ELL	Frequent Classroom Observations for SEI implementation Frequent classroom observations for EEI implementation	Observations by Administration	



MANSFELD MAGNET SCHOOL PLAN 2015-16

Close achievement gap		students.	Support from Language Acquisition and CCR Department		
Improve overall achievement and growth Improve achievement and growth of L25	Tier 1 Instruction	Teachers will organize activities and projects that foster student collaboration and that honor the multiple cultures and languages are represented in the classroom.	PD: Cooperative Learning Monitoring of Lesson Plans Frequent classroom observations	School will provide a Professional Development Calendar detailing PD options for the 2015-16 school year. Observations by Administration	
Improve achievement and growth of L25 Close the achievement Gap	Tier 3 Intervention	Students in the lower 25% will be offered tutoring though afterschool 21stCentury Learning Center grant program.	Targeted students will be asked to participate in 21 st Century Learning Program to receive additional ELA and Math interventions. Students in need of assistance will be identified by the Counselor based upon assessment data (AIMS/AZMerit/ATI/Report Cards)	BOOST Registration Certified Tutoring Attendance	\$5,000
Close the achievement gap	Tier 3 Intervention	Students interested in STEM enrichment will be offered to participate in STEM clubs though afterschool 21stCentury Learning Center grant program.	Targeted students will be asked to participate in a variety of STEM clubs/camps that meet after school and on weekends (Science Olympiad, Math Counts, Sky School, Seeds of Stewardship) 25 teachers @\$200/day for weekend competitions/field trips	Certified Hourly BOOST Registration Attendance	\$5,000
Close the achievement gap	Tier 2 Intervention	Targeted students will be partnered with a mentor/tutor from the University of Arizona These mentors/tutors will review student progress reports in order to provide	Society of Hispanic Professional Engineers, Math Cats, Word Cats, College of Education, Arizona Mentor Society, STEM Center, College of Science mentors will be matched with students by the Community	Tutor Sign In Sheets in Community Liaison Office	



MANSFELD MAGNET SCHOOL PLAN 2015-16

		coaching and mentoring to improve student achievement.	Liaison		
Improve overall achievement and growth	Tier 1 Instruction	Mansfeld staff will reinforce strategic STEM thinking practices by posting and explicitly connecting lessons/units to posted STEM practices.	Creation and display of 16 STEM Practice signs for all classrooms, plus common areas	Instructional Supplies Display of posters through school	\$2,000
Improve overall achievement and growth	Tier 1 Instruction	Student assessment data (AIMS/AZMerit/ATI/R report Cards) will be screened by PLCs, Magnet Coordinator/Instructional Coach to ensure Differentiated Tier 1 Instruction is effective and identify students for Tier 2 and Tier 3 intervention as well as Advanced Learning Experiences opportunities.	The Master Schedule will reflect increased Advanced Learning Experiences (ALE) offerings in grade 6.	Enrollment in ALE 2014-15 vs 2015-16	
Improve achievement and growth of L25 Close the achievement Gap	Tier 1 Tier 2 Tier 3	Mansfeld will use a Multi Tiered Student Support Team, headed by the Counselor, to create and implement interventions for at-risk students	An MTSS Team will meet with grade level teams weekly to collect teacher data on student needs and progress	MTSS Plans	
Improve overall student achievement Close the achievement gap Improve achievement and growth of L25	Differentiated Tier 1 Instruction for all students Additional time for planning	The opportunity to participate in pre-service Professional Development will be offered; additional planning time will also be made available through out the school year to support the work begun during PLCs	Certified Hourly PD	PLC Agendas that include descriptions of requirements for compensation AND the accompanying final products.	\$8,600
Improve overall student	PLCs	Teacher teams will be offered the	Certified Added Duty to pay teacher subs to	Substitutes	\$2,400



MANSFELD MAGNET SCHOOL PLAN 2015-16

<p>achievement</p> <p>Close the achievement gap</p> <p>Improve achievement and growth of L25</p>	<p>Instructional Coach</p> <p>Differentiated Tier 1 Instruction for all students</p>	<p>opportunity to participate in collaborative, evidence-based peer observations in order to provide critical feedback to improve differentiated tier 1 instruction. Magnet Coordinator/Instructional Coach will facilitate.</p>	<p>cover classes while collaborative teams debrief lessons and dialogue about ways to improve tier 1 instructional strategies.</p>		
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ESTIMATED BUDGET WITH BENEFITS* = \$ 424,385.00

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



MANSFELD MAGNET SCHOOL PLAN 2015-16

ATTACHMENT E14



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: ROSKRUGE	MAGNET THEME: Dual Language
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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	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	120	B	120	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, Roskruge 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 Roskruge 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	
		Roskruge 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		
<p>Sustain overall achievement and academic growth</p> <p>Sustain or increase growth of L25s</p>	Tier 1	<p>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%</p>	Bilingual Librarian	<p>Library Schedule</p> <p>Evidence of collaboration with teachers</p>	\$42,620
<p>Maintain A/B status</p> <p>Sustain or increase growth of L25s</p> <p>Close the achievement gap</p>	Tier 2	<p>Math interventionist will be used to support FFB, L25, ELL and SPED students. SEE CIP</p>	Math Intervention teacher	<p>Student pre and post data</p>	\$42,620
<p>Maintain A/B status</p> <p>Sustain overall achievement and academic growth</p>	Tier 1	<p>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 Roskruge with Spanish HS credit and offer required support to students</p>	<p>3 HQ Spanish Teachers</p> <p>Dictionaries</p> <p>Literacy Leveled Spanish Books</p> <p>Offer ALE in Spanish, Math & Science</p> <p>Supplementary Materials</p> <p>Capital (\$25 per student)</p>	<p>Increase in students receiving HS credit upon completion</p>	<p>\$127,860</p> <p>\$10,000</p>



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.**

ATTACHMENT E15



SAFFORD MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Safford K-8	MAGNET THEME: International Baccalaureate
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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	6.6	7.0	7.2	M	M
African American	4.2	4.8	4.7	M	M
Hispanic	79.4	75.3	77.7	< or = 72.2	< or = 70

INTEGRATION GOAL (2016/17):

By the 40th day of the 2016/17 SY, the Hispanic enrollment in Kindergarten, 1st, 2nd, 6th, 7th, and 8th 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 no less than 0.0% 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 than 72.2%. In 6th and 7th grade, Hispanic enrollment will be no more than 76.7%. The enrollment of White students in Kindergarten and 1st grade will be no less than 6.2% and in 6th and 7th grade will be no less than 5.4%. The enrollment of African American students will be no less than 0.0% as reported on the Mojave/Synergy student tracking system.



SAFFORD MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	Target Pre-K programs and Charters that offer no middle grades.	Principal (M&O) Asst. Principal (M&O) Counselor (M&O) Coordinator Stipend Off Contract	FTE's	\$42,620. \$3000.
Recruitment Recruitment Recruitment Recruitment Retention Recruitment	Partner with realtors who specialize in the Safford neighborhood. Give welcome packets to Davis Monthan Air Force Base Safford neighborhood association and ask them to give The Safford packet to their families. Update Safford's school ratings on GreatSchools, Zillow. Promote some of our partnerships on our marketing materials. Example: The Children's museum	Principal (M&O) Asst. Principal (M&O) School Community Liaison Marketing materials: <ul style="list-style-type: none"> • Brochure • School Card • Program Book • Pens 		
Retention	Survey kinder-4 th elementary grade school parents about what they want in middle school.	Materials: <ul style="list-style-type: none"> • Paper • Pens • Brochures 	Supplies	\$ 1,000



SAFFORD MAGNET SCHOOL PLAN 2015-16

<p>Retention</p>	<p>Meeting with 5th grade parents from Safford PYP to discuss preparation and student transition into MYP (what to expect as parents of middle school students)</p>	<ul style="list-style-type: none"> • Program books 		
<p>Retention</p>	<p>Parent education classes Example: Strengthening Families (CODAC)</p>	<p>School Community Liaison</p>	<p>FTE</p>	<p>See above</p>
<p>Retention</p>	<p>New parent link system Newsletter Family events (PYP Exhibition, IB Showcase) PYP family communication folder IB workshops for families</p>	<p>Admin Team School Community Liaison PYP Teachers Reading Interventionist Math Interventionist Magnet Coordinator</p>	<p>FTE</p>	<p>See above Funding requirement for positions outlined in academic strategies</p>



SAFFORD 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
98	D	118	C	109	C	112	C	116	C	120	B

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	56
ELL Reclassification (3)	3
FFB Rate Additional Points (6)	0
Composite Points	50
Growth Points +1	45
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	109

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	86	68	70	-18	-16	Math	62	35	42	-27	-20
N	50	40	550			N	50	40	551		

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Safford will earn 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 Safford will score higher than the state median in reading and math.
3. By June, 2017, students at Safford will show academic growth that is higher than the state median growth in reading and math.



SAFFORD MAGNET SCHOOL PLAN 2015-16

4. By June, 2017, the growth of the bottom 25% of students at Safford will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Safford will be less than the achievement gap between racial groups of other K-8 schools in the District.

ACHIEVEMENT BENCHMARK (2015/16):

1. Safford will earn at least 113 points on the state letter system, as determined by the results of the 2015-16 end of year state standardized assessment.
2. Safford will increase the percentage of students passing math in the state standardized assessment by 7%, moving from 43% to 50%.
3. Safford lower 25% of students will show a 10% growth in math and 12% growth in reading as determined by the results of the 2015-16 end of year state standardized assessment.
4. Safford will close the achievement gap in reading between African American and White students by 5 points as determined by the results of the 2015-16 end of year state standardized assessment.
5. Safford will close the achievement gap in math between African American and White students by 10 points as determined by the results of the 2015-16 end of year state standardized assessment.



SAFFORD MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
To improve overall student achievement and growth	PLC's focused on student learning	Safford K-8 will create a master schedule to allow primary teachers to meet in PLC's for at least a 2 hour block at least once a week. Staff will address the achievement discrepancies by analyzing student work, data, designing strategies that are systematic, timely and directive. The team leaders will facilitate. The reading, math, and IB specialist, will coordinate and support this process. Administrators will monitor.	10 teachers –FTE to implement magnet theme	Master schedule	\$426,200
			Principal (M&O) Asst. Principal (M&O)	PLC team binders with notes, meeting times, sign in	
			Reading Coach	Support staff schedule	\$42,620
			IB Program Coordinator		\$42,620
To improve overall student achievement and growth	Instructional Coach	The Principal and Assistant Principal, with support from the instructional coaches, will effectively coach faculty to ensure that all teachers	Teacher Coach Coordinator Principal (M&O) Asst. Principal (M&O) Added duties 60 staff at \$25 per hour for 10 hrs	Walk through data, reflection on curriculum maps	\$30,000



SAFFORD MAGNET SCHOOL PLAN 2015-16

		<p>move to proficient or distinguished on the Danielson framework for teacher evaluation.</p> <p>Utilizing the TUSD scope and sequence, the IB curriculum planning process, and the learning growth model, Safford K-8 Support staff will work with teachers to develop strategies to improve classroom instruction with a focus on literacy.</p>	<p>per semester</p> <p>Reading Coach</p> <p>Math Coach</p>		\$42,620
<p>To improve overall student achievement and growth</p> <p>Increase achievement of the lower 25%</p>	Learner-centered professional development	<p>Professional development will focus on student learning. In collaborative teams (PLC's) teachers will utilize the student growth model in which examining student work is the focus. They identify learning outcomes, problems students might encounter and specific strategies that address anticipated</p>	<p>Coordinator</p> <p>Principal (M&O)</p> <p>Asst. Principal (M&O)</p> <p>Teacher Hourly to Extended Wednesdays</p> <p>Registration for on-line</p>	<p>PD calendar, handouts, artifacts, reflections</p> <p>IB Certificates of completion</p>	<p>\$35,750</p> <p>\$1720</p>



SAFFORD MAGNET SCHOOL PLAN 2015-16

		<p>problems.</p> <p>Safford K-8 will use outside sources, such as IB online workshops and university connections to support continued learning.</p> <p>PD will expand teacher's theoretical understanding and knowledge of research based practices. It will include opportunities to explore pedagogical beliefs and instructional decision-making.</p>	<p>registration 10 tchr</p> <p>Professional Materials</p> <p>Teacher added duties 60 staff at \$25 per hour for 10 hrs per semester</p>		\$7500
Increase achievement of the lower 25%	Tier 2 intervention/enrichment within the school day	<p>Safford K-8 will target the low 25%, ELL's, and ELLAR's and the lowest overall students with leveled literacy interventions during the school day. (K-5)</p> <p>Safford K-8 will create a master schedule to provide daily reading or math intervention or enrichment</p>	<p>Coordinator</p> <p>Fountas and Pinnell levels K-5 (Title 1)</p> <p>Principal (M&O) Asst. Principal (M&O)</p>	Intervention schedule, running records, data reports	



SAFFORD MAGNET SCHOOL PLAN 2015-16

<p>To improve overall student achievement and growth</p>		<p>classes to 6th through 8th grade students. One teacher FTE will focus on identified quarterly target standards utilizing IXL (computer based program).</p> <p>Based on the student growth model, in PLC's 6-8 teachers will identify students who will participate in the reading/math intervention classes.</p> <p>5th and 7th Grade students will attend Sky School, which will increase student engage and student leadership by utilizing a place based, inquiry based, outdoor science education program.</p>	<p>Math Coach</p> <p>Program tuition and transportation</p>	<p>Student reflections and student driven data journals</p>	<p>\$3000</p> <p>\$900</p>
<p>To close the achievement of the lower 25%</p>	<p>Tier 3 Intervention outside the school day</p>	<p>A majority of Safford K-8's neighborhood students have been identified in the lower 25 percentile and lowest overall achievement.</p>	<p>21st century grant coordinator</p>	<p>Attendance, curriculum, schedule, family communications</p>	



SAFFORD MAGNET SCHOOL PLAN 2015-16

		<p>These students will be invited to participate in our 21st Century Grant tutoring and enrichment activities. Unfilled vacancies will be offered to remaining students.</p> <p>K-5 students will have the opportunity to participate in leveled literacy intervention, tutoring or enrichment.</p>			
To improve overall student achievement and growth	Use a peer observation model to provide lesson and instructional feedback	As part of the student growth model Safford K-8 will use a <i>Critical Friends</i> peer observation model to improve teacher classroom practices.	<p>Coordinator</p> <p>Principal (M&O)</p> <p>Asst. Principal (M&O)</p>	PLC team notes, peer observation schedule, teacher reflections	

ESTIMATED BUDGET WITH BENEFITS* = \$826,675.00

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

ATTACHMENT E16



UTTERBACK MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Utterback	MAGNET THEME: Fine and Performing Arts
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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	6.6	7.0	6.8	M	M
African American	9.7	8.1	8.8	M	M
Hispanic	78.0	79.5	78.6	74.3	≤70

INTEGRATION GOAL (2016/17):

Benchmarks apply to each grade level cohort that moves up from 6th grade starting in the 2014/15 SY.

By the 40th day of the 2016/17 SY, the Hispanic enrollment in 6th, 7th, and 8th Grade will be no more 70%. The enrollment of White students and African American students will continue to meet the USP requirements 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 6th and 7th grade will be no more 74.3%. The enrollment of White students and African American students will continue to meet the USP requirements for integration as reported on the Mojave/Synergy student tracking system.

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	To increase ethnic diversity to at least a 6.5% Non-Hispanic enrollment by the	Coordinator/IC Teacher hourly/off contract	Brochures Log of recruitment	\$42,620. \$3000



UTTERBACK MAGNET SCHOOL PLAN 2015-16

	100 th day of 2016-2017, actively recruit students from the following sites; schools with needed populations: Cragin, Lineweaver, Bonillas, Wheeler, Erickson, Steele, Gale, Howell, Sewell, Hudlow, and Whitmore.	recruitment for Coordinator Fliers mailed to targeted schools (10-12 schools)	events Sign-in sheets of Utterback recruiters, as needed Fliers/Mailers	
Recruitment	In order to meet the USP goal of integration by 2016/17, identify schools outside of TUSD with student population needed and recruit from those campuses.	100 copies per event for 4-5 events (4,000-5,000 copies).	Detailed list of identified targets and log of recruitment activities Brochures/fliers	CENTRAL
Recruitment	In order to meet the USP goal of integration by 2016/17, continue recruitment & marketing of site theme. Continue to participate in district recruitment opportunities, pipeline and non-pipeline visits.	Instructional materials for (2 parent night sessions at \$250.00 staffing added per session, 2 total nights).	Detailed list of identified targets and log of recruitment activities Brochures/fliers	CENTRAL
Recruitment Retention	Increase recruitment potential by having more after school opportunities available for students. Currently applying for 21st CCLC Grant.	Updated magnet materials showcasing theme Added Duty 1-2 staff per event for 4 hours at \$25/hour, 2 events.	Brochures/fliers Tutoring advertisements/showcases	CENTRAL
Recruitment Retention	In order to promote a positive public image, provide welcome packets to realtors, Facebook, update reviews and ratings posted on Zillow, realtor.com and greatschools.org	Coordinator/IC responsible for updating Facebook and soliciting reviews	Facebook log (likes/followers) Tracked progress of reviews/ratings online	
Recruitment	As a recruitment tool, continue relationship with	Coordinator/IC	Log of communication	



UTTERBACK MAGNET SCHOOL PLAN 2015-16

	U of A Camp Wildcat, Boys and Girls Club, Desert Men's Group.		(e-mails, phone calls, etc.) Partnership Letters	
Recruitment	Provide marketing materials for use during recruitment events.	District Magnet Department	Student handouts, flyers, brochures	CENTRAL
Recruitment Retention	Hourly compensation for Coordinator/IC to attend off-contract recruitment events.	Coordinator/IC		LISTED ON PREVIOUS PAGE
Recruitment	Participate in district recruitment opportunities, including school visitations of pipeline and non-pipeline visits. Dates and time of visits will be documented.	Theme supplies for recruitment and presentations.		CENTRAL



UTTERBACK 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
89	D	107	C	88	D	98	D	109	C	120	B

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	47
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	0
Composite Points	47
Growth Points +1	41
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	88

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	63	60	-6	-9	Math	41	22	33	-19	-8
N	39	54	501			N	39	54	501		

GOALS:

1. By June, 2017, Utterback 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 Utterback will score higher than the state median in reading and math.



UTTERBACK MAGNET SCHOOL PLAN 2015-16

3. By June, 2017, students at Utterback 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 Utterback will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Utterback will be less than the achievement gap between racial groups at other middle schools in the District.

BENCHMARKS:

1. Utterback will earn a minimum of 118 points or C rating on the state school grading system, as determined by the results of the 2015-16 AzMerit.
2. Utterback will increase overall achievement in reading moving from 47% meeting or exceeding to at least 51% meeting or exceeding, as determined by the results of the 2015-16 AzMerit.
3. Utterback will increase overall achievement in math moving from 31% to at least 51% meeting or exceeding as determined by the results of the 2015-16 AzMerit.
4. Utterback will improve the median growth percentile of all students moving from 36.5% to at least 50% as determined by the results of the 2015-16 AzMerit.
5. Utterback will improve the median growth percentile of the bottom 25% moving from 44% to at least 50% as determined by the results of the 2015-16 AzMerit.
6. Utterback will reclassify the appropriate number of students in order to earn the additional three points on the AZ Composite Scores as determined by the results of the 2015-16 AzMerit.
7. Utterback will earn additional points on the AZ Composite by moving students from FFB to approaches or meets as determined by the results of the 2015-16 AzMerit. (See benchmarks 2 and 3 for specific outcomes)

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Improve student achievement	Coordinator/ Instructional Coach PLCs	Utterback teachers will meet in PLCs at least once a week for two hour blocks in order to address achievement discrepancies. Teachers will design strategies that are systemic, timely and directive. PLCs will analyze	Supplement the schedule with 5 FTE	Master Schedule Notes will be taken during PLCs that document planning.	\$213,000



UTTERBACK MAGNET SCHOOL PLAN 2015-16

		student data, student work and collaboratively problem solve in order to make instructional decisions.	Teacher Hourly Added Duty for Extended Wednesdays		\$25,150
Improve student achievement	Coordinator/ Instructional Coach	Utterback will create a 6 th grade Academy. This Academy will allow for the expansion of Tier 1 learning opportunities available to students by differentiating instructional strategies based on variations in student need. This includes offering at least one class in each subject that is advanced/honors. To increase academic achievement in Math and ELA, students be grouped in single-age classrooms for Core subjects. Core classes will be fluid to allow students to move from one level to another within the quarter.	3-5 staff to create a 6 th grade Academy.	6 th grade Academy hand book.	\$750
	Data Coach Learner Centered Professional Development		Additional time for teachers to meet to plan leveled classes.	Plans, evidence of leveled classes.	\$2750
Improve	Tier 2	Utterback will	Data Coach	Documentation	\$42,620



UTTERBACK MAGNET SCHOOL PLAN 2015-16

<p>overall student achievement</p> <p>Growth of the lower 25% and ELLs.</p>	<p>Intervention</p>	<p>implement Enrich/Re-teach as an instructional reform model and Tier 2 intervention. Enrich and re-teach will be a common language and focus for all staff to develop a data driven culture. Teachers will collaborate monthly to coordinate interventions and enrichment instruction based on multiple assessments.</p>	<p>Supplies</p>	<p>of planned Enrich/Re-teach quarterly.</p> <p>Instructional calendars.</p>	<p>\$2500</p>
<p>Growth of the lower 25%</p> <p>Close achievement gaps</p>	<p>Tier 3</p>	<p>Utterback will utilize multiple resources to provide targeted after-school tutoring to students in the L25 to receive additional ELA and Math interventions. Tutoring groups are flexible and multi-aged based on student need.</p>	<p>Additional duty Goodwill Good Guides Boys to Men Projects that Soar Higher Ground Reach, Transform, Elevate Desert Men’s Group 21st CCLC (Grant submitted May 2015)</p> <p>Instructional Supplies</p>	<p>Attendance</p>	<p>\$5150</p>
<p>Close achievement gap</p>	<p>Tier 1 Instruction/ Tier 2 Intervention</p> <p>Coordinator/ Instructional</p>	<p>English Language Development (ELD) teachers will implement Structured English Immersion (SEI) strategies</p>	<p>Frequent classroom observations for SEI implementation</p> <p>Support from Language Acquisition and CCR</p>	<p>Observations by Administration</p>	



UTTERBACK MAGNET SCHOOL PLAN 2015-16

		will use this knowledge during PLCs while reviewing student data and planning instruction.			
Increase overall achievement	Strengthen Tier 1 instruction Coordinator/ Instructional Coach	By using disaggregated data, Teacher Leaders will build knowledge, skills, and model highly effective teaching (overseen by IC). They will work with teachers on a weekly basis to support lesson planning that includes differentiated Tier 1 instruction and intervention opportunities.		PLC agendas PLCs sign-in sheet Evidence of data analysis Lesson plans	
Growth of the lower 25% Close achievement gap	Tier 2 and Tier 3 intervention and enrichment Data Coach	Coordinator will assist teachers in data collection and disaggregation. This position would provide suggestions for student grouping and movement between leveled classes, and coordinate intervention and enrichment opportunities.	Data Coach/Instructional Coach	Data Coach logs Intervention and Enrichment schedules Evidence of data analysis	

ESTIMATED BUDGET WITH BENEFITS* = \$ 449,693.00

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

ATTACHMENT E17



CHOLLA MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Cholla	MAGNET THEME: INTERNATIONAL BACCALAUREATE /LAW RELATED STUDIES
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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	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	<p>To promote open access to education opportunities and increase diversity of student population at Cholla:</p> <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>Magnet Coordinator Stipend-Off Contract</p> <p>IB Coordinator</p> <p>Mileage for transportation to recruitment events Fliers and other promotional materials</p>	<p>FTE Magnet Coordinator</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 \$3000</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
<p>Recruitment and Retention</p>	<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>	<p>Magnet Coordinator</p>	<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>	<p>See above</p>



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	120	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	<p>on specific Danielson domains. Instructional strategies and feedback will be provided in PLCs. Data presented and analyzed by Data Coach.</p> <p>Instructional Council (IC) reviews lesson plans (incorporating walkthrough data focus) and provided feedback to teachers. AIT Team will provide framework and guidance.</p>			
		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		<p>PLC agendas, objectives and presentations</p> <p>Law related units in different content areas</p>	
<p>Sustain or improve overall achievement</p> <p>Growth of the lower 25%</p> <p>Close achievement gap</p>	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	<p>RTI class rosters</p> <p>Student data</p> <p>Student progress as evidenced by ALEK</p>	\$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-taggable technology	<p>Class rosters</p> <p>Data provided by ALEK course</p>	\$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	<p>Credit check completed by counselor</p> <p>Class roster</p>	(\$42,620) In FTE total above
<p>Maintain or improve B letter grade</p> <p>Sustain or improve overall achievement and growth</p> <p>Sustain growth for lower 25%</p>	<p>Tier 3 interventions offered during extended day or summer school</p> <p>Participation in PLCs</p>	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	<p>\$25/hour x 2 hours/week x 21 teachers (for 22 weeks)</p> <p>Added duty</p>	<p>PLC log of student and specific need</p> <p>Sign in sheet</p> <p>Tutoring plan for student</p>	\$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

ATTACHMENT E18



PALO VERDE MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Palo Verde	MAGNET THEME: STEAM
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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	28.7%	26.7%	26.6%	M	M
African American	13.7%	13.5%	13.3%	M	M
Hispanic	48.5%	50.3%	50.4%	M	M

INTEGRATION GOAL (2016/17):

By the 40^h day of the 2016/17 SY, Palo Verde will maintain integrated status as defined by the USP.

INTEGRATION BENCHMARK (2015/16):

By the 40th day of the 2015/16 SY, Palo Verde will maintain integrated status as defined by the USP.

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	PV will schedule presentations/events to showcase magnet program at local middle schools especially feeder schools (Booth-Fickett, Secrist, Naylor, Vail)	Magnet Coordinator Teacher Release time/added duty Presentation supplies Mileage	Sign-in sheets, class rosters	\$42,620 \$1,000 \$500 \$500



PALO VERDE MAGNET SCHOOL PLAN 2015-16

Retention	PV will communicate essential information and highlight significant news about Magnet teachers, students, events through a quarterly Newsletter (mailed out in English/Spanish), school website, social media, marque, and maintain technology infrastructure	Magnet Coordinator Teachers Translation Printing Mailing	Social Media newsletters mailed out to magnet families	
Recruitment	PV magnet coordinator and teachers will attend District recruitment events	Magnet Coordinator Stipend Magnet teachers (included in stipend for magnet teacher leaders)	Sign-in sheets	\$3000



PALO VERDE 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
132	B	135	B	140	A	140+	A	+	A	+	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	62
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	140

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	70	59	72	-11	2	Math	51	33	43	-18	-8
N	69	49	105			N	81	58	134		

ACHIEVEMENT GOAL (2016/17):

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



PALO VERDE MAGNET SCHOOL PLAN 2015-16

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

ACHIEVEMENT BENCHMARK (2015/16):

1. Palo Verde will earn at least a state letter grade of A (a minimum of 140 points), as determined by the results of the 2015-16 AZMerit.
2. Palo Verde students will above with the state median in reading and math on the 2015-16 AZMerit.
3. Palo Verde students will grow on par with the state median in reading and math on the 2015-16 AZMerit.
4. Palo Verde students in the bottom 25% will show growth on par with the state median in reading and math on the 2015-16 AZMerit.
5. Palo Verde will reduce the percentage of students who falls far below and move more students to approaches or meets in order to receive the additional points (up to 6) in the AZ Learns composite scores.
6. Palo Verde Magnet students will show progress toward reducing achievement gaps between the racial groups compared to other high schools in the District.



PALO VERDE MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Maintain 'A' Rating Overall student achievement	Strengthen Tier 1 Instruction	PV teachers will participate in PLCs at once a week for a two hour block. In PLCs they will review student testing data, collaborate on curriculum, analyze student work and data, problem solve and develop strategies to close the achievement gap.	Magnet Teacher PLC Supplies/Resources Teacher Hourly for Extended Wednesdays	Teacher sign-in, PLC log, parent contact log	\$3600. \$29,250.
Maintain 'A' Rating Increase the growth of the lower 25%	Tier 2	PV will hire a Reading Specialist to assist L25 students using Concept Recovery program.	Reading Specialist Concept Recovery site license for supplemental material (PD by SIG)	Common formative assessment results, student data from Concept Recovery	\$42,620
Maintain 'A' Rating Increase the growth of the lower 25% Close the achievement gap	Tier 2	Freshman students who have been selected based on 8 th grade math scores will be scheduled in a Response To Intervention class targeting essential skill deficits.	Math Specialist Concept recovery site license for supplemental material (PD by SIG)	Common formative assessment results	\$42,620
Maintain 'A' Rating Increase achievement of	Strengthen Tier 1	PV will use an MTSS committee to create and implement interventions for at-risk students. This position will work with PLCs to develop intervention	1 FTE Data/ Intervention Specialist	MTSS log, minutes, agendas	\$42,620



PALO VERDE MAGNET SCHOOL PLAN 2015-16

the lower 25%		strategies based on student data. This position will work directly with the lower25			
Maintain 'A' Rating Increase Overall Student Achievement	Strengthen Tier I Instruction	PV will utilize a technology specialist to support the use of technology in all aspects of the curriculum focusing on STEM subjects. The Specialist will support teachers in developing integrated, differentiated lessons	Classified Hourly	Lesson Plans Walk Through Observations Work Logs Teacher Survey	\$56,371
Maintain 'A' Rating Increase the achievement of the lower 25% Close achievement gaps	Tier 3	PV will provide afterschool opportunities related to reading and math achievement that target African American and Hispanic students (clubs & tutoring 2 times each week for 1.5 hours)	Club sponsors Reading & Math teachers Added Duty	Attendance data, student test scores	\$13,500
Maintain 'A' Rating Increase the achievement of the lower 25% Close achievement gaps	Strengthen Tier 1 Instruction	PV teacher will participate in training on Culturally Responsive teaching strategies during the summer (3 days – 5 hours) and monthly as part of PD Wednesdays to build relationships between teachers and students	TUSD Multicultural Student Services, Magnet Coordinator, PV staff Added Duty Professional materials (articles, copies)	Sign-in sheets	\$7000 \$1,200
Maintain 'A' Rating	Strengthen Tier 1	PV staff will participate in	45 teachers @\$25/hr for ~4 hours to work	Sign-in sheets, lesson plans that	\$4,500



PALO VERDE MAGNET SCHOOL PLAN 2015-16

<p>Increase the achievement of the lower 25%</p> <p>Close achievement gaps</p>	<p>instruction</p>	<p>Learner-Designed Professional Development that is determined through PLCs</p> <p>PV staff will participate in peer observation and coaching</p>	<p>off contract collaborate and research different strategies to be included in differentiated units that meet needs of Tier 1, 2, and 3</p> <p>Roving Subs for peer observation and coaching</p>	<p>show differentiated Tier 1 instructional strategies, peer observations and feedback, data from walkthroughs</p>	<p>\$1000</p>
<p>Maintain 'A' Rating</p> <p>Increase the achievement of the lower 25%</p> <p>Close achievement gaps</p>	<p>Tier 1</p>	<p>In order to increase reading scores, PV will in-service teachers on CLOSE reading strategies to use in all content areas especially with informational text</p>	<p>Professional Materials</p> <p>Added Duty</p>	<p>Common formative assessment results</p>	<p>\$5,000</p> <p>\$10,000</p>

ESTIMATED BUDGET WITH BENEFITS*= \$370,858.80

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

ATTACHMENT E19



PUEBLO MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Pueblo Magnet High School	MAGNET THEME: Communication Arts
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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	3.6	3.5	4.9	≥5.6	≥6.2
African American	3.2	3.7	3.7	M	M
Hispanic	88.4	87.7	85.5	≤77.2	≤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 than 70%, the enrollment of White students will be no less than 6.2%, and the enrollment of African American students will be no less than 0.0% as reported on the Mojave/Synergy student tracking system.

INTEGRATION BENCHMARK (2015/16): the 40th day of the 2015/16 SY, the Hispanic enrollment in 9th and 10th grade will be no more than 77.2%, the enrollment of White students will be no less than 5.6%, and the enrollment of African American students will be no less than 0.0% as reported on the Mojave/Synergy student tracking system.

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment: To increase	Actively recruit students from the following sites:	Freshman House Coordinator	Students enrolled	FTE Freshman



PUEBLO MAGNET SCHOOL PLAN 2015-16

<p>ethnic diversity by 17 % non-Hispanic enrollment by the 100th day of 2016-2017</p>	<p>Doolen, Utterback, Booth Fickett, Gridley, Mansfeld, Magee, Dodge, Eastside YMCA, Boys and Girls Club.</p>	<p>Teachers Students I Mac – to showcase Radio and TV Instructional Supplies</p>		<p>House Coordinator: \$42,620. Capital laptop:\$2500 \$3650</p>
	<p>Middle School students and parents will be invited to attend athletics events, free of charge. Middle school students will be highlighted at the event. Football, Volleyball, Basketball, Wrestling, Baseball, Softball, Track</p>	<p>Athletic Director Office Supplies</p>		



PUEBLO 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
99	D	102	C	115	C	116	C	118	C	120	B

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	34
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	0
Composite Points	62
Growth Points +1	53
*Median Growth Percentile= 38.5	53
*Median Growth Percentile Bottom 25%=37	51
Total Points	115

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	83	70	7	-6	Math	13	22	31	9	18
N	17	6	360			N	23	9	490		

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Pueblo 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 Pueblo will score higher than the state median in reading and math.
3. By June, 2017, students at Pueblo will show academic growth that is higher than the state median growth in reading and math.



PUEBLO MAGNET SCHOOL PLAN 2015-16

4. By June, 2017, the growth of the bottom 25% of students at Pueblo will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Pueblo will be less than the achievement gap between racial groups who do not participate in magnet programs at comparable schools.

ACHIEVEMENT BENCHMARK (2015/16):

1. Pueblo will earn a minimum of 120 points (state letter grade of B), as determined by the results of the 2015-16 AZMerit.
2. Pueblo students will score on par with state median in reading and Math on the 2015-16 AZMerit.
3. Pueblo students will grow on par with state median in reading and Math on the 2015-16 AZMerit.
4. Pueblo students in the bottom 25% will show growth on par with the state median in reading and math on the 2015-16 AZMerit.
5. Pueblo Magnet students will show progress toward reducing achievement gaps between the racial groups participating in magnet programs compared to the achievement gaps between racial groups not participating in magnet programs.

STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Maintain student achievement in Reading and Math	Strengthen Tier 1 Instruction Two hours of PLC/week	Pueblo staff will create a master schedule to allow teachers to meet in PLCs for a two hour block of time at least once a week. Staff will work to increase overall achievement by analyzing student data, developing common units, common assessments, analyzing student work, and planning interventions. Intervention strategies will be	5 Certified Teachers Math English Film & TV Radio Science Added Duty for extended time on Wednesdays	PLC agendas PLC sign-in sheets Student data over time (ATI, AzMERIT, quarterly grades, progress report grades, attendance) Records of intervention and conferences (tracked using Mojave)	\$213,100 \$32,500.



PUEBLO MAGNET SCHOOL PLAN 2015-16

		systematic timely and equitable. An Instructional Coach, a Freshman House Coordinator, and two Assistant Principals will oversee PLCs.			
Close achievement gaps	Strengthen Tier 1 Instruction-Freshman	Additional planning time will be made available throughout the school year to support the work begun during weekly PLCs. This work will focus on reviewing student work and student data with the intent of informatively and effectively differentiating Tier 1 instruction.	Certified hourly: 27 teachers @\$25/HR for 30 hours to work off contract time to plan and implement integrated curriculum, create student portfolios, and incorporate Math and ELA into Curriculum	PLC agendas that include descriptions of the requirements for certified hourly compensation AND the accompanying final products. Work logs	\$20,250



PUEBLO MAGNET SCHOOL PLAN 2015-16

<p>Increase overall student achievement</p> <p>Close achievement gaps</p>	<p>Provide Tier 2 intervention</p>	<p>Communication and Media curricula and instructional tools will be enhanced in order to give our students access to curricular opportunities that align with content and industry standards.</p>	<p>Capital Equipment to enhance CMT curriculum, including Television Studio Upgrades and Mac Laptop PA Sound System Upgrade Radio Capital, that includes 2 new imacs/ with pro tools, PC, streaming software, broadcast console, studio mics, studio and production headphones, new mixer.</p> <p>Hourly maintenance support</p>	<p>Read/Write/Summary forms to be completed by students during each broadcast.</p>	<p>\$43,450.</p>
<p>Increase overall student achievement</p>	<p>Strengthen Tier 1 Instruction</p>	<p>Training will be held to teach Pueblo Staff the proper use of Graphing Calculators as they will then work with students to use this device in their everyday math and science coursework. Television and radio broadcasts will run regularly to support this effort.</p>	<p>30 calculators for teachers 4 class sets of 30 for Science teachers. @ \$120 each</p>	<p>Retention of higher level knowledge and improved test scores due to implementation of this valuable resource.</p>	<p>\$18,000</p>



PUEBLO MAGNET SCHOOL PLAN 2015-16

<p>Increase overall student achievement</p>	<p>Strengthen Tier 1 Instruction</p>	<p>Teachers will be trained in TEN- A focused initiative that concentrates on elevating teacher effectiveness through the examination, amplified understand, and the effective implementation relevance, relationships, and responsibility within our teachers pedagogical praxis.</p> <p>Training will be provided by outside consultants from the Teaching Excellence Network (TEN).</p> <p>http://iseeed.org/programs/ten</p>	<p>Substitutes for 40 Teachers (2x/year)</p> <p>TEN Coaching and follow up PD</p> <p>TEN Software</p> <p>Teacher participation in follow-up webinars</p>	<p>Sign in sheets</p> <p>Development of a walkthrough instrument to be used during observations to monitor teacher progress</p> <p>Reflections</p>	<p>\$8000</p> <p>(TEN to be paid by Title 1)</p>
<p>Increase overall student achievement</p> <p>Growth of the lower 25%</p>	<p>Strengthen Tier 1 Instruction- Freshman and Sophomore Math</p>	<p>Freshman and Sophomore students who are in the lower 25% quartile in math will be required to take a semester-long Response To Intervention class. Student enrollment is fluid; students are</p>	<p>Math Interventionist</p>	<p>Common formative assessment results</p>	<p>(paid for by Title 1)</p>



PUEBLO MAGNET SCHOOL PLAN 2015-16

		selected and exited from the class based on teacher recommendation and student data. The focus within these courses will be individualized instruction support.			
Increase overall student achievement Close achievement gaps	Tier 1	Pueblo staff will participate in Learner Centered Professional Development that centers around the work done in PLCs.	Professional Development supplies Additional pay to complete lesson plans that include differentiated instructional strategies. 26 teachers additional 4 hours at \$25. Support from District departments including ALE.	Lesson plans that show differentiated Tier 1 instructional strategies Data from walkthroughs Peer observations and feedback	\$1000 \$2600
Growth of the lower 25%	Tier 3 Intervention	Students in the lower 25% quartile will be recruited to participate in the 21st Century Learning program to receive additional targeted academic interventions before and/or after school.	Tutoring provided by teachers.	Attendance records for tutoring Achievement data over time	(funded by 21 st CCLC)
Increase overall	Tier 3 Intervention	Pueblo will use an MTSS committee to	An MTSS Team will meet with teachers	MTSS Log	



PUEBLO MAGNET SCHOOL PLAN 2015-16

achievement		create and implement interventions for at-risk students	twice a week to collect data on student needs and progress.	Minutes Agendas	
Increase student achievement of L25 students	Strengthen Tier 1 Instruction-Freshman	Each semester students in the Freshman House will construct and lead parent-community conferences (Encuentros) that provide students with the opportunity to highlight their intellectual projects.	Create a teacher committee to develop the protocol for conferences. The committee will train other teachers. 5 teachers/10 hours/\$25 Teacher training and participation. 16 teachers/2 hours/\$25 each semester Supplies for each student to present to parents.	Protocol Agenda Sign In Sheet Reflection Sign in sheets at each "Encuentro". Student conference data form and action plan	\$1250 \$800 \$5000
Closing the achievement gap	Tier 2 and 3 Intervention	Pueblo will place ELL students with bilingual teachers to the greatest extent and assign a Teacher Assistant to provide additional support. ELL teachers will use ACHIEVE 3000 as supplemental support. ELL students will also be recruited to 21 st CCLC programs.	Achieve 3000 21st CCLC	Achieve 3000 hours 21stCCLC sign in Master Schedule	(no funding needed)
Increase student achievement	Strengthen Tier 1	Pueblo will provide summer workshop for teachers	25 teachers @ \$25/hr - 4 days X 4 hours	Sign in sheets Agendas Teacher	\$10,000



PUEBLO MAGNET SCHOOL PLAN 2015-16

	Instruction	focusing on methods of disaggregating student data, analyzing student work, responsive pedagogy, Depth of Knowledge, creating and sustaining high levels of intellectual demand and student directed teaching. Training supports the work to be done in PLCs.	Professional resources (Data Driven Instruction)	resources to use during PLCs	\$1000
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ESTIMATED BUDGET WITH BENEFITS * = \$ 500,472.00

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



PUEBLO MAGNET SCHOOL PLAN 2015-16

ATTACHMENT E20



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

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	120	B	130	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.



TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

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.



TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

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



TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

		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



TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

<p>Improve overall student achievement</p>	<p>Provide Tier 2/Tier 3 intervention for the students in the lower 25%</p>	<p>To improve overall 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.</p>	<p>-Added duty compensation</p>	<p>-Documenting interventions through Mojave</p>	<p>\$3000</p>
<p>Growth of the lower 25%</p>	<p>Offer Tier 3 Intervention</p>	<p>To improve achievement in the lower 25%, ELA and Math teachers will collaborate with 21st Century programs for tutoring and enrichment opportunities</p>	<p>Added duty compensation</p>	<p>work logs sign-in sheets test scores</p>	<p>\$3000</p>
<p>Improve overall student achievement</p> <p>Close the Achievement Gap</p>	<p>Differentiated Tier 1 Instruction for all students</p>	<p>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.</p>	<p>Added duty for AP Mentor</p>	<p>sign-in sheets</p>	<p>\$2250</p>
<p>Growth of the lower 25%</p>		<p>To improve student achievement, Freshman and Sophomore students who</p>	<p>RTI classes</p>	<p>class rosters</p>	



TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

		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.**