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

Roy and Josie Fisher, et al.,  
Plaintiffs

v.

United States of America,  
Plaintiff-Intervenor,

v.

Anita Lohr, et al.,  
Defendants,

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

CV 74-90 TUC DCB  
(Lead Case)

**NOTICE OF FILING OF FINAL  
2015-2016 COMPREHENSIVE  
MAGNET PLAN**

CV 74-204 TUC DCB  
(Consolidated Case)

Maria Mendoza, et al.  
Plaintiffs,

United States of America,  
Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.  
Defendants.

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1 Pursuant to this Court’s November 19, 2015 Order (ECF 1870) and the January 22,  
2 2016 Order (ECF 1892) approving the parties’ stipulation (ECF 1865), Tucson Unified  
3 School District #1 files the Final School Year 2015-2016 Comprehensive Magnet Plan  
4 (“CMP”) attached hereto as Exhibit 1.

5 The Mendoza Plaintiffs have agreed to the CMP revisions, and none of the other  
6 parties nor the Special Master have objected.

7  
8 DATED this 28th day of January, 2015.

9  
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11 s/ J. William Brammer, Jr.  
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22 **ORIGINAL** of the foregoing filed via the CM/ECF  
23 Electronic Notification System and transmittal of a  
24 Notice of Electronic Filing provided to all parties  
25 that have filed a notice of appearance in the District  
26 Court Case, as listed below.

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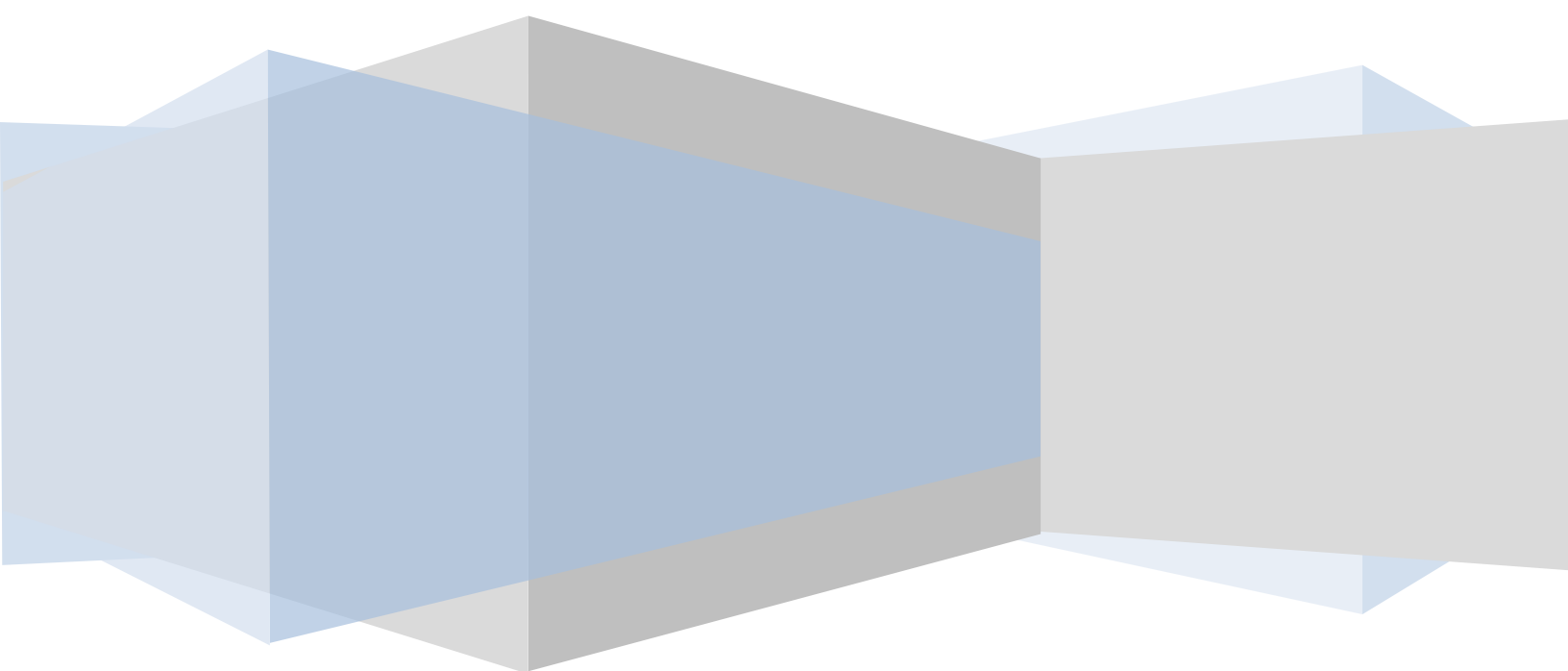
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# **EXHIBIT 1**

***TUSD***

**Tucson Unified School District**

**FINAL SY 2015-2016  
COMPREHENSIVE MAGNET  
PLAN<sup>1</sup>**



<sup>1</sup> Pursuant to November 19, 2015 Court Order (ECF 1870).

## Table of Contents

Overview.....	2
History of the Comprehensive Magnet Plan .....	2
Magnet Plan of Action .....	2
Magnet Strategy and Operations .....	2
Student Assignment Overview.....	3
Magnet Programs – Magnet School Plans.....	3
Processes and Schedules to Improve Magnet Programs.....	4
Processes and Schedules to Eliminate Magnet Programs.....	9
Federal Magnet School Funding.....	11
Transportation – General Provisions.....	11

## Attachments

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Attachment	Title
A	2011 Magnet School Study
B	Job Description: Magnet Coordinator
C	Job Description: Teacher Assistant
D	Job Description: Instructional Data and Intervention Coach
E	Professional Learning Community Protocols (DRAFT)
F	Site Magnet Plans

# Overview

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Magnet schools were established in Tucson Unified School District (TUSD) in 1978 in response to a federal district court settlement agreement. The intention of magnet schools at that point was to eliminate the vestiges of the previously segregated dual school system. In the ensuing years, the purpose of TUSD magnet programs changed. TUSD is currently under a desegregation plan, with magnet programs identified as a primary strategy for integrating schools within the District. The goal of magnet schools by definition is to attract a racially diverse student body by creating schools so unique and appealing that it will draw a diverse range of students from across the district. In successful magnet schools, the student and staff population is diverse and academic achievement is higher than non-magnet schools.

In TUSD, there are currently 20 magnet school sites. As the District moves toward unitary status, TUSD's Magnet Department is committed to magnet schools becoming integrated and high achieving. To do so, specific goals have been created that will address the issues surrounding integration and student achievement.

Court order 1753 requires that TUSD magnet schools are integrated and academically successful by the end of the 2016-2017 school year. The first goal reflects the USP definition of an integrated school [USP II.B.2]. In addition, there are five student achievement goals: 1. A magnet school must be an A or B school as defined by the Arizona Department of Education school letter grade system. 2. Students in magnet schools will score higher than the state median in reading and math on the state assessment. 3. Students in magnet schools show higher growth than the state median growth in math and reading. 4. Magnet schools will secure the growth of the bottom 25% of the students at the school at a rate higher than the state median growth of the bottom 25%. 5. Magnet schools will reduce achievement gaps between the racial groups so that achievement gaps between racial groups are less than those in schools not participating in magnet programs.

## **History of the Comprehensive Magnet Plan**

A Comprehensive Magnet Plan was approved by the Governing Board on July 15, 2014. This plan was rejected by the courts. A court order was filed in January 2015 which requires a revision of the Comprehensive Magnet Plan be submitted to the Special Master by May 15, 2015. Order 1753 requires that the District work with the Special Master to create school plans. The Special Master provided specific guidance and support during the development of the school plans.

# Magnet Plan of Action

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The purpose of this section, *Magnet Plan of Action*, is to address the requirements of the Unitary Status Plan.

## **Magnet Strategy and Operations [USP (II)(C)(2); (II)(E)(3)]**

The Tucson Unified School District Magnet Department has adopted a continuous school improvement model inspired by Michael Fullan (*Leadership and Sustainability: System Thinkers in Action*, 2005), Paul Bambrick-Santoyo (*Leverage Leadership*), and Mark A. Smylie (*Continuous School Improvement*, 2010). Using the organizational design principles outlined by Bambrick-

Santoyo, each school created a continuous school improvement plan. Every magnet school plan describes strategies that focus on improving integration and student achievement.

During the 2015-16 and 2016-17 school years, the Magnet Department will provide oversight of each site's Magnet School Plan. The Magnet Director and a Senior Program Coordinator will work with campuses to assure implementation and compliance of each plan and provide support as needed. The Magnet Department will take an active role in improving instructional quality and academic rigor so schools can attain the student achievement goals defined in Court Order 1753. Collaboration with the Curriculum and Instruction Department, Human Resources, Student Equity and Title I will ensure that all available resources are leveraged. The Magnet Department will also work closely with the Communications Department to implement marketing and recruitment campaigns. These campaigns will support schools in meeting integration benchmarks defined in each Magnet School Plan. The Magnet Department will continue to partner with family centers, support events, provide outreach, and market school brands.

**Student Assignment Overview [USP (II)(A)(1); USP (II)(A)(2); USP (II)(E)(3)]**

Tucson Unified School District's School Community Services Department manages the lottery system that determines student placement for magnet or open enrollment. This lottery is weighted to support integration of schools according to USP ethnicity requirements. Magnet applications are accepted at school sites, on-line, at family centers, and at School Community Services. The Magnet Department and School Community Services collaborate each year to ensure that information about magnet programs and pipelines are accurate before applications are released to the public. The application window for lottery selection for magnet programs runs from November through March. Parents may continue to submit applications after the March lottery window deadline. Students will be placed if the magnet campus has available seats.

Other than the weighted lottery, there are no other admission priorities for magnet schools.

The Tully program will offer GATE self-contained services for grades K-5. It will be the only school in the district that offers GATE services at the Kindergarten level. All Tully students will be tested for GATE but teachers will not be informed of the results. All Tully students will be in a "self-contained" model classroom with a gifted-endorsed teacher using gifted strategies and accelerated and/or enriched curriculum. All students can enroll at Tully through the magnet lottery program. All students who qualify for GATE services through testing, will be offered the Tully programs as an option. The testing component is unique among TUSD magnet schools.

**Magnet Programs – Magnet School Plan [USP (II)(E)(3); Order 1753 Filed 01/16/15]**

Current budget capacity does not exist to adequately resource and staff new and replicated programs. As a result, during the 2015-16 and 2016-17 school years, the District will not be adding new magnet sites and no programs will be replicated or relocated. No additional dual language magnet programs will be offered during the 2015-16 or 2016-17 school years. However, the District may consider adding programs in the future. Pipelined magnet programs offer a continuous theme from Kindergarten to High School. The District currently has an International Baccalaureate, Fine and Performing Arts, and Science Technology and Math pipelines (STEM). As some pipelines



might be disrupted by program elimination, the District will work to identify new magnet sites to continue these pipelines. After the 2016-17 school year, new, replicated and/or relocated magnet programs will be considered based on budget capacity, available resources, public interest, and location. This paragraph is not intended to preclude discussion and consideration of introducing additional magnet programs.

During the 2013-14 school year, the District initiated a comprehensive boundary review. The Boundary Committee determined that any change in boundaries would not have a significant effect on the integration of magnet schools. Therefore, no changes will be made in attendance boundaries for magnet schools during the 2015-16 school year. Dodge Magnet Middle School will remain the only magnet program with no attendance boundary.

The District assigned new magnet themes to two campuses. Tully Magnet Elementary will change their theme from STEM to Gifted and Talented (to be implemented during the 2016-17 school year) and Carrillo Magnet Elementary adopted Communication and Creative Arts as a theme effective 2014-15 school year. [USP (II)(E)(3)]

In accordance with Court Order 1753, each site created a Magnet School Plan (MSP) that addresses two specific components: integration and student achievement. Each magnet school created a two year plan that includes both long term goals and annual benchmarks. Each school adopted a continuous improvement model that is driven by systematic, steady and incremental progress.

Schools underwent a needs assessment to determine goals and benchmarks for integration and student achievement. Schools analyzed two years of data. From these data points, schools created goals and benchmarks. Some schools anticipated that the majority of growth was going to occur the second year of implementation. The goals and benchmarks were modified to show equal incremental growth over the two year span of the plan. Each Magnet School Plan includes intentional strategies that will allow for progress toward integration and student achievement. By using specialized instructional strategies for diverse populations and strengthening their unique theme, schools will meet the challenges set before them. These strategies are integral to the schools' missions and their identity as magnets.

In March and April of 2015, principals and key magnet staff were trained on the processes and components of continuous school improvement. Participants were briefed on the difference between the change process as an adaptation to internal and external demands compared to the idea of change that occurs over time and never reaches a final outcome. School teams analyzed current conditions and processes to determine what adjustments needed to be made in order to implement continuous improvement. These components were embedded into the Magnet School Plans.

### **Processes and Schedules to Improve Magnet Programs**

A committee comprised of District representatives, a plaintiff representative, and the Special Master analyzed enrollment and student achievement data for all twenty magnet schools. Two data points were used to group schools: the state letter grade and the application of the integration formula. Schools were grouped according to state letter grade and integration trends. Table 1 indicates how schools were grouped.

**Table 1**

School	Letter Grade	Integration Status	School	Letter Grade	Integration Status	School	Letter Grade	Integration Status
Carrillo	A	No	Bonillas	C	No	Cragin**	C	Yes
Dodge	A	Yes	Booth-Fickett	C	Yes	Pueblo	C	No
Drachman	A	No	Borton	C	Yes	Holladay	D	No
Palo Verde	A	Yes	Mansfeld	C	No	Robison	D	No
Cholla	B	Yes	Safford	C	No	Utterback	D	No
Davis	B	No						
Ochoa	B	No						
Roskruge	B	No						
Tucson	B	No						
Tully*	C	No						

\*= Tully is exempt from elimination because of theme change in 2015-16

\*\*= Magnet status eliminated 2015-2016 school year

To address integration, the District worked with magnet schools to review successful strategies and brainstorm strategies that have not been explored. Schools added these strategies to the Integration section of their magnet school plans. “A” and “B” schools that are integrated or close to integration will divide the Magnet Coordinator’s time between supporting recruitment and improving student achievement. “C” and “D” schools will utilize the coordinator position to primarily improve student achievement.

All schools must show progress toward integration each year, with 2014-15 being the baseline year. Integration can be measured in two ways. First, Special Master will examine the overall integration of the school using the 70% and 15% thresholds. Second, progress toward integration will be measured by the incoming class at lowest grade and those students in subsequent years. Integration must be maintained at each of the subsequent grade levels starting with 2014-15 and 2015-16, and from 2015-16 to 2016-17. After the 40<sup>th</sup> day of enrollment for 2015-16, and the 40<sup>th</sup> day of 2016-17, the Special Master may recommend to the courts that these schools that have little chance to integrate and magnet status should be relinquished. Schools that have shown substantial progress toward integration will have until June of 2017 to meet USP integration standards. However, this does not affect the Special Master’s responsibility to assess integration compliance in October of 2015 and 2016.

To address student achievement, the District required each school to adopt a continuous school improvement (CSI) process centered on student data. CSI enhances the ability of teachers to employ a repertoire of instructional strategies rooted in culturally responsive pedagogy to create school cultures that are inclusive and supported by shared leadership and instructional support systems. “A” and “B” schools were directed to include the following three strategies for improving overall student achievement and closing the achievement gap in their school plan. Schools that have a magnet identity were encouraged to keep that identity and embed the theme into the strategies:

- Implement PLCs in at least a two hour block of time at least once weekly

- The district will provide training on the implementation of the DuFour Model of Professional Learning Communities (PLCs) and the in-depth data analysis strategies outlined by Paul Bambrick-Santoyo.
- The District has created a protocol for all PLCs (See Attachment E). The protocol begins by teachers coming to a common agreement on four basic questions: 1) What do we want students to learn? 2) How will we know if they learn it? 3) How do we respond when students are not learning? 4) How do we respond when students have already learned it? Next, the professional community will purposefully analyze student work to determine who has learned the skill(s), are there specific trends to consider, and to determine who did not learn the skill. The professional community can begin to dialog and problem solve collaboratively. This protocol includes a Team Agenda and a Team Feedback Sheet so that communication is apparent between team members, teacher leaders, and the leadership team.
- Tucson Unified School District recognizes the importance of professional development of all staff and believes that to build instructional capacity, teachers and staff who provide instructional services for students must be continuous learners. To this end, the District has set aside one day week where students leave early, freeing up quality time for staff to participate in PLCs, Learner Centered Professional Development, and other training as necessary. Teachers in magnet schools will participate in PLCs during release time on Wednesdays and will be compensated for that Wednesday afternoon meeting time to ensure that they have a minimum of 120 minutes at least once a week. Some schools have leveraged staff so that additional time is built into the schedule without impacting or reducing the amount of instructional time. Mansfeld is a good example. Because of the seven period day, Mansfeld is able to give teachers additional planning time without impacting the school day for students. Borton, Holladay, and Carrillo utilize certified specialists to provide art, outdoor learning, and drama. While students are in these classes, teachers are able to plan, meet and collaborate.
- Provide Learner Centered Professional Development (LCPD) incorporates what we know about adult professional learning and couples that with research from school reform efforts. LCPD approaches professional learning as an interactive process where teachers are viewed as competent and motivated learners. LCPD focuses on the improvement of instructional practices and instructional strategies that are directly related to the daily challenges of the classroom. There is the direct connection between the actions that a teacher needs to take for students to be successful and measuring how those actions directly impact the challenges of the classroom. LCPD can be more effective than the traditional methods of professional development because the learning is job-embedded and directly related to classroom experiences. When teachers develop analytic capacity and are responsible for identifying what they need to learn, they are more motivated and committed to the learning. The content of LCPD focuses on what students are to learn and how to address the different problems students may have in learning the material.
- LCPD is driven by analyses of the difference between the goals and standards for student learning and student performance.

- LCPD is primarily school-based and integral to school processes and schedules.
- LCPD is organized around collaborative learning and problem solving.
- A Magnet Coordinator (see attachment B) will provide support for classroom teachers to improve instruction, aggregate data, and guide PLCs as needed. Magnet Coordinators will be trained in facilitating data dialogs (*Leveraging Leadership*).

“C” and “D” schools were directed to include the three strategies above. As well, these schools were directed to choose from this menu of other strategies as many of them as they are capable of utilizing:

- Create Teacher Leaders of PLCs.. Reduce class size or student to adult ratio.
- Provide training on differentiated Tier 1 instruction for all students. The training must be followed up by classroom observations and coaching.
- Utilize Cooperative Learning strategies
- Utilize peer tutoring
- Provide Tier 2 intervention within the school day.
- Provide Tier 3 interventions.
- Use a Peer Observation Model to provide lesson and instructional feedback.

Schools were given the opportunity to include research-based strategies that address student achievement or closing achievement gaps in addition to the strategies listed above and that were approved by the District and were in line with the CSI initiative. To meet the student achievement goals, all magnet schools wrote specific strategies to improve academic achievement for all students, address achievement discrepancies in the lower 25%, and address achievement gaps. For those schools that did not reclassify enough ELL students to receive additional points from the Arizona Department of Education letter grade system, they included strategies in their plans specifically designed for the success of ELL students. Benchmarks for 2015-16 and budgetary requirements are also outlined in each Magnet School Plan.

Magnet schools have been granted magnet funding for the 2015-16 school year. Magnet schools are to use funding for improving academic achievement and integration, with care taken to not supplant Title 1 programs. While D schools should focus magnet funding on improving student achievement, they also may use funding to improve integration. After analysis of 2015-16 40th day enrollment data, the Special Master may consider withdrawing magnet status. In the case of Cragin, the District agreed with the plaintiffs that budgetary capacity does not currently exist to support this site’s magnet program. Therefore, after 2015-16 Cragin will no longer receive magnet funding and will not be considered a magnet school. Cragin will not be included in the magnet lottery process for 2015-16. However, because of location, the District may consider Cragin as a magnet in the future. Tully will be exempt from this measure because of the theme change.

### **Strategies to Improve Student Achievement**

There are two key factors to improving student achievement: Instruction and School Culture. Data driven instruction, observational feedback, instructional planning, and professional development when done with purposeful intention will improve student achievement. School Culture is defined by student expectations, staff culture, and distributed leadership.

The District will provide professional development opportunities that are consistent with current research to ensure that teachers build a broad range teaching strategies for students who are struggling academically. Related training will be provided to principals, teacher evaluators and instructional support staff. The District will offer training opportunities to help principals and teachers use data driven instruction, observational feedback and instructional planning. Principals will receive training in creating a positive school culture that reflects high expectations for both students and teachers and in developing distributed leadership systems, with teachers as Teacher Leaders.

All magnet schools have to implement three strategies: Create robust PLCs around what students need to learn, implement Learner Centered Professional Development, and utilize an instructional expert to support teacher learning. Magnet schools that are “C” and “D” have to include other strategies in their plan.

Those that intend to reduce the student to adult ratio will utilize Teacher Assistants (see attachment C). To be a Teacher Assistant in TUSD, you must have the following qualifications:

- Associates Degree (or higher), OR 60 Semester Hour credits, OR AZ Department of Education approve Academic Assessment Test
- At least one year experience working with youth
- Speak, read, and write English

Based on student data, teachers will identify students who either have learned the skill, who are on their way to learning the skill, or who are struggling. Teachers will then provide either small group instruction or one-on-one instruction to address the students who have not learned the skill. Balancing a full classroom and providing small group and individualized learning can be a challenge for the best of teachers. Teacher Assistants in the classroom can provide the support needed so that all students can succeed by providing guidance and direction while the teacher works with small groups or one-on-one. When Teacher Assistants are used, they will be supporting the learning of students who are not struggling so that certified personnel can work more intensively with students who most need their expertise.

All schools will implement Multi-Tiered System of Support and are monitored. This model uses student data to determine grouping for specific purposes that relate to student needs and strengths. When teachers focus on students’ cultural linguistic and cognitive assets, they can design learning situations that enable students to connect what they know to what we want them to learn. The model of grouping is fluid and flexible where not only the students move in and out of support systems, but what they are learning changes also. The majority of student learning time is in whole group, flexible groups, or individualized. Pull-out interventions will be used minimally. Teachers will use a range of instructional strategies that minimize the use of achievement groups such as cooperative learning, peer tutoring, and differentiated instruction. Some schools have elected to use an Instructional Data and Intervention Coach to support these efforts.

Interventions provided outside the school day will be considered at each magnet school at the discretion of each site principal. All schools will have family engagement strategies in place. The Magnet Department has been instrumental in writing grants for schools. Currently, thirteen of the twenty magnet schools have 21<sup>st</sup> century funding. The Department submitted five

more grants that could be funded for 2015-16. This is a five year grant by the Arizona Department of Education that provides extended day opportunities for students and includes transportation. Some schools are using a community school approach that includes a minimal fee. Other schools are providing after school tutoring and Saturday school where teachers are working directly with students on specific content skills. After school tutoring and Saturday school may include transportation.

Schools recognize the need to improve instructional practices. Those schools will utilize specialists to support teacher learning. Magnet Coordinators will work directly with teachers in planning and lesson delivery. Instructional Data and Intervention Coordinator (see attachment E) will support PLCs and individual teachers in creating meaningful assessments, providing data reports, and support teachers in understanding the data. This position will track student data and offer recommendations for interventions. Teacher Leaders are used to build academic achievement using research-based strategies to improve the level of teachers' instructional practices. Teacher Leaders will work with PLCs to facilitate deep and deliberate dialog that connects assessment to student learning to instruction. This will allow teachers to reflect and make adjustments to both planning and instruction.

Teaching used to be seen as a deeply personal craft and often teachers were reluctant to have others observe their practice. In today's schools, this is not the case. More and more, teachers are becoming open minded and are welcoming other practitioners to provide feedback and help one another reflect on their instruction. Some Magnet schools have chosen peer observation as a tool to improve instruction. In peer observation, teachers meet together to discuss the lesson that is going to be taught. The teacher who is going to be observed explains any nuances of the lesson or particular areas that he/she would like to have special attention paid. The observing teacher watches the entire lesson as planned and makes observational notes. After, the two teachers come together to reflect on the lesson, study the data, and work collaboratively to improve instruction. This strategy takes a great deal of training before being implemented. Peer observation is monitored at each individual school site choosing to utilize this strategy.

### **Processes and Strategies to Eliminate Magnet Programs**

According to Court Order 1753, each magnet school will be evaluated annually using data markers for integration and student achievement. This will allow the Special Master and the District to determine the viability and desirability of existing programs. According to the Draft of Response to January 16 Court Order, "Should it appear highly unlikely that any particular magnet school or program will be able to meet the six goals (sic) by the end of the 2016-17 school year, the Special Master may recommend that magnet status be withdrawn." In the Fall of 2015, the Special Master will review 40<sup>th</sup> day enrollment data to determine whether magnet schools have met the USP integration goal or the goal for incoming grades, beginning with those grades that began in 2014-15. This analysis will be the first determining factor in identifying which magnet programs will be recommended for elimination. If the Special Master recommends that the magnet be eliminated, and if the Court adopts the recommendation, the funding allocated to the school for recruitment and marketing will be reallocated. Funding would be sustained for extraordinary programs that can be shown to have positive consequences or to support evidence-based strategies to improve the academic performance of students performing below the district average. Students attending under magnet status would continue to receive transportation until they reach the highest grade in that



school. Once students reach the highest grade, they will returned to their neighborhood school or families may choose to open enroll.

Student achievement data will be the second determining factor in identifying possible magnet elimination. Assessment data from the 2016-17 school year will be analyzed according to five goals. Magnet schools must:

1. Be an A or B school as defined by the state school letter grade system.
2. Score higher than the state median in reading and math on the state assessment.
3. Show academic growth of all students higher than the state median growth in reading and math.
4. Secure the growth of the bottom 25% of the students of the school at a rate higher than the state median growth.
5. Reduce achievement gaps between ethnic groups so that achievement gaps between these groups are less than those in schools with similar demographics and socio economic factors and that are not magnet schools in the district. The gap shall be defined as the difference between performance in math and reading/literacy of the highest ethnic group compared to other ethnic groups within the school.

The budgeting process for most schools begins in the spring and is finalized by the end of June. Teachers and administrators are notified of the positions at the schools based on these preliminary budgets. Student test scores are usually made public late June or early July. If a magnet is eliminated because of lack of progress in improving student achievement, magnet funding will not be continued beyond the year in which funding is withdrawn. However, schools that lose magnet status will be funded as needed to meet student needs. In this case, schools will be allowed to exceed formula funding. Students attending the school under magnet status will receive transportation until they reach the highest grade at that school.

By May 19, 2016, TUSD shall develop Transition Plans for all magnet schools and programs that did not reach their benchmarks for integration this fall and are not now A or B schools. Transition Plans will be developed to ensure that if at such time these schools are removed from the CMP, any extraordinary programs which have been developed in the quest for magnet status are not lost and to ensure that the academic needs of students at these schools, especially underachieving students, are met, programmatically and fiscally, upon the loss of magnet status. These plans should address how best to meet the needs of students in schools that are at risk of not meeting the standards for academic achievement identified in the CMP. For Carrillo, Robison, and Ochoa, these plans should identify specific strategies to address the learning needs of ELL students to enable these schools to reclassify enough ELL students to receive an additional 11 points from the Arizona letter grade system. If some continued funding is to use 910G allocations, the purposes of the funding shall be consistent with the provisions of the USP.

#### **Schedule for Magnet Programs**

<b>Date</b>	<b>Action</b>	<b>Participants</b>
March-April, 2015	Schools develop Magnet School Plans	Site leadership

	Plans reviewed by stakeholders	Site leadership, district leadership, Special Master, plaintiffs
	New theme chosen for Tully	Theme determined by District leadership
May, 2015	Comprehensive Magnet Plan submitted	Magnet Department, Special Master
June, 2015	Comprehensive Magnet Plan to Governing Board Comprehensive Magnet Plan submitted	Magnet Department Court
June, 2015	26-TUSD files its responses to Plaintiffs objections 30-Plaintiffs may file comments on individual plans	TUSD, Plaintiffs, Special Master
June-July, 2015	CMP Approved by Court Professional development focusing on achievement	Magnet school staff, District professional development staff
July-May	7-TUSD may file response to Plaintiffs' comments about individual school plans 9- Special Master files his recommendations with the Court  The Parties may each file a response to the Special Master's recommendations  Marketing and Recruitment begins Training for Magnet Coordinators Training for Principals	Plaintiffs, Special Master, Magnet Department, School Staff, Communications Department
October, 2015	40 <sup>th</sup> day enrollment data compared to 2014-15 baseline	Magnet Department, Research and Accountability, School Community Services, Special Master
November, 2015	Court report on enrollment data findings regarding integration goals with recommendations concerning magnet status	Special Master
January, 2016	Achievement data submission	Magnet Department, Special Master
February 2016	Report of achievement to courts with recommendations concerning magnet status	Special Master

The Magnet Department will work in collaboration with other District departments to provide high quality professional development opportunities for teachers and administrators in order to on build knowledge and skills necessary to meet the five achievement goals set forth in the Order.

**Federal Magnet School Funding USP (II)(E)(5)**

The Magnet Department will apply for the Magnet Schools Assistance Program grant in 2016-17.



**Transportation – General Provisions [USP (III)(A)(3)]**

The District will continue to provide free transportation to all magnet students who meet the guidelines established in the District's Transportation Policy EEA and in the USP VIII.A.5. If a magnet is eliminated, students attending as a magnet student will continue to receive transportation until they reach the highest grade at that school. Students participating in 21<sup>st</sup> Century programs will also be eligible for transportation. Transportation will be provided to the extent practicable to all students who are involved in activities beyond the school days when individual magnet school plans call for such learning activities.

# **ATTACHMENT A**



**Tucson Unified School District**  
**Comprehensive Magnet Program Review**

**Education Consulting Services**  
**December, 2011**



## Table of Contents

I.	Introduction .....	1
II.	Elements of Successful Magnet Schools.....	3
	A. What is a Magnet School?	
	B. Magnet School Goals Correlate to Effective Schools Research	
	C. What are the Characteristics of a Magnet School?	
III.	Background of Desegregation in Tucson Unified School District.....	7
	A. History of Desegregation in Tucson Unified School District	
	B. Recent Litigation in the Desegregation of Tucson Unified School District	
	C. Rationale for a Magnet Review	
IV.	Design and Process for the Magnet Review .....	11
	A. Process and Tools Used	
	B. Scope of the Work	
V.	Summary of Common Trends.....	13
VI.	Recommendations and Commendations.....	15
	A. District Governance of Magnet Schools	
	B. Magnet Theme K-12 Continuity (pipeline schools)	
VII.	Individual School Magnet Review Process.....	21
	A. Comprehensive Magnet Review Rubric	
	B. Common Trends Found at Magnet Schools	
VIII.	Summary of Recommendations and Commendations for Magnet Schools.....	29
	A. Elementary Magnet Schools (K-5)	
	B. K-8 and Middle Magnet Schools	
	C. High School Magnet Schools	
IX.	Summary of Recommendations for K-12 Magnet Theme Continuity.....	40
X.	Summary of Recommendations for District Governance of Magnet Schools.....	41

## I. INTRODUCTION

For over thirty three years, Tucson Unified School District (TUSD) has supported magnet schools. They have served as the cornerstone of the District's integration plan. During that time, there has never been a review of TUSD's magnet program. The Post Unitary Status Plan (2009) called for a comprehensive magnet review to be completed. In January, 2011, Dr. John Pedicone was appointed Superintendent. In February 2011, he appointed an Interim Internal Compliance Officer to move forward with the Post Unitary Status Plan, including the completion of a comprehensive magnet review.

The contract to prepare a Comprehensive Magnet Review for TUSD was awarded to Education Consulting Services on July 7, 2011. Discussions were held with the district's Interim Internal Compliance Officer regarding the request for a comprehensive magnet review. A subsequent phone conversation was held with the superintendent.

The superintendent supported the need for a comprehensive magnet review which would take a close look at all of the district's magnet schools and determine if each school's program(s) support student integration and positively affect student achievement. The district also wanted to know what is happening at each magnet school in relation to its magnet curriculum. In discussions prior to the magnet review, the superintendent and the consultant agreed that Education Consulting Services:

- would bring forward an abundance of information about what is happening at each magnet in addition to recommendations focused on how to strengthen the district's overall magnet program and the programs at each school.
- would not make recommendations on closing, opening or changing a magnet school. All such decisions should be made by TUSD administration and the Governing Board. District administration would look at the information and data contained in the comprehensive magnet report and it would then make recommendations to the Governing Board regarding any program changes.
- would establish a professional team of program experts to visit each magnet school and observe the school's magnet program. As part of the visit principals, teachers, parents, and secondary students would be interviewed. Data regarding enrollment of magnet students (neighborhood and non-neighborhood), demographics, relevant school information, and achievement would be provided by the district.



Education Consulting Services, led by Patricia Trandal, put together a plan for the comprehensive review of TUSD's magnet schools. A team of six experts was assembled. These experts included educational professionals with experiences in a number of areas including human resources, evaluation and accountability, educational law, equity assistance, school desegregation and student integration, magnet program development, curricular expertise and professional development. Each member of the team was a credentialed teacher with experience teaching in public schools. Team members were also credentialed as school administrators and have had experience as principals, vice principals, central office administrators and/or college professors. Team members were prepared for the school visits with significant information regarding each of the district's 22 magnet schools including district policies and history as related to desegregation and magnet programs in TUSD.

## **II. ELEMENTS OF SUCCESSFUL MAGNET SCHOOLS**

### **A. What is a Magnet School?**

A magnet school is a public elementary or secondary school that provides unique or specialized curriculum or pedagogy in such a way as to attract a racially diversified student body. Traditionally, magnet schools are distinct from other public schools because they offer a specialized academic focus, theme, or pedagogy known as the magnet program. The term “magnet” refers to how the program is supposed to attract students from across the school boundaries of the district to attend the magnet school in addition to providing enriched programs for neighborhood students. Magnet schools were first developed in large urban school districts seeking to reduce racial isolation at certain schools in their districts through a voluntary means rather than with mandatory student assignments. Magnet school enrollment was designed to be driven by student choice based on interest rather than on selection by testing, grades or citizenship.

The theory behind the use of magnet schools as a desegregation tool is simple: Create a school so distinctive and appealing – so magnetic - that it will draw a diverse range of families from throughout the community eager to enroll their children, even if it means having them bused to a different, and perhaps, distant neighborhood. To do so, the magnet schools must offer educational programs of high caliber that are not available in other area schools.

### **B. Magnet Schools Goals Correlated to Effective Schools Research**

A theme -based magnet approach promotes many of the factors associated with effective schools research including:

- a diverse population closely reflecting a district’s demographics,
- innovation in program practices,
- improved teaching and learning,
- staff and curricular coherence,
- greater student engagement, and
- increased parent and community involvement.

In the best of magnet schools, these components add up to higher student achievement.



## **C. What are the Characteristics of an Effective Magnet School?**

Literature related to magnet schools, including U.S. Department of Education publications, identifies the following six characteristics as essential for strong magnet schools:

### **1. School Diversity**

While diversity is still desirable and sought in school districts today, most districts report that having a quality program that engages both neighborhood and non-neighborhood students in the learning process is the primary concern. However, an effective magnet that has a strong academic program with student achievement is able to attract students from around the community and should be reflective of the overall community population. The U. S. Department of Education's Magnet Schools Assistance Program requires that a recipient of their grant funding set goals to achieve greater diversity. A strong marketing and recruitment program is important for magnet schools, even those with more applicants than it can enroll, to promote opportunity for all students. The U. S. Department of Education also requires that there be equity of access to magnet programs/schools, including the use of a randomized process when the number of applicants exceeds seats available.

### **2. Innovative and Well Implemented Magnet**

Some magnet schools concentrate on a particular discipline or area of study, while others use a more general focus or instructional pedagogy. Early magnet school themes included the fine, applied or performing arts, the sciences, social studies occupations, general academics and traditional and fundamental schools. But a look across the nation's magnet programs today reveals a much wider variety of curricular specialties and educational approaches reflecting the idiosyncratic interests and approaches of their communities. Among the curricular themes and approaches currently found at magnet schools are aerospace education, communications, culinary arts, environmental science, international studies, International Baccalaureate, language immersion, law enforcement, marine science, military science, STEM (science, technology, engineering and mathematics), and Montessori.

### **3. Professional Development That Supports the Magnet Theme**

High quality professional development is a key component of a successful magnet program. Given the specialized curriculum of magnet themes, teachers need to be engaged in continuous learning to meet the needs of their students and remain on the cutting edge of the content area. Professional development also requires training in the development and implementation of new instructional strategies including how to effectively integrate the magnet theme with core curriculum.



It is important that professional development for magnet teachers be driven by student performance data. When data guides professional development, it will be about what students need to know and not what teachers do. Professional development should be aligned with state standards and follow the scope and sequence of instruction in literacy and mathematics. This will provide for a comprehensive coverage of all standards that are evaluated by district and state assessment programs.

Professional development plans should be built upon understanding the strengths, as well as the needs, of students. There should be discussions and activities for teachers working with students who are culturally different. Magnet teachers should be provided with professional development related to the latest best practices including strategies and activities that improve minority group achievement.

#### **4. Specialized Teaching Staff**

To create and sustain a specialized program, effective magnet schools are staffed with experienced specialty teachers in the magnet program emphasis. Magnet teachers are expected to teach and be experts in special programs, i.e. experienced artists, highly trained scientists and technology experts, etc. All teachers at a magnet school should be committed to the theme and the goal of attracting a diverse population to the school. There are times that magnet schools may need district exceptions in order to hire the best person for the specialized magnet position.

Additionally, principals and classroom teachers selected for a magnet school must also understand and be supportive of the magnet program the school has in place. Too often, principals or teachers are moved to a magnet school without consideration of the magnet theme and their lack of buy-in and leadership in that theme sets the magnet school on a downward spiral.

#### **5. Parent and Community Involvement**

More than any other kind of school, magnet schools depend upon community participation or partnerships for thematic expertise. This expertise can come from college or university experts, museums, private industry and community organizations. Partnerships can also bring scholarships for students, student internships, and funding for teacher or school projects related to the theme.

Parents are also vital to magnet schools as they can provide expertise to class or school projects, volunteer for a variety of classroom activities including reading to students and tutoring, and for providing funding for student entrance fees and awards through donations for raffles and special events. Parent support for the magnet theme, and the diversity of students can, and will, contribute to the success of the magnet school. Additionally, support of neighborhood, as well as non-neighborhood, parents is also important for marketing and recruitment.

## **6. Improved Academic Achievement**

A high level of implementation (dosage) of a well designed magnet program is essential for academic improvements to occur. When there is a high level of implementation across all components of the magnet plan there will be significant improvements in achievement especially reading and mathematics. When there is no improvement in reading and mathematics, generally the plan was not well designed and research-based or the dosage was not sufficient. David Kikoler, an expert in magnet program implementation and the principal officer of American Solutions for Education (AES), describes in his publications and workshops the importance of fidelity to the plan of implementation and the need for high dosages of magnet instruction as key in achieving academic improvement.

To keep magnet schools both effective and academically relevant, it is essential that magnet schools use achievement data to guide improvements in teaching and learning. Most importantly, student achievement data must be disaggregated and analyzed carefully. Schools must then revisit their magnet curriculum and make adjustments to improve student learning. This process should be done annually by each school. Every three to five years, the district should look at additional data including surveys of parents, students and teachers, as well as results of discussions with all stakeholders of each school's program strengths and weaknesses.

As part of the evaluation process, districts must sometimes make changes to magnet themes to ensure that themes remain relevant and appealing to the community-at-large, as well as the neighborhood school community.

The attraction of a technology magnet 30 years ago, when it was rare for teachers and students to use technology in classrooms has diminished as technology is found in most schools now. It may be time to expand the magnet curriculum with the addition of specialized classes such as computer animation, computer-assisted drafting, graphic arts, web page design, etc.



### **III. BACKGROUND OF DESEGREGATION IN TUCSON UNIFIED SCHOOL DISTRICT**

#### **A. History of Desegregation in Tucson Unified School District**

For over a century, students attended neighborhood schools in Tucson. Minority groups were clustered in the west. As the population grew in Tucson, schools with the latest in educational designs were built to address the eastward growth of the city. While growth was occurring to the east, older schools in west side minority neighborhoods began to decline in achievement and aging schools were not updated.

In 1973, the Federal Department of Health, Education, and Welfare, through its San Francisco Office for Civil Rights demanded that the district desegregate its schools to achieve specific racial guidelines. At the time, there were 28 racially identifiable schools.

In May 1974, a Federal District Court case was filed on behalf of African-American students against the Tucson Unified School District (Fisher Plaintiffs). Several months later, a similar suit was filed on behalf of Mexican-American students (Mendoza Plaintiffs). The cases were consolidated into one court case in 1975. The United States of America intervened. The plaintiffs cited a number of factors within the suit to support their claim that African-American and Mexican-American students were subjected to inferior, segregated schools.

The district responded that housing patterns were to blame for racial imbalance and that they would oppose forced busing. On January 12, 1977, a trial began, with testimony ending on January 22, 1977. The case was taken under submission.

On June 5, 1978, the District Court found that TUSD had acted with segregative intent in the past and failed in its obligations to rectify the effects of its past actions. The Court approved the Consent Decree, agreed upon by all parties, which included the district's proposed desegregation plan. The plan provided for the desegregation of nine schools on the northwest fringe of the district in a three-phase program. Borton, Holladay and Utterback would be desegregated by 1979, with minority enrollments below 50%. Cavett and Pueblo Gardens would be reassigned to new junior high schools that would have minority enrollments below 50%. A study was to be made to consider closing, consolidating, or maintaining Carrillo, Davis, and Drachman. In the fall of 1978, an intensive phonics program would be implemented for a class of Mexican-American first grade students. University Heights, Roosevelt and Spring schools would be closed. Sabino Junior High would eventually close and merge with Sabino High School. Teachers and counselors in affected schools would receive cultural sensitivity training, especially addressing low expectations for minority students. Uniform district standards for student suspension and expulsion would be developed.



In September 1978, school began with few incidents. The district empaneled a 47 member citizens' committee to study school circumstances and make recommendations to the Governing Board for implementation of the court order. The judge was willing to allow the committee time to develop a plan for the second phase of desegregation which would meet committee needs. However, the District Court judge died in February and a new judge assumed responsibilities for the TUSD desegregation case.

In May, 1979 the District Court approved a magnet school plan to bus approximately 1,000 students in the 1979-80 school year. The magnet school plan would be implemented at Borton and Holladay. Seven magnet schools were created in the original three phases (21 schools) to achieve voluntary student movement for desegregation purposes.

For Borton and Holladay magnets, there were extra funds, class size limits of 25:1, and teacher aides were provided for each class. There was an hour of after school child care provided to attract working parents, in addition to door-to-door transportation. The schools were refurbished and provided with new instructional equipment. These incentives attracted Anglo parents, but those who lived in the community had no options to leave the neighborhood school. They were required to attend the schools with the promise that they would receive improved educational opportunities.

With a grant from the federal government, the district created three new magnets as part of phase three of the desegregation plan. Davis became a bilingual magnet, while Drachman and Carrillo were paired to become primary and intermediate magnet programs. The three schools filled their Anglo quotas. An Arizona Daily Star editorial praised TUSD in 1980 *"...The plan means the district will not raze any of the old neighborhood schools and will renovate them to meet current safety standards. It is a triumph for Tucson's aging barrios and their strong tradition of neighborhood closeness. Best of all, the plan offers the hope that minority children with alarmingly low performance records will improve."*

The district created a Department of Black Studies to provide courses in black history and culture for the 3,000 African-American students in the district. In 1982, Safford was approved as a math and engineering magnet which included computer education as an attraction. In 1983, Tucson High was designated as a magnet high school in basic skills with specialties in computer science, math and science. In 1985, performing arts, industrial arts and cooperative education magnet programs were added to Tucson High.

In the ensuing years, TUSD added more schools to its magnet program. Currently, there are 22 schools in TUSD with magnet programs. There are fifteen total school magnets (10 elementary, 5 middle schools, and 2 high schools) and five high schools with program-within-the-school magnets.

Despite the successes of magnet schools in TUSD, critics point out that there are still issues with desegregation in TUSD. At first there were complaints that only Anglos could choose to attend the first magnets. These complaints were alleviated when Booth-Fickett and Bonillas were opened as magnet programs giving minority students magnet options.

## **B. Recent Litigation Regarding the Desegregation of Tucson Unified School District**

For over 30 years, TUSD has been under court supervision with regard to desegregation. However, there continues to be a number of schools on the west side of the city that are 98-100% Hispanic. It is also important to note that the majority of schools in the district are located on the west side. These schools struggle with student achievement. There is also a significant gap in achievement between the minority and non-minority student groups.

In 2004, TUSD moved for termination of the Fisher/Mendoza Consent Decree asserting that the district had eliminated the vestiges of past discrimination to the extent possible. The plaintiffs opposed the motion. After extensive amounts of submissions by the parties in 2007, the District Court declared the district “unitary” and returned school supervision to state and local control. The Court concluded that the district had not acted in good faith, and it also found that it could not make the requisite findings as to whether the TUSD had eliminated the vestiges of discrimination to the extent possible. The plaintiffs appealed to the Ninth Circuit Court of Appeals. The superintendent at the time put together a committee to develop a Post Unitary Status Plan for the district. The final version of the Plan was adopted by the Governing Board on July 30, 2009. In the Post Unitary Status Plan, a proposal for race-neutral student assignment was outlined and put into practice as a pilot for the 2009 and 2010 school years. A permanent plan for student assignment would then be developed for Board approval.

On July 19, 2011, the Ninth Circuit Court of Appeals in San Francisco held that the decision in the Federal District Court in Tucson was incorrect in 2007 when it granted the school district “unitary” or non-segregated status and, in doing so, ending the 33 year court oversight of the case. The Ninth Circuit Court of Appeals remanded the case back to the District Court to maintain jurisdiction until it is satisfied that the school district has met its burden by demonstrating, not just promising, good faith compliance with the 1978 Desegregation Consent Decree.



On September 19, 2011, the District Court in Arizona ordered that a Special Master be appointed in the case. The Court further ordered that the parties agree on certain parameters regarding the appointment. The Court also set forth an outline regarding the Special Master's initial report to the Court. After considering the positions of all parties, the report should include, in part, the following: the Post Unitary Status Plan with programs to be implemented, a timeline for implementation, review and evaluation criteria for each program, and a financial plan with transparency. In addition, supplemental reports will be provided to the Court as to whether the Plan is on schedule and the reason for any delays that might have occurred. The Special Master will be paid for by TUSD based upon an amount agreed to by the parties.

The current superintendent, Dr. John Pedicone, has stated that TUSD wants to do the right thing and "we are in the process of meeting our obligations and what we need to do to move forward."

### **C. Rationale for the Magnet Review**

The review of TUSD's magnet schools was first called for in the Post Unitary Status Plan (PUSP) as necessary to develop a new permanent student assignment plan. As part of the process for developing a new Post Unitary Status Plan, a new student selection plan is to be developed for TUSD which will address district desegregation and provide choice options for families.

Magnet schools have been in operation in TUSD for over 33 years and have not been reviewed or analyzed since their inception. In order to determine which magnet schools are successful and which may need modification, the district needs data and a review of its magnet schools. In preparing its new Post Unitary Status Plan, the district will need data to convince the Court that it has acted in good faith in eliminating the vestiges of segregation. In order to do so, the district needs to provide the Court with facts about its desegregation programs, including magnet schools. This Comprehensive Magnet Review will provide the district with a means for improving its magnet schools and demonstrating its good faith in implementing a sound desegregation program. A sound magnet plan will consider at least the following: magnet schools that offer attractive programs that are over and above what other schools offer in the district, drawing students from their neighborhood schools, the costs of implementing strong magnet schools as well as any new magnet school, and the increased costs of transportation for existing magnet schools.

It was the decision of Superintendent Pedicone and Education Consulting Services that the purpose of the comprehensive magnet program review was to gather facts and information in order for the TUSD Governing Board and district administration to make decisions concerning magnet schools. It was the job of the review teams to provide the district with compelling evidence so it could make such decisions. The district needs to know what is or is not happening

## **IV. DESIGN AND PROCESS FOR THE MAGNET REVIEW**

### **A. Process and Tools Used**

Education Consulting Services selected highly qualified professionals to serve as members of the team to review TUSD's magnet schools. They have years of experience in a wide variety of fields in public education including: district magnet program administration, school magnet program administration, assessment and accountability, educational law, urban school administration, human resources, equity and diversity, school accreditations, teacher training and professional development, research and evaluation, college-level instruction and second language programs.

A team of two or three members visited two schools each day of the review, spending about 3 ½ - 4 hours or more at each school. TUSD Assistant Superintendents had agreed to prepare each school by providing them with the date and time of the visit and a list of items to gather and have ready for the team to review. These included copies of written magnet curriculum, scope and sequence units or classes that are in the magnet program, examples of student work, magnet handbooks, and anything else the school felt was important to their magnet program. Principals were to be informed that the team would be walking through classrooms looking for evidence of magnet theme instruction and student work. Additionally, interviews with magnet coordinators and teachers, parents of neighborhood and non-neighborhood magnet students and secondary students (grade 8 at middle schools and 9-12 at high schools) were to be arranged.

The review professionals were trained to use the protocols and documents developed for the Tucson Unified School District, including: Protocol for "Meet and Greet," Interview Questionnaires for principals, magnet coordinators, teachers, students, and parents, the Walk-Through Observation form, and the Magnet School Project Rubric. It should be noted that student interviews took place only with a small group of students in grades 8-12. Each evening, team members met to debrief the schools visited and prepare for the next day's visits.

It was the decision of Superintendent Pedicone and Education Consulting Services that major recommendations concerning magnet schools would be made to district administration and the TUSD Governing Board. It is the job of the review team to provide the district with compelling evidence in order to make decisions.



## **B. Scope of the Work**

The Comprehensive Magnet Program Review conducted by Education Consulting Services was to include:

Reviewing TUSD's magnet school enrollment policies and procedures and their effect on student integration at magnet schools. Determining if the policies and procedures are promoting diversity. Developing recommendations for the district and its magnet schools to improve school diversity.

Reviewing policies as they relate to identification and operation of a magnet school.

Reviewing the development of the TUSD magnet school program including the purposes and goals for the magnet program and the ability of each school to house and sustain a viable magnet program.

Conducting a comprehensive review and evaluation of the district's 22 magnet schools as compared to nationally recognized successful magnet criteria including:

- equity of access
- diversity
- unique theme or pedagogy
- dosage of instruction
- professional development
- specialized staff
- academic excellence
- parent involvement
- business/community partnerships

Reviewing the district's magnet theme continuity plan to determine if a K-12 (elementary to middle to high school) continuum exists. Determining the effectiveness of each magnet school's efforts to sustain a viable portion of a K through 12 magnet program. Where no formal continuity has been established, determining if there is a strong curricular link to an already existing magnet theme at the next level.

Determining support from central office staff in the areas of student recruitment and meeting school integration goals, thematic and curricular leadership, opportunities for magnet program professional development, uniform compliance with magnet policy and procedures, and parent and community outreach to answer the question: "Is support provided to guide the schools in making decisions or changes to their magnet program?"



## V. SUMMARY OF COMMON TRENDS

### Common Trends in TUSD Magnet Schools

As a result of visiting each magnet school, the visiting consultants noticed a number of emerging themes and issues across the majority of TUSD's magnet schools/programs. The following is a summary of the issues noted:

- There is a belief that there is a lack of district- level understanding regarding magnet schools and their programs. This belief is rooted in the fact that some decisions made at central office negatively impact a magnet school and its desegregation efforts.
- There is a general lack of consideration and support from the central office for magnet schools.
- There is no one at the central office that schools can call to answer questions related to their magnet program concerns or issues.
- There is a lack of marketing and recruitment for magnet programs supported by the district to help schools with diversity issues.
- The schools are unaware of enrollment/diversity goals and diversity is not reflected in many school enrollments.
- There is no policy or process for creating new magnet schools or significantly revising an existing magnet program.
- There is no district- level process for monitoring magnet enrollment or documenting magnet student drops from a magnet school/program.
- Because neighborhood students are not required to submit a magnet application for program-within-a-school magnets, it is impossible to ascertain magnet program diversity, to monitor magnet student achievement, and to determine per student costs for those programs.
- There is a lack of understanding that magnet schools benefit, and should be attractive to, both neighborhood and non-neighborhood students and their parents.
- There is no district- level process for monitoring student achievement at a magnet school/program.
- Issues with transportation this year have been especially difficult for many schools, taking hours of staff time and resulting in students dropping from programs they had been attending for several weeks.
- Schools did not seem to understand the enrollment process in the PUSP, especially the school groupings by areas (Group A, B, C) and how that effects transportation and recruitment.

- Little attention has been paid to magnet pipeline schools (K-12 Magnet Continuity) when creating new magnet schools/programs.
- All magnet schools have poor outside school signage. In some cases, there is no sign to inform a visitor or the community what magnet theme is located at the school. A few high schools have a marquee generically stating “A Magnet School” indicating to parents that the whole school is a magnet when it is really a small program within-the- school.
- Very few schools are providing professional development that is directly related to its magnet theme.
- There has been no professional development in recent years related to cultural literacy for magnet schools.
- Magnet funding allocations (Desegregation Funds) vary significantly and in many cases were difficult to determine; desegregation funds were used by schools in a variety of ways.

#### Parent Trends and Issues

- The community at large is unaware of the high quality and variety of the magnet programs offered in TUSD.
- There is a need for more clarity about the magnet enrollment process. The open enrollment and magnet enrollment processes are confusing to parents.
- The magnet application is confusing to parents.
- Most parents do not know what magnet schools are. They tended to equate them to a GATE program, or a school for smarter students.
- The district “Catalog of Schools” does not feature the magnet schools as a group. Parents have to hunt for the magnet school or program they are interested in. The catalog makes magnet schools sound like any other district school.
- The magnet application process has rules that make it difficult for some parents to file their application. Some parents expressed the desire to turn the application in to a school instead of mailing or driving it to the School Community Services Office.
- The parents who were available for interviews (at some schools) appeared to be committed to the magnet program at the school.



## VI. RECOMMENDATIONS AND COMMENDATIONS

It is essential that TUSD recognize that school choice and improved student achievement are important to the Tucson community. These points were made by parents the review teams met with across all schools. The community wants neighborhood schools and understands that they are a family's first choice; families also want options in their decision of which school their child should attend. If a child has a special interest or talent there should be choices such as magnet schools, career and technical schools, and schools with GATE or special education programs on the campus. Whenever possible, magnet schools should offer a schoolwide theme. However, at the high school level, there is sometimes a need for a magnet to be a program-within-the-school. Whether the magnet is a total school program or a program-within-the-school, it is important that magnets offer high quality, rigorous curriculum that integrates students from diverse communities in meaningful learning activities.

### A. District Governance of Magnet Schools

It is critical that the district create a central office or department for magnet school coordination and support. The Magnet Office should serve as an advocate for magnet schools as decisions are made by various central office departments. The Magnet Office would support the final decisions of central offices, but would make sure that they are aware of how decisions will affect a magnet school and its program goals. Not only would the Magnet Office serve as a liaison between central offices and the schools, it would coordinate a district program for marketing and recruitment for magnet schools, develop enrollment goals, collect data for periodic magnet program evaluations, monitor the quality of the magnet program at each school, provide magnet related professional development, and work with the transportation department.

One of the first responsibilities for the Magnet Office should be to develop a magnet policy that will address how schools are designated to become a magnet program as well as a policy for an existing magnet school to make significant changes to their magnet theme and program.

### Communications with the School Assistant Superintendents and the Magnet Office

Magnet programs are across all school levels – elementary, middle and high school. Assistant superintendents have a large number of schools to support, both magnet and non-magnet. A magnet office would support and assist the assistant superintendents with issues related to their magnet schools. However, there should be regular communication between the magnet office and the assistant superintendents which would include email and phone calls for immediate issues, in addition to regular meetings, perhaps monthly, to share information, discuss concerns and coordinate events.

### **Magnet Marketing and Recruitment**

Few magnet schools are targeting their magnet marketing and recruitment into the areas in the community (Areas A, B, and C as outlined in the Post Unitary Status Plan). Targeted marketing and recruitment would bring to magnet schools the students needed to help them reduce racial isolation. Schools are reticent to reach out to communities that are not close due to transportation issues, including the longer ride students would have. Currently many magnet schools recruit in neighborhoods adjacent to their boundaries and at their feeder schools. Some schools are not marketing and recruiting at all.

While Robison, Ochoa, Safford, Utterback, Palo Verde, and Tucson High have full or part time magnet resource teachers, most magnet schools no longer have a magnet coordinator to organize and carry out recruitment activities. Any marketing and recruitment that is done is carried out by the principal and a few teachers who market and recruit on a weekend or after school.

The Magnet Office and the School Community Services Office must study the recruitment needs of each magnet school and design an aggressive marketing and recruitment plan for the district and each school. Schools need to target their recruitment efforts into communities that bring students who will reduce racial isolation. Implementation of these recruitment efforts would occur mainly at the school level, but some would be coordinated and supported through the Magnet Office.

The Magnet Office should work with the School Community Services Office to make the application process more parent friendly. Parents complain that the application is confusing. The magnet application is a separate process from the open enrollment process. There should be separate applications for each program. Parents and schools also complained that having to mail or take the application to the School Community Services Office was an obstacle to applying for a magnet school. Requiring the extra steps to mail the application or to obtain transportation to the district office prevented parents from applying.

### **Establish Recruitment Goals**

Tucson magnet schools no longer are given recruitment goals or percentages to achieve or guide them in the marketing process. Establishing enrollment goals or percentage goals for each magnet school can guide them in targeting their marketing and recruitment efforts. The enrollment goal can be as simple as subtracting the school's current racial/ethnic percentages and then enroll students that more closely reflect district demographics. A Magnet Office would assist in establishing these goals in conjunction with the Legal Services Department.



### **Implement Periodic Evaluations of Magnet Programs**

Ideally, magnet schools should be evaluated every three years. This can be completed with a third of the schools being reviewed annually. The Magnet Office should develop a report for the Governing Board, Superintendent, Assistant Superintendents, and the school community to review. This report should focus on student achievement, attracting and maintaining students, and magnet school effectiveness. Magnet school effectiveness should be based on the characteristics of an effective magnet school as described on pages 3-6 of this report.

The Magnet Office should maintain important data related to all school wide magnet schools and high school programs-within-the-school magnets including: school demographics, applicant numbers, neighborhood and non-neighborhood enrollment numbers, students who drop from the program and student achievement. The report should also incorporate information related to desegregation funding, changes to magnet feeder patterns, and school capacity.

### **Issues Related to Magnet Funding**

Suggestions related to magnet funding are not being addressed in this document as there is another district group working on desegregation budget issues. While almost every school visited complained of the reductions in funding and how it has affected their program, perhaps the issue most strongly voiced was the loss of their site magnet resource teacher. The loss of this position has affected magnet instruction, professional development, marketing and recruitment, scheduling and counseling.

### **Issues Related to Transportation**

Transportation was not designed to be part of the magnet review process; however, it often came up during interviews. Transportation issues for some schools this year was often likened to “a nightmare.” The transportation changes made after school started resulted in many schools losing students they had recruited who would have assisted them in reducing racial isolation. When the bus rides were combined and went to over an hour, many families could not accept it. If the district is committed to integration, most magnet schools will have to reach out to communities that are further distances from the magnet school. Transportation should not be the deal breaker for students who have an interest in a particular program. The district needs to fund transportation to support the students who are coming from longer distances, rather than discourage them.

## **B. Magnet Theme K-12 Continuity (Pipeline Schools)**

Quality magnet programs have K-12 continuity wherever possible in order for students to experience the magnet program throughout their education. For example, a student in the performing arts should not have to stop their performing arts education at grade 8. The district should look at its feeder pattern for magnet school themes and seek to provide K-12 continuity. A suggested feeder pattern or continuity has been developed by the magnet review team for district consideration. The review team recognizes that in some cases the elementary magnet curriculum may need to be strengthened to better prepare students for the middle level program that is recommended in the suggested feeder pattern. An example of this is the Science, Technology, Arts and Music (STAM) Magnet at Carrillo. Carrillo will need to strengthen its visual art and music programs to better prepare students for the magnet program at Utterback. It also needs to strengthen its science and technology curriculum to better prepare students for continuity to a strong middle level math/science program. Where there is no magnet feeder continuity, the district should consider creating new magnet schools or programs as funding becomes available to fill in the gaps.



MAGNET PROGRAM REVIEW - TUCSON UNIFIED SCHOOL DISTRICT - FALL 2011

**MAGNET SCHOOL CONTINUITY (PIPELINE) PATTERNS**

No identified school/program	Suggested possible school/program
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PROGRAM	PRIMARY/ELEMENTARY	MIDDLE LEVEL	HIGH SCHOOL
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**ARTS/PERFORMING ARTS MAGNET CONTINUITY (PIPELINE) PATTERNS**

<b>OMA Gold</b> (Opening Minds through the Arts)	<b>Tully (K-5)</b> <i>One of 12 other OMA Gold programs, 8 other schools offer OMA Bronze/Silver program</i>	<b>Utterback (6-8)</b> <i>Visual &amp; Performing Arts</i>	<b>Tucson High (9-12)</b> <i>Fine Arts</i>
Performing/Fine Arts	<b>Holladay (K-5)</b> <i>Fine &amp; Performing Arts</i> <i>Would like to add Gr 6</i>	Utterback (6-8) <i>Visual &amp; Performing Arts</i>	Tucson High (9-12) <i>Fine Arts</i>
<b>STAM</b> (Science/Technology/Arts/Music)	<b>Carrillo (K-5)</b>	<b>Utterback (6-8)</b> <i>Visual &amp; Performing Arts</i>	<b>Tucson High (9-12)</b> <i>Fine Arts</i>

**CHILD-CENTERED LEARNING MAGNET CONTINUITY (PIPELINE) PATTERN**

Montessori	Drachman (K-5)		
Reggio Emilia-Inspired	Ochoa (K - 5)		
Systems Thinking	Borton (K-5)		

**COLLEGE PREP MAGNET CONTINUITY (PIPELINE) PATTERNS**

<b>College Prep</b>	<b>Safford (K-5) &amp; Robison (K-5)</b> <i>International Baccalaureate Primary Years Program (PYP) Candidacy pending</i>	<b>Safford (6-8)</b> <i>International Baccalaureate Middle Years Program (MYP) Candidacy Pending</i>	<b>Pueblo (9-12)</b> <i>Honors &amp; AP</i>
			<b>University (9-12)</b> <i>Honors &amp; AP</i> <i>(Entrance test; Student-Centered)</i>
	<b>Bonillas (K-5)</b> <i>Back to Basics/Traditional</i>	<b>Dodge (6-8)</b> <i>Traditional</i>	<b>Catalina (9-12)</b> <i>Terra Firma</i> <i>Honors &amp; AP</i> <i>(Traditional; Teacher-Centered)</i>



PROGRAM	PRIMARY/ELEMENTARY	MIDDLE LEVEL	HIGH SCHOOL
<b>FOREIGN LANGUAGE MAGNET CONTINUITY (PIPELINE) PATTERNS</b>			
Bilingual/Spanish Immersion	<b>Roskrige (K-5)</b> <i>Not part of magnet but all K-5 students participate in dual language learning. School wants to become a total school Bilingual Magnet.</i>	<b>Roskrige (6-8)</b> <b>Bilingual</b> <i>In 2010 catalog, not listed as a magnet school</i>	<b>Cholla (9-12)</b> <b>International Baccalaureate</b> <i>Gr. 11-12 IB Certified; Gr. 9-10 Pre-IB only (need funding to being MYP Gr. 9-10 candidacy to complete Gr. 9-12 IB certification)</i>
	<b>Davis (K-5)</b> <b>Spanish Immersion</b>	<b>Safford (6-8)</b> <b>International Baccalaureate</b> <b>MYP, Candidacy pending</b>	

<b>INTERNATIONAL BACCALAUREATE MAGNET CONTINUITY (PIPELINE) PATTERNS</b>			
International Baccalaureate	<b>Safford (K-5)</b> <i>PYP (Primary Years Program) Candidacy pending</i>	<b>Safford (6-8)</b> <i>MYP Candidacy pending</i>	<b>Cholla (9-10)</b> <i>Pre-IB only; funds needed for MYP Gr. 9-10 candidacy to complete Gr. 9-12 IB certification</i>
	<b>Robison (K-5)</b> <i>PYP Candidacy pending</i>		<b>Cholla (11-12)</b> IB Certified <i>Renewal required every 7 yrs.</i>
Law & Public Safety			<b>Cholla (9-12)</b> <i>Need funding to seek IB Career Certification &amp; include this program as part of the overall IB program</i>

<b>SCIENCE/TECHNOLOGY/ENGINEERING/SCIENCE (STEM) MAGNET CONTINUITY (PIPELINE) PATTERNS</b>			
Aviation/Aerospace	<b>Booth-Fickett (6-8)</b> <b>Math/Science</b>	<b>Booth-Fickett (6-8)</b> <b>Math/Science</b>	<b>Catalina (9-12)</b> <i>Wants to add Air Traffic Controller program</i>
Communication Arts & Technology			<b>Pueblo (9-12)</b>
Engineering & Technology			<b>Palo Verde (9-12)</b>
Health Care			<b>Catalina (9-12)</b> <i>Wants to add EMT program</i>
Math/Science	<b>Booth-Fickett (K-5)</b>	<b>Booth-Fickett (6-8)</b>	<b>Tucson High (9-12)</b>
STAM (Science/Technology/Arts/Music)	<b>Carrillo (K-5)</b>	<b>Booth-Fickett (6-8)</b> <b>Math/Science</b>	<b>Tucson High (9-12)</b> <b>Math/Science</b>

<b>SERVICE LEARNING MAGNET CONTINUITY (PIPELINE) PATTERN</b>			
Service Learning			<b>Howenstine (9-12)</b>

<b>TRADITIONAL/BACK TO BASICS MAGNET CONTINUITY (PIPELINE) PATTERN</b>			
Traditional/Back to Basics	<b>Bonillas (K-5)</b>	<b>Dodge (6-8)</b>	<b>Catalina (9-12)</b> <i>Terra Firma (Teacher-centered; Honors/AP program)</i>



## **VII. INDIVIDUAL SCHOOL MAGNET REVIEW PROCESS**

As part of the comprehensive magnet review process, all of TUSD's 22 magnet schools and program-within-schools magnets were visited. Each visit lasted approximately 4 hours. These visits provided a snapshot of each magnet program. While most schools were eager to share information about their magnet, and much was learned about each program, it was not possible for the visiting team to learn everything about the school and its program during the visit. The magnet review consisted of a "meet and greet" with leadership, a few teachers, and in some cases, parents. Separate interviews were conducted with the principal, magnet coordinator (at schools where the position existed), teacher representatives, parents, and a small group of students at the middle schools (grade 8 only) and high schools. There was a walk-through of the classrooms and the campus. Materials and documents provided by the school (which sometimes included written curricula, scope and sequences of classes, professional development plans and samples of student work from their magnet courses) were reviewed. The review teams found many schools very well prepared for the visit including having documents and parents available. Some schools, however, were unprepared for the visit, had no knowledge of what to prepare for the visit or showed little interest in having the team there. This was especially the case with middle school visits. Some of the middle schools were unprepared for the review due to a failure to read a newsletter from middle school leadership outlining information provided by Education Consulting Services. Several of the middle schools complained no one from central office responded to their phone messages. In spite of these challenges, the team would like to recognize the efforts of the middle school principals in doing everything in their power to make the team feel welcome and assembling people and materials needed for the review.

### **A. The Comprehensive Magnet Review Rubric**

Several tools were developed for the magnet review including a Comprehensive Magnet Review Rubric. The rubric rated six characteristics of a strong magnet school including: school diversity, innovative and well-implemented magnet theme, professional development that supports the magnet theme(s), specialized teaching staff that support the magnet theme, parent and community involvement and academic excellence. These magnet school characteristics are discussed in Section II. c of this document. Each magnet characteristic on the rubric has between two and seven criteria supporting that characteristic. Following each school visit, the criteria under each characteristic were rated between 0 and 3 by each member of the team. The team then met and determined a final aggregate team score for each school visited.

It is important to note that a higher score or percentage does not necessarily mean the school has better diversity or a better magnet theme, etc. It does mean a school is addressing the criteria that support those characteristics and has the potential to be successful as a magnet school. The Comprehensive Magnet School Rubric measured the following six characteristics of a magnet school/program.

### **1. School Diversity**

School diversity included criteria about a school knowing its desegregation goal as well as how close the school was to reflecting the district's minority/non-minority demographics. The school's marketing and recruitment plan was reviewed. School diversity is also about student integration which includes how well the school is implementing cultural/ethnic programs, including strategies that promote a positive school climate between racial groups and the school's efforts to reach out and promote underrepresented groups to participate in activities.

### **2. Innovative and Well Implemented Magnet Theme**

To ensure rigor and consistency in implementation of a magnet curriculum, a written magnet curriculum, including a scope and sequence, is imperative for all magnet programs. The magnet curriculum must be linked to standards and support a variety of instructional practices. To maintain a quality program, the magnet curriculum must be reviewed and updated regularly. There should be supplies and equipment to support instruction. Administration and teachers must be committed to the magnet theme and all students must receive sufficient dosage of the curriculum. Sufficient dosage means that the theme should be integrated into the core curriculum as well as be taught as a "stand alone" curriculum. The magnet theme should be visible inside classrooms and outside of the school.

### **3. Professional Development that Supports the Magnet Theme**

Magnet schools should be on the cutting edge of teaching and learning related to their magnet theme(s). Professional development related to the magnet theme is important to keep the theme relevant and up to date. Additionally, professional development related to cultural proficiency and instructional practices must also be a part of the magnet. Teachers must be able to link these practices to their magnet instruction. Professional development must start with student achievement data, and it must be about what is needed to improve student learning.



#### **4. Specialized Teaching Staff**

The magnet theme should be considered when assigning or selecting any teachers to a magnet school. Teachers with little interest or understanding of the magnet theme will not implement curriculum or activities with any fidelity. Additionally, magnet schools often have specialized positions such as science lab teachers, performing arts teachers and magnet resource teachers. These teachers are often the teacher leaders for the magnet program. There should be an application and interview process that allows a magnet school to select the best of the best for these specialized positions.

#### **5. Parent and Community Involvement**

Neighborhood and non-neighborhood parents should be regularly informed about what is happening in the magnet program. Parents should feel welcome at the school and be invited into classrooms to see what their student is learning. To the level possible, parents should be encouraged to volunteer at the school including in classrooms. Magnet schools need to develop partnerships with community organizations and businesses, especially with those that support their magnet theme. These partnerships often provide speakers and experiences that make learning more meaningful for students. Partnerships also often support the school with donations or providing scholarships for students.

#### **6. Improved Academic Achievement**

Linking magnet curriculum to standards is imperative if schools want to see academic improvement. There also should be a number of academic supports or programs in place to assist all students to achieve. Teachers should implement the new instructional practices they learned in professional development. Too often, professional development is not taken beyond teacher learning to teacher implementation. Magnet curriculum should integrate the use of new technologies. The work place of the future will be quite different from what it is today. Students must be prepared to use technology as a tool for further learning. Magnet curriculum must be reviewed annually and adjustments must be made to address student learning. Teachers must be committed to fidelity of the magnet plan.

**Aggregate Team Scores**  
**for the Comprehensive Magnet Review Rubric**  
**follow on the next three pages.**

**ELEMENTARY MAGNET SCHOOLS  
COMPREHENSIVE MAGNET REVIEW RUBRIC**

Aggregate Team Score  
September 17, 2011

ELEMENTARY SCHOOLS	SCHOOL DIVERSITY		INNOVATIVE & WELL IMPLEMENTED MAGNET THEME		PROFESSIONAL DEVELOPMENT THAT SUPPORTS THE MAGNET		SPECIALIZED TEACHING STAFF		PARENT & COMMUNITY INVOLVEMENT		IMPROVED ACADEMIC ACHIEVEMENT		TOTAL SCORES	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Bonillas</b>														
<i>Back to Basics</i>	10	56%	16	76%	9	75%	3	50%	9	75%	8	53%	55	65%
<b>Borton</b>														
<i>Systems Thinking</i>	13.5	75%	14	67%	11	92%	6	100%	10	83%	8	53%	59.5	74%
<b>Carrillo</b>														
<i>Science Technology Art &amp; Music (STAM)</i>	12	67%	16	76%	7	78%	5	83%	12	100%	12	80%	64	76%
<b>Davis</b>														
<i>Bilingual/Dual Language</i>	12	67%	21	100%	12	100%	6	100%	10	83%	15	100%	79	94%
<b>Drachman</b>														
<i>Montessori</i>	11	61%	18	86%	10	83%	2	33%	7	58%	9	60%	57	68%
<b>Holladay</b>														
<i>Fine &amp; Performing Arts</i>	15	83%	15	71%	7	58%	6	100%	9	75%	11	73%	63	75%
<b>Ochoa</b>														
<i>Reggio Emilia Inspired</i>	12	67%	20.5	98%	10	83%	5.5	92%	12	100%	10	67%	70	83%
<b>Robison</b>														
<i>International Baccalaureate Primary Years Program</i>	15	83%	20	95%	12	100%	5	83%	12	100%	10	67%	74	88%
<b>Tully</b>														
<i>Opening Minds Through the Arts (Gold)</i>	11	61%	12	57%	9	75%	3	50%	8	67%	11	73%	54	64%
<b>Total Possible</b>	18		21		12		6		12		15		84	



K-8 & MIDDLE MAGNET SCHOOLS COMPREHENSIVE MAGNET REVIEW RUBRIC Aggregate Team Score September 17, 2011														
K-8 & MIDDLE SCHOOLS	SCHOOL DIVERSITY		INNOVATIVE & WELL IMPLEMENTED MAGNET THEME		PROFESSIONAL DEVELOPMENT THAT SUPPORTS THE MAGNET		SPECIALIZED TEACHING STAFF		PARENT & COMMUNITY INVOLVEMENT		IMPROVED ACADEMIC ACHIEVEMENT		TOTAL SCORES	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Booth-Fickett (K-8)</b>														
<i>Math/Science</i>														
(K-5)	11	61%	6	29%	10	83%	2	33%	4	33%	7	47%	40	48%
(6-8)	11	61%	8	38%	10	83%	2	33%	4	33%	7	47%	42	50%
<b>Dodge (6-8)</b>														
<i>Traditional Education</i>	12	67%	9	43%	9	75%	4	67%	11	92%	13	87%	58	69%
<b>Safford (K-8)</b>														
<i>International Baccalaureate Primary &amp; Middle Years Program with a focus on Engineering &amp; Technology</i>	16	88%	18.5	88%	12	100%	6	100%	12	100%	15	100%	79.5	95%
<b>Roskruge (6-8)</b>														
<i>Bilingual/Dual Language</i>	10	56%	19	90%	10	83%	6	100%	10	83%	12	80%	67	80%
<b>Utterback (6-8)</b>														
<i>Visual &amp; Performing Arts</i>	9	50%	19	90%	11	92%	6	100%	10	83%	13	87%	68	81%
Total Possible	18		21		12		6		12		15		84	

HIGH SCHOOL MAGNET SCHOOLS COMPREHENSIVE MAGNET REVIEW RUBRIC Aggregate Team Score September 17, 2011														
HIGH SCHOOLS	SCHOOL DIVERSITY		INNOVATIVE & WELL IMPLEMENTED MAGNET THEME		PROFESSIONAL DEVELOPMENT THAT SUPPORTS THE MAGNET		SPECIALIZED TEACHING STAFF		PARENT & COMMUNITY INVOLVEMENT		IMPROVED ACADEMIC ACHIEVEMENT		TOTAL SCORES	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Catalina</b>														
<i>Aviation/ Aerospace</i>	11	61%	19	90%	2	17%	6	100%	12	100%	9	60%	59	70%
<i>Health Care</i>	14	78%	19	90%	5	42%	6	100%	8	67%	12	80%	64	76%
<i>Terra Firma</i>	11	61%	16	76%	9	75%	6	100%	11	92%	12	80%	65	77%
<b>Cholla</b>														
<i>International Baccalaureate</i>	13	72%	16	76%	12	100%	6	100%	10	83%	15	100%	72	86%
<i>Law &amp; Public Safety</i>	This program was not rated separately due to limited course offerings.													
<b>Howenstine</b>														
<i>Service Learning</i>	10	56%	14	67%	8	87%	6	100%	9	75%	8	53%	55	64%
<b>Palo Verde</b>														
<i>Engineering &amp; Technology</i>	18	100%	20	95%	11	92%	6	100%	12	100%	13	87%	80	95%
<b>Pueblo</b>														
<i>Communication Arts &amp; Technology</i>	9	50%	18	86%	10	83%	6	100%	9	75%	12	80%	64	76%
<i>College Prep</i>	9	50%	17	81%	10	83%	6	100%	9	75%	12	80%	63	75%
<b>Tucson</b>														
<i>Fine Arts</i>	16	89%	20	95%	10	83%	6	100%	9	75%	15	83%	76	90%
<i>Math &amp; Science</i>	16	89%	20	95%	10	83%	6	100%	9	75%	15	83%	76	90%
<b>University</b>														
<i>College Prep</i>	14	78%	19	90%	12	100%	6	100%	12	100%	13	87%	75	89%



## **B. Common Trends Found at Magnet Schools**

It should be noted that the visiting teams felt that many of the TUSD magnet schools and their teaching staff are well kept secrets unknown to the community at large. The quality of many of the magnet programs we visited was very high. The principals and teachers at most schools were accommodating and eager to share their work. Teachers expressed a great deal of pride in their students and what they can do. Teachers and administrators were generally dedicated and committed to the school's magnet theme as well as to the improvement of student learning. In many schools the magnet curriculum is being integrated into core instruction.

The school visits and magnet review rubric scores revealed some common trends across all of TUSD's magnet schools. These common trends or issues were not necessarily included in each of the school summaries, but are summarized as follows:

### School Diversity

- The great majority of TUSD magnet schools did not have recruitment goals.
- Most of the schools did not have a marketing and recruitment plan that addresses diversity.
- Except for the principal, many schools did not have a person to develop and carry out marketing and recruitment activities.

### Innovative and Well Implemented Magnet Theme

- The majority of TUSD's magnet schools did not have a written magnet curriculum.
- The few schools that had a written magnet curriculum did not review it on a regular basis.
- Magnets without a written curriculum lack connections to standards, consistency in implementation, and rigor in magnet learning and activities.
- Almost every school visited noted the need for someone to serve as a magnet resource person to assist with the many aspects of implementing a magnet program.

### Professional Development that Supports the Magnet Theme

- Professional development related to the magnet content was non-existent in most schools. The following schools, Davis, Drachman, Ochoa, Robinson, Safford and Roskruge were exceptions.
- There was a general lack of professional development related to cultural literacy or relevancy.
- Teacher directed instruction was generally observed in most of the magnet schools. Professional development related to instructional strategies was occurring district wide with the Essential Elements of Instruction (EEI) Training; the strategies being taught were not being implemented in classrooms.

### Specialized Teaching Staff

- District procedures often place teachers with little knowledge of the magnet theme at a magnet school.

### Parent and Community Involvement

- Accurate information related to parent perceptions of their magnet school was impossible to ascertain as many schools did not have parents available for the magnet review process.

### Improved Student Achievement

- At the majority of magnet schools, magnet curriculum was not linked to achievement data.
- There was a general lack of knowledge about magnet school research and what it takes for a magnet program to impact achievement.
- The review team noted that there was often a lack of consistency in implementation, no scope and sequence, and a general lack of rigor in magnet instruction. It is critical for every magnet school to have a written magnet curriculum or syllabi of courses that is reviewed annually and provides a rigorous level of instructional content.

\*\*\*\*\*

### **NOTE:**

A Magnet School Summary of Information has been developed for each school which includes:

1. important data including capacity, enrollment and achievement at each school;
2. current and suggested magnet continuity;
3. an overview of the program;
4. comments and observations of the team; and,
5. important issues brought up at each school.

Magnet School Program Summaries, for each individual school, are found as a separate document at the end of this report.



## **VIII. Summary of Recommendations and Commendations For Magnet Schools**

### **A. Elementary Magnet Schools (K-5)**

There are ten district elementary magnet schools. All elementary magnets are total school magnets with neighborhood and non-neighborhood students participating in all aspects of the magnet program and curricula. The team observed that most of the elementary school magnets were integrating the magnet theme with core curriculum. In a couple of schools, Carrillo and Tully, there was little theme integration; most of the magnet instruction was happening separately or in a lab.

There are no magnet resource teachers at elementary magnet schools except for Robison and Ochoa which are required, and paid for, as part of the federal grant the schools are receiving. When the grant ends, funding for the two positions will end unless the schools decide to fund them from their existing budgets. Site magnet resource teachers are critical for effective implementation of the program, fidelity to the magnet plan, and marketing and recruitment.

There is a need for elementary magnet schools to have marketing and recruitment goals. Even though the magnets are bringing in a significant number of magnet students, only Bonillas, Borton and Holladay are within ten percent of the District minority/non-minority demographics. With no recruitment goals, the schools often recruit in neighborhoods adjacent to their school which does not necessarily bring diversity. Marketing and recruitment is left to the principal and a few teachers who use their spare time to reach out to parents.

Six of the ten elementary magnet schools (Carrillo, Davis, Drachman, Ochoa, Robison and Tully) are racially isolated with Hispanic populations at 75% or higher when compared to the district's elementary Hispanic population of 63.5%

All but two elementary magnet schools, Bonillas and Ochoa, made their 2011 Adequate Yearly Progress (AYP) based on the scores from spring 2011 AIMS testing. Ochoa has been a magnet for less than a year and has just begun to implement a magnet program.

There is a need for:

- professional development related to each school's content theme. Except for Davis and Drachman and the two elementary school involved in the Magnet Schools Assistance Grant (Ochoa and Robison), elementary magnets have had little to no professional development related to their theme.

- elementary schools to have professional development related to cultural literacy. Most elementary schools reported that there has been no training related to cultural literacy for many years.
- technology training. The team heard from many schools that they had Smart Boards, but teachers were not trained to use them. Additionally, technology capabilities at the elementary magnet schools vary widely. Some schools are totally wireless, have computers in classrooms, and several carts of computers on wheels (COWs). Other schools have no capacity to use technology in their classrooms and there are few computers on the campus. The infrastructure of a few schools cannot support wireless connections.

Parents interviewed at each elementary magnet were supportive of the school's achievement and diversity goals. At some schools they were passionate about the magnet program and how important they felt the magnet instruction was for their student. However, at many of the schools, at least some parents felt that the magnet program was a program for gifted students.

The following issues are related to specific, individual elementary magnet schools:

- The Basic Curriculum Magnet at Bonillas was notable. While the reviewers believe that all schools should be about providing a strong basic curriculum and that the school's theme does not usually qualify as a magnet, the level of commitment to the program and the quality of implementation of the teacher-led curriculum resulted in the review team agreeing it is a strong magnet program.
- The Systems Thinking Program at Borton appears to be inconsistently implemented and an academically weak magnet. There is no written curriculum or Systems Thinking units of instruction that support the academic program. The school reported it is starting to develop Systems Thinking units of instruction for each grade level, but none were available for review.
- Carrillo's STAM (Science/Technology/Arts/Music) is the only elementary with a program that can prepare students for two different middle school/high school magnet focus continuities (Math/Science and Performing Arts).
  - The science curriculum taught in the science lab is not unique. FOSS is the core science program for TUSD. The magnet science lab should be providing a science curriculum over and above the district's core program. Once the science lab provides science enrichment, continuity could be established with the Math/Science middle school magnet.



- Carrillo should work with Utterback to determine how to strengthen their art and music lab curriculum to prepare their students for the Visual and Performing Arts Magnet at Utterback.
- Davis has a long history as a very successful magnet program providing students the opportunity to become fluent in Spanish speaking, reading and writing. The review team was impressed by students' Spanish capabilities even in primary grades. Although the program is a Spanish Immersion program, district materials and the school's signage all indicated it is a Dual Language/bilingual program. While the review team was told that everyone really understands it is an immersion program rather than a dual language/bilingual program, the program should be correctly identified and marketed as a "Spanish Immersion." There are important differences immersion and dual language/bilingual programs that parents should understand.
- The Montessori program is very attractive to many parents. Montessori classroom teaching equipment and supplies are very expensive. Drachman's classrooms have thousands of dollars of Montessori equipment and supplies. However, there is only one teacher (and the principal) who are certified by the American Montessori Society. The rest of the staff is struggling with how to use the equipment. It is critical that all teachers at Drachman are trained and certified by the American Montessori Society as soon as possible.
- Holladay should be commended for adding the K-2 grade levels to its program with a classroom of students for each grade level. This will make a much stronger K-5 fine and performing arts program at the school. The school would like to add grade 6 to their program.
- Robison's International Baccalaureate Primary Years Program and Ochoa's Emilia Reggio Program are two new magnets supported by grant funding in operation for less than a year when the team visited. Both schools are very involved in professional development related to their magnet and both are doing an impressive job developing and writing their curriculum. They have the potential to become very successful magnet programs. The teachers and principals are committed to the new magnet themes. A central office magnet grant coordinator is providing each school with significant guidance and support including marketing and recruitment. The review team observed teachers at each school using the strategies learned in their respective professional development in classroom instruction. The district needs to commit to the programs and begin to plan for district funding to maintain ongoing required training and subscription fees after grant funding ends.

- The Opening Minds through the Arts program (OMA) at Tully is not a unique program; at least twenty other schools in TUSD are implementing the OMA program. It should not be identified as a magnet at Tully.

## **B. K-8 and Middle Magnet Schools**

TUSD has magnet programs at three K-8 schools (Booth-Fickett, Roskruge, and Safford) and two middle schools (Dodge and Utterback). All schools, except the Roskruge Bilingual/Dual Language Magnet, are total school magnets. Although all K-8 students at Roskruge receive dual language instruction, the identified magnet program is only at grades 6-8.

The Roskruge Middle School should develop a proposal to become a total school K-8 Bilingual/Dual Language Magnet to take to the Governing Board for approval. This proposal should include any additional costs required to turn the elementary program into a magnet.

Except for Safford and Utterback, none of the other K-8 or middle school magnets have a magnet resource teacher or IB coordinators. All of the middle level schools stated how vital this position is to a successful magnet.

Three out of the five middle school magnets (Roskruge, Safford and Utterback) remain racially isolated with Hispanic populations at 75% or higher when compared to the district's K-8 and middle school Hispanic population of 64%.

Only one of the five middle school magnets (Dodge) did not make its AYP growth targets for 2011. Safford, Roskruge and Utterback have been identified as program improvement schools under the federal standards for AYP.

It is difficult to accurately comment on parent perceptions of their school's magnet as parents were not available for the interview process except at Safford. The schools were not aware that they were supposed to have a small group of parents available for the visiting team. Safford knew because they have a central office coordinator for their federal grant.

The following issues relate to individual middle school magnets:

- The magnet at Booth-Fickett needs to be significantly revised and updated. There was no evidence of any specialized math or science curriculum in the elementary grades. The elementary program is district math and science taught by the classroom teachers. At the middle school, the science program is lab-based and students can participate in the "Habitat" course and an "Exploring Engineering" course. However, there was no sequence of math or science classes. There were no specialized math/science teachers. The school has limited technology. TUSD should consider revising this school to a state-of-the-art Science, Technology, Engineering and Mathematics (STEM) magnet program.



- The Traditional Magnet at Dodge deserves note. As with Bonillas, the team that visited this magnet believes that all middle schools should be offering a strong, basic core curriculum. Dodge has no magnet curriculum or curricular enhancements. It is the strict level of application of the traditional, back-to-basics approach that makes Dodge different from other district middle school offerings. As a magnet program, this school is successful.
- All Roskrige students K-8 receive dual language instruction, yet the magnet program is only at grades 6-8. The school should become a total school magnet. There is not wireless internet access at the school. District assistance is needed to rectify the situation to ensure students have a program supported by technology.
- The new International Baccalaureate Middle Years Program (IB MYP) at Safford is being implemented to turn the school into an academically "performing" school. The IB MYP program is an internationally recognized quality program and has the capacity to make a significant difference at Safford. The school is also implementing an IB Primary Years Program (PYP) for students in grades K-5. A federal magnet grant is funding the professional development, curriculum writing, and the annual IB MYP and PYP subscription cost for Safford. There is a central office manager for this grant who is also providing the school with significant support as they develop the program. TUSD must commit to continue to fund them after grant funding ceases.
- The Utterback Visual and Performing Arts magnet is a strong middle level magnet program that serves district students with interests or talents in the fine and performing arts. The magnet teachers have done a good job embedding academic standards into the arts curricula; however, the academic teachers are not using the arts theme to enrich their courses.
  - TUSD should reduce or eliminate the number of elementary feeder schools it has sending students to Utterback. It's Visual and Performing Arts Magnet is very specialized and not a program for everyone. Across the nation, successful Visual and Performing Arts magnets do not have a neighborhood population--all students apply including neighborhood students. Neighborhood students feeding into Utterback deserve other options if they are not interested in the Visual and Performing Arts theme.

### **C. High School Magnet Programs**

There are two, total school, high school magnet programs: Howenstine and University. Five high schools have one to three programs-within-the-school magnets: Catalina (three programs), Cholla (two programs), Palo Verde (one program) Pueblo (two programs) and Tucson (two programs). While any neighborhood student who wants to participate in one of the programs-within-a-school may do so, these are not total school magnet programs.

Getting accurate data for the number of students enrolled in the program-within-school high school magnets was impossible. The School Community Services Office could not determine an accurate number of non-neighborhood students enrolled in each program because of entry errors made for some students who applied. It took months for the entry errors to be corrected only to be told by the data department that some were still not fixed. This made getting accurate numbers for each school's programs-within-the-school applicants and number of students enrolled impossible to determine. Additionally, the number of neighborhood students in the programs within-the-school was impossible to determine because neighborhood students in the high school magnet programs do not apply and are not tracked in the district's system. It should be noted that the consultant tried for over two months to get accurate high school magnet enrollment data without success. Thus, it was also impossible to get magnet achievement data or determine true "per magnet student" costs.

TUSD should consider following the nationally recognized model for identifying magnet students especially if they want to determine if the magnet program is successful academically and successful in assisting the school in reducing racial isolation. Magnet programs are generally located at schools to assist the district in reducing racial isolation. The neighborhood students are as important to the magnet's success as the non-neighborhood students. High school magnet enrollment should include neighborhood and non-neighborhood students. Currently, the district does not require applications from neighborhood students and cannot keep track of the neighborhood students who enroll in magnet classes because there are no identified "sequences" of courses magnet students must take. Students who are involved in the magnet program curriculum at their neighborhood school should be coded as neighborhood magnet students and counted in the total number of students enrolled in the program. It should be noted that Cholla does require applications from neighborhood students for their International Baccalaureate program and Tucson High has requested achievement data that includes both neighborhood and non-neighborhood magnet students.



High school programs-within-the-school magnet must identify criteria that constitute a magnet student for both the neighborhood and non-neighborhood students. Saying "the magnet courses are available to neighborhood students if they want to enroll" is not equitable and does not make the school a total school magnet program. Neighborhood students should be recruited to participate in the magnet curriculum. A four year plan of courses should be developed for all magnet students when they enroll at the school. These plans should be shared with parents and reviewed annually. Counselors/teachers should monitor magnet program enrollment, progress, and grades just as they would any magnet student. Accurate information regarding neighborhood student participation in a high school's program is imperative to ensure an accurate picture of success in attracting students and increasing academic success of all students who participate.

All high schools expressed the need for a magnet resource teacher to carry out the responsibilities of recruitment and marketing for their programs, monitoring of student enrollment, thematic professional development, developing and maintaining partnerships, and the variety of other duties and responsibilities that magnet programs require. Tucson High has a full time magnet resource teacher and Palo Verde has a new magnet resource teacher this year.

Only the two total school magnets, Howenstine and University High, met their 2011 AYP targets. Because AYP is calculated only on a total school basis, scores of all students at the two schools helped with this achievement. It is impossible to determine what effect magnet student scores at the five high schools with programs-within-the-school had on the schools' failure to meet their AYP targets. This is because neighborhood magnet students are impossible to identify by program and errors in non-neighborhood student enrollment could not be rectified. Additionally, it is impossible to compare the academic achievement of all magnet students (neighborhood and non-neighborhood) with non magnet students in other areas such as grades, Advanced Placement results, etc. as well as in areas such as dropouts, suspensions, etc.

Three out of the seven high school magnets (Cholla, Pueblo and Tucson High) remain racially isolated with Hispanic populations of 70% or higher when compared to the district's high school Hispanic population of 54.8%

Only one of the seven high school magnets, University, has an Anglo enrollment of 54.5% while the district's high school Anglo enrollment is 30.5%. This is a 24.0% difference. University also has an Asian enrollment of 12.7% while the district's high school Asian population is 3.5%.

There has been no funding for magnet theme professional development at most high school magnets. Funding for the specialized programs offered by many of the schools is essential for them to maintain state-of-the-art curricula, address current issues related to the theme, meet program requirements (i.e., IB) and for health and safety of students. Some of the programs receive general district provided professional development through the Career and Technical Education (CTE) Department.



High school recommendations/commendations specific to each school are as follows:

- Catalina houses three magnet programs. The district should consider moving the JTED Certified Nursing Assistant program back to Catalina. It should also support adding the Emergency Medical Technician program to the Health Care Program and an Air Traffic Controller sequence to the Aviation/Aerospace Program. It is difficult to implement, market, and recruit for programs with only one teacher in each program. Funding is needed to ensure adequate professional development for teachers in the two career-related programs as well as for the *Terra Firma* (College Prep) program teachers. Like the traditional magnets at Bonillas and Dodge, Catalina's College Prep program is highly regarded by parents and students as a successful program. However, the team that visited this magnet believes that all high schools should be offering a college prep curriculum and support for students to be successful in higher education.
- There are two magnet programs at Cholla:
  - The school's high quality and highly successful International Baccalaureate Diploma Program at grades 11 and 12 should be expanded to include the IB grade 9-10 Middle Years Program. This would insure adequate preparation for students prior to enrolling in the rigorous Diploma Program. Funding for required IB training is necessary to ensure student success in the program and on IB exams, for increased and readily available student access to computers, and to increase the IB coordinator position to full time.
  - The Law and Public Safety Program needs strengthening. The once highly regarded program with its courtroom and law library should be revamped and updated with the intent of applying for the recently introduced IB Career/Tech Certification program. This could consolidate the programs and enhance marketing and recruitment. Currently the courtroom and law library are unused.
- Beginning with the 2011 school year, Howenstine is a turnaround school with a new principal who had been at the school for only a short time when the review team visited. The Howenstine magnet is Service Learning. The school offers opportunities for students from across the district who do not want to attend a large, comprehensive high school, but want to attend a smaller high school with a unique magnet program and personalized support. The staff has concerns about a lingering community perception that it is a school for special education students. Howenstine needs support to market its program across the TUSD community.



- Palo Verde has made a significant change to its magnet offerings. There has only been one program, Engineering and Technology, but the school has developed a performing arts program that they believe has not been recognized by the Governing Board. The school reports many students come to Palo Verde for its performing arts curriculum. The school should develop a proposal and take it to the Governing Board to be approved as a new magnet theme.
  
- Pueblo is home to two magnet programs:
  - The school's College Prep program is not a unique magnet theme. The review team believes all high schools should be offering college prep (pre AP and AP) curriculum as well as supports for students to be successful in these programs. The teachers in the College Prep program are very committed and working hard to address the social and economic needs of the Pueblo students in the program. High poverty at the school often puts roadblocks in the way for students to be academically successful and truly understanding of the benefits of a college or university education. Teachers work hard with individual students to address their needs and any difficulties they may be encountering.
  - The Communications Magnet at Pueblo is a strong magnet program that works hard to integrate core curriculum standards into the variety of communication strands including broadcast, radio, journalism, etc. Teachers were eager and enthusiastic to share what students learn in the variety of classes offered and how standards are addressed. The program needs to develop a sequence of courses that students should take for each of the strands of communication.
  
- The Tucson magnet houses two magnet programs:
  - Courses within the Fine Arts strands (dance, music, art, etc.) progress from beginning or basic to advanced and are taught by expert teachers. What it means to be a "Fine Arts magnet student" is not well defined, however, and should be addressed.
  - While there are numerous math and science classes that are unique, there is no scope and sequence in either area that can be used to define a "Math magnet student," "Science magnet student," or "Math/Science" magnet student. As with the Fine Arts program, this should be addressed.
  - Defining what a magnet student is will make it easier for the school and district to identify students to track when attempting to determine the program successes, weaknesses, and costs for each program-within-the-school.
  - Revamping and revitalizing magnet program "endorsement plans" is a site-identified task that should be addressed as soon as possible along with a plan for communicating the information to parents and students.

- The College Prep Magnet at University is also not a unique magnet theme. However, the fact that students must take all their classes at the 11<sup>th</sup> and 12<sup>th</sup> grades at the AP level is unique and academically challenging. The school has a number of supports in place to assist students to succeed in this rigorous program, however, the school's admission requirements ensure that the school enrolls only highly gifted and academically successful students. The program is more of a seminar/GATE program, serving the needs of some highly gifted and motivated students, than a magnet program.
  - University's student body does not reflect the TUSD community. While the school is targeting its recruitment to address student diversity, the review team encourages them to adjust some of their policies. There are many students in TUSD schools who will be very successful at the college or university level who do not meet the school's current, very challenging, admissions policy.
  - University High School's College Prep Magnet has not been recognized by the Governing Board as a magnet. The school should develop a proposal and take it to the Governing Board to be approved as a magnet school.



## **IX. SUMMARY OF RECOMMENDATIONS FOR K-12 MAGNET THEME CONTINUITY**

It appears that no attention has been paid to the District Continuity (Pipeline) for Magnet Schools during the past several years. Some of the continuity patterns (pipelines) are outdated showing magnet continuation based on an old theme that is no longer implemented and there are no new pipelines for new magnet themes such as International Baccalaureate.

Being able to continue in a magnet program K-12 is an educational benefit for magnet schools. K-12 magnet continuity provides priority to students wanting to continue in the same theme or a closely-related theme, and be accepted ahead of applicants who do not have the need, interest or previous experience/preparation in the magnet focus. This magnet priority is often the way students get accepted into popular middle or high school programs. Magnet continuity or pipelines are also important marketing and recruitment topics for parents.

Recommendations have been made to update and add schools to the district's magnet school pipeline and the chart can be found in Section VI, of this report.

As the district looks to change existing magnet programs or add new ones, it should look at the continuity of magnet themes. Schools and programs that the consultant recommends to improve continuity include:

- The elementary school at Roskrige should be added to the magnet bilingual/dual language theme.
- An International Baccalaureate Middle Years Program (grades 9 and 10) should be added to the Cholla High School 11<sup>th</sup> and 12<sup>th</sup> grade IB Diploma Program. This will provide stronger continuity and support students articulating from the new IB programs at Robison and Safford.
- Both Carrillo and Tully will need to strengthen their fine arts and music programs to better prepare their students for the Visual and Performing Arts theme.
- A K-6 or K-8 Music Conservatory would be a suggested addition for the Creative and Performing Arts theme.
- TUSD needs a strong K-12 math/science or STEM magnet strand. Booth-Fickett should be revitalized and strengthened.



## **X. SUMMARY OF RECOMMENDATIONS FOR DISTRICT GOVERNANCE OF MAGNET SCHOOLS**

It is imperative that TUSD establish a Magnet Office to support the variety of magnet school programs the district has. The office should be led by a magnet coordinator or director and optimally have two resource positions to assist in carrying out the responsibilities and duties assigned to the office. The person selected to lead the Magnet Office should have experience with a variety of magnet curricula, curriculum integration, program evaluation, marketing and recruitment, parent and community involvement and developing community and business partnerships.

This central office position is critical for magnet program integrity, fidelity and to provide TUSD students a multicultural education, where integration is the norm and racial isolation is mitigated. The Magnet Office must work in collaboration with, and as a support to, the assistant superintendents and other central office departments including the School Community Services Office. It should also be guided by the permanent student assignment plan that will be developed in the near future. It is hoped that the new student assignment plan will include funding for more reasonable transportation routes, school marketing and recruitment strategies, and will provide diversity goals for magnet schools. If TUSD wants to draw back families who have left for charter, private or home school options, there should be a focus on marketing and recruiting for the district's magnet schools. There should be personnel to plan, lead and assist schools in carrying out the marketing plans developed for the schools.

There is a lack of leadership for magnet programs/schools when decisions are made at central office without consideration as to how they affect the magnet schools' programs, achievement, and diversity goals. Situations and problems that individual schools have encountered were shared with the visiting teams by too many schools to be ignored. Additionally, the consultants experienced the miscommunications, or lack of communication, with the schools regarding their notification of the comprehensive review process. At every level (elementary, middle and high school) there was a problem with at least a few schools getting the complete or accurate information regarding the comprehensive review. When schools called the central office to clarify information, their calls were not returned. The proposed magnet office should provide schools with information and assistance with all things related to magnet programs.

Marketing and recruitment takes time and effort on the part of the schools. When parents from neighborhoods that could bring diversity to a school make the decision to send their student to a magnet school, transportation should be provided. If the district is committed to reducing racial isolation at magnet schools, it should find ways to transport students from targeted neighborhoods to the magnet school within a reasonable amount of time. Transportation can make or break the schools' recruitment efforts.



Magnet schools need to be given recruitment goals. These goals need to be reviewed periodically as applications are received in order that schools adjust their recruitment strategies. Without diversity goals, the schools see no need to reach out beyond the neighborhoods close to the school. This recruitment does not often bring students who assist the school in reducing racial isolation. Schools reported that they knew they should be recruiting in other neighborhoods, but that it didn't seem to matter to anyone, and transportation was such a nightmare.

The Magnet Office should put a system in place to monitor magnet enrollment and drops from magnet programs. There also needs to be a system to handle growth plans for magnet school programs. When programs are successful and schools reach capacity, there should be a way to grow the program at another school. When programs are not successful, a system should be put in place that allows the school to significantly revise or change its theme. TUSD magnet schools expressed many ideas to add to or change their program. These plans are being created school-by-school with no consideration to the effect it will have on other schools, cost of the plan, or the direction of the district. The Magnet Office should work with schools to guide them in making change decisions and developing programs with consistency and fidelity to the theme.

The Magnet Office should be responsible for developing and monitoring magnet policy and procedures, and ensuring that all schools are abiding by those policies. Procedures need to be developed to identify new magnet schools, and for current magnet schools needing to significantly change their magnet theme. All new magnet schools, as well as any significant changes to current magnet programs, should be presented to and approved by the Governing Board.

The magnet application form is confusing for parents and needs to be separate from the open enrollment application. At schools with programs-within-school, both the neighborhood and the non-neighborhood students should be required to submit magnet applications to ensure accurate enrollment, achievement, dropout, suspension, and other district, school, or grant required data available for each specific magnet theme/focus within a school. It is important that the data be entered correctly into the district system. Parents do not understand how the open enrollment or magnet processes work. Schools and parents do not understand the grouping of schools by areas (Group A, B, C) as contained in the PUSP. Many parents think magnet schools are GATE schools.

The District's "Catalog of Schools" needs to be redesigned to feature magnet schools as a group. The catalog available to the review team had many information errors. A magnet office will ensure that correct information is included and updated annually. Many parents complained that the catalog was confusing with all of its symbols and that the magnet schools were hard to find.

While schools complained that recent budget cuts hurt their magnet programs, funding for magnets was difficult to determine. Funding for magnet programs is sometimes part of the desegregation funds schools receive, but sometimes the majority of the magnet was funded from other budgets. Desegregation funds seem to fund a variety of programs other than magnet programs. Additionally, at the high school level, some magnet programs are funded with Career and Technical Education funds. Having a magnet budget based on a formula specific to each magnet theme and including neighborhood and non-neighborhood students in costs analyses would allow for better oversight and monitoring of magnet program funding.

The vast majority of TUSD magnet schools have poor signage on the outside of the school identifying it as a magnet school or the school's theme. Some high schools have a marquee that states it is "A Magnet School" when in fact the magnet is a small program at the school.

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**Attachment - Bound Separately:**

Individual Magnet School Summaries

**Acknowledgements**

The members of the visiting magnet review team from Education Consulting Services would like to thank all TUSD magnet schools' staff members for welcoming us and assisting us in learning about your magnet program(s). The team sincerely appreciates all the time and effort so many took in preparing for our visit. We also appreciate the efforts made to teach us about your program(s) and to candidly discuss the real issues at your school.



# **ATTACHMENT B**



**CODE: 34701**  
**UNIT: Teacher**  
**FLSA: Exempt**

**CLASSIFICATION**

Magnet Site Coordinator (Site Based)

**SUMMARY**

This position coordinates the activities and services to facilitate the Magnet Program at the assigned site. The Magnet Coordinator will conduct professional development related to both content and pedagogy of magnet theme, collect data, and work with appropriate personnel to provide Magnet site with relevant and up-to-date information regarding Magnet School Information.

**MINIMUM REQUIREMENTS**

Appropriate Arizona Teaching Certificate

Structured English Immersion (SEI) requirement

Arizona IVP Fingerprint Clearance Card

Experience Developing Thematic Units

Experience providing Professional Development

Five (5) years teaching experience

**PREFERRED QUALIFICATIONS**

Experience with Magnet School Plan

Knowledge of Magnet Evaluation System

Knowledge of Magnet School Standards and Measures as related to school themes

Knowledge of Unitary Status Plans

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Coordinates with appropriate personnel to develop, manage, and monitor the magnet curriculum at assigned site.

Coordinates with sites to develop and implement data collection models and tools as related to magnet theme to capture benchmark student achievement data

Provides instructional feedback to teachers and administration regarding magnet themes.

Provide all documentation of magnet activities

Conducts outreach, recruitment, and marketing to ensure students, parents, and public are aware of Magnet School programs.

Desegregates data including enrollment, grade, AIMS (or other state mandated assessments), ATI, DIBLES, and unit assessment to appropriate personnel.

Conducts professional development as related to both content and pedagogy of magnet theme.

In collaboration with appropriate TUSD personnel collaborates and researches outside resources for professional development

Uses Mohave for course designation.

Creates collaborative relationships with outside resources including but not limited to local and national businesses, charitable and professional resources, and community resources.

Works with appropriate district personnel to provide resources for teachers

Attends all district training required for teachers.

Coordinates with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum.

Coordinates with site level staff to identify students who are not making adequate academic progress.

Using current research creates informs the district of the best methods and policies that will ensure an equitable educational experience for Magnet School students.

Adheres to all state magnet school laws, regulations and guidelines. Serves as a resource to TUSD personnel regarding magnet school regulations, guidelines, governing board policies, and specialist rulings.

Assists TUSD personnel with planning and monitoring professional development related to magnet school curriculum implementation. Researches magnet school curriculum practices and applies knowledge of training best practices and instructional design principals.

Attends mandatory trainings from the Magnet office including webinars.

Coordinates federal, state, and district report preparation and data collection

#### **MARGINAL FUNCTIONS**

Order classroom supplies and instructional materials.

#### **MENTAL TASKS**

Communicates – verbally and in writing. Reads. Analyze and evaluate student progress and course curriculum. Develop, implement and evaluate plans. Perform functions from written and oral instructions and from observing and listening to others. Evaluate written materials to include written assignments and tests.

#### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

#### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

#### **WORKING CONDITIONS**

Indoor - classroom environment. Contact with the public, employees, children and parents.

#### **CONTROL, SUPERVISION**

None



# **ATTACHMENT C**

**CODE: 44001**  
**UNIT: WHITE**  
**GRADE: 2**  
**FLSA: Non-Exempt**

**CLASSIFICATION TITLE**

TEACHER ASSISTANT

**SUMMARY**

Assists teachers in performing their classroom teaching responsibilities.

**MINIMUM REQUIREMENTS**

Speak, read and write in English.  
One year of experience working with youth.  
High School Diploma or G.E.D.

Associate's (or higher) degree OR  
60 Semester-Hour credits from an accredited institution OR  
AZ Dept. of Education-approved Academic Assessment Test

Related training or education

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Copy of diploma, transcript or test results must be submitted at time of hire.  
FBI fingerprint background check (at employee's expense).  
Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Assists individual students and groups of students in performing their assignments in accordance with teacher guidelines. Reviews and explains lessons to them. May also assist students in the use of the English language.

Under the teacher's supervision, develops and implements lesson plans and instructs students in subjects such as creative writing, handwriting, art, language arts, social studies and math in accordance with the curriculum guide.

Assists teacher in arranging students into cooperative reading groups. Coordinates a group discussion of a story and encourages all students participation. Reinforces the development of comprehension, vocabulary and pronunciation skills.

Assists teacher in developing lesson plans for students. Implement instructional games in areas such as spelling or math to reinforce lessons. Prepares supplies and materials needed for lessons.

Scores tests, workbooks, book reports, assignments and homework in accordance with teacher's answer key. Records grades and scores in teacher's grade book or by computer entry.

Orders instructional supplies and materials and maintains the classroom inventory. Maintains student files.

Arrange field trips for students. Contacts parents to participate and arranges for transportation. Also collects money and records amount received.

Perform clerical functions such as typing, filing, laminating and copying

Compile an honor roll report and assists in the preparation of report cards for distribution. Assist teacher in the administration of tests. Translates tests. Arrange and participate in teacher/parent/staff conferences to review student's progress.

Assist students with special projects such as computer lab, cooking and sewing.

Assists students in developing their library skills in areas such as how to research, how to use the card index and how to check out a book.

### **MARGINAL FUNCTIONS**

Prepare bulletin boards of current events and prepares display of students' works and achievements. Decorates classroom with appropriate themes during the school year.

Takes attendance. Prepare the hot lunch count of students and records amount of money received for lunch. Inform Food Service personnel of number of students ordering hot lunch.

Monitors student behavior in class. Assists teacher in disciplining students for misconduct in accordance with the Student Code of Conduct.

Arrange student learning centers for children in appropriate grade areas.

Attend and participates in instructional workshops and in-services to improve methods of instruction and performance in the classroom.

### **MENTAL TASKS**

Communicates. Comprehends. Reads to children. Evaluates written material.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is required only to supplement normal sedentary work. Assistance is available in the event heavy physical exertion is required. Work may involve occasional lifting and carrying weights up to 25 pounds. Moderate walking, stooping, bending, reaching and sitting for extended periods may be required as a normal part of the job. Employees may be required to obtain a driver's license in some instances. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Utilizes office equipment such as typewriter, copier, and computer.

### **WORKING CONDITIONS**

Indoors. Classroom, library, lunchroom environment. Outdoors. Playground.  
Exposure to noise.

### **CONTROL, SUPERVISION**

Monitor students indoors and outdoors.



# **ATTACHMENT D**



CODE: 92285  
UNIT: EXC  
GRADE: 3  
FLSA: Exempt

**CLASSIFICATION**

INSTRUCTIONAL DATA & INTERVENTION COORDINATOR

**SUMMARY**

Coordinates with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Instructional Data & Intervention Coordinator is committed to improving staff assessment skills as well as data analysis and data collection skills to ensure that students meet state and district academic standards. This position provides principal, teachers, and interventionists with effective professional development in data collection, data analysis, student assessment, interventions, and researched-based pedagogy.

**MINIMUM REQUIREMENTS**

Master's Degree in Education or a related field

Arizona Teaching Certification in elementary or secondary education.

Three (3) years teaching experience

Knowledge of research in assessment for professional development

Knowledge of classroom assessment models and rubric formation and uses

One (1) year experience providing instructional data analysis.

Understands the antecedents of school reform

Knowledge of research on best practices, specific models to improve student achievement, and whole school reform

Experience working with diverse student populations.

Experience providing professional development including the integration of technology into professional development materials

Experience with Word Processing/Database/Spreadsheet programs

Any equivalent combination of experience, training, or education

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Coordinates with site level staff to identify students who are not making adequate academic progress.

Designs effective research based interventions.

Implements and monitors the effectiveness of strategic plans, instructional strategies, and assessments.

Coordinates with sites to development and implement data collection models and tools to capture benchmark student achievement data.

Provides Professional Development, Training, and Coaching on interventions and data analysis.

Provides data analysis using AIMS, ATI, DIBELS and other Formative Assessments.

Collaborates with appropriate district and site personnel for data collection and analysis.

Coordinates Federal, State and District report preparation and data collection.

Attend trainings and workshops as required.

**MENTAL TASKS**

Communicates. Reads. Comprehends. Develops, plans, evaluates and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others.

**PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses office equipment such as telephones, computers and copiers.

**WORKING CONDITIONS**

Indoor. Office environment. Contact with employees and the public.

**CONTROL, SUPERVISION**

Supervises assigned personnel.

M: JOB92285

New: 3/12



# **ATTACHMENT E**

**MATERIALS FOR  
PROFESSIONAL LEARNING COMMUNITIES (PLC)  
Tucson Unified School District  
2014-2015**

CONTENTS	PAGE
Four Critical Questions for Learning	2
TUSD PLC Smart Card	3
Analyzing Student Work (Description and Tool)	4
Sample PL Team Meeting Agenda Templates	8
Documentation Sheet	11

## Four Critical Questions for Learning

What do we want students to learn?

How will we know if they learn it?

How do we respond when students are not learning?

How do we respond when students have already learned it?

DRAFT



## TUSD Professional Learning Communities Smart Card

### What do we want students to learn?

- Is the essential learning aligned with state standards and district curriculum guides?
- Does essential learning ensure students are well prepared to demonstrate proficiency on state, district and national assessments?
- Do assessments created by the team provide timely information on each student's proficiency so students are provided additional time and support for learning?

#### Possible Data Points and Resources

Advanced Placement	AzMerit	AZELLA	Benchmarks
Dibels	DRA	Formative/Summative	Mastery v. Non-mastery
Pima Admission Test	Progress Monitor	Readiness Pre-Assessment	Standards/Curriculum
Student Work Analysis	Sub-group Achievement	Task Analysis	Teacher Created Tests
Textbook Assessment	Trends	Understanding by Design	Vertical Design

### How will we know when they learn it?

- Determine a specific number of common assessments to be used quarterly? Semester? Yearly?
- Demonstrate how each item is aligned to the essential outcomes.
- Specify the proficiency for each skill
- Clarify conditions for administering the common assessment (read to students, how much review prior to assessment, amount of prompting or rephrasing)
- Assess a few key concepts frequently rather than many concepts infrequently

#### Possible Data Points and Resources

Anchor Charts	Avenues Assessment	CBM's	Data Talk Folders
Effort Rubric	End of Course Tests	ExEd/Gate Assessments	Formative/Summative
IEP Quarterly Assessments	Informal Observation	Mastery v Non-mastery	Common Assessments (grade, district, state)
Performance Based Portfolio	Periodic Snapshots of student work	Presentations of Learning	Project Based Learning
Reading Record	Sight Word Assessment	Student work Analysis	Task Analysis
Teacher Created Tests	Timed Reading Assessment	Unit Test (Evisions, Trophies)	Work Samples
Writing Samples	Dolch Word Inventory		

### How do we respond when students are not learning?

- Interventions—
  - when,
  - what,
  - who,
  - how often meet
  - how often assessed
  - what will be assessed
- Timely—at first indication of struggling
- Students are guaranteed to receive time and support regardless of who the teacher is

#### Possible Data Points and Resources

Achieve 3000	ATI interventions	Attendance	Data Talk Folders
Dolch Word Inventory	Growth over time	IEP Quarterly Assessments	Individual Student Needs (assign technology support)
Mastery v Non-mastery	Math Fluency/Facts (RTI book)	Meta Data: % of homework, Suspensions, etc	MTSS (track data)
Performance based Portfolio	Planning of Instruction	Read Naturally	Reading Diagnostics/ Writing Samples
Student Work Analysis/ Work samples	Student Generated Assessments	SuccessMaker/ Waterford	Task Analysis

### How do we respond when students have already learned it?

- Extensions—
  - What's doing (students and teacher)
  - What will look like
  - How will it be graded (rubric)
- Complexity vs. Difficulty
  - Complexity=measure of thinking, action or knowledge required to complete a task
  - Difficulty=measure of effort required to complete a task
- Research says to differentiate difficulty NOT complexity

#### Possible Data Points and Resources

Dolch Word Inventory	Growth over time	Mastery v Non-mastery
Performance Based Portfolio	Student Work Analysis	Student Generated Assessments
Task Analysis	Video Taping (teacher)	Work Samples
Writing Samples to Show Growth		

## **ANALYZING STUDENT WORK DESCRIPTION: ADVANCING LEARNING THROUGH ANALYZING STUDENT WORK**

Analyzing student work helps teachers to examine what students are learning and determine how best to adjust instruction according to the specific learning needs of the students. Research indicates that completing an analysis of student work in collaboration with colleagues using an established tool positively impacts teacher expertise. Using the Analyzing Student Work (ASW) tool benefits teachers in:

- Developing criteria and a structure for analyzing students' work to measure student growth
- Understanding and addressing the diverse needs of their students
- Learning a process and protocol for analyzing student work to identify learning needs
- Examining the role of standards, criteria and evidence (formative assessment) in improving teacher practice
- Developing an action plan that is aligned with student content standards and differentiated to meet the assessed learning needs of students
- Developing skills in collecting and analyzing observation data, giving feedback, and communicating with families
- Examining teacher practice through the inquiry cycle -Teach- reflect-Apply
- Improving instructional practice

The ASW tool can be used in many contexts and with diverse approaches:

- One-on-one with a mentor
- In PLCs, for example, following a common assessment
- In grade-level or department teams, e.g., determining standards or rubric for mastery
- As a starting point or mid-point for an Inquiry Cycle that includes planning, teaching and observing, and reflection.

The Analyzing Student Work tool is part of the New Teacher Center Formative Assessment and Support System. See *New Teacher Center Formative Assessment Guidebook (2013)*.

**ANALYZING STUDENT WORK (ASW) Tool**

This two-page tool can be accessed electronically via TUSD files. See following pages.

DRAFT



ASW # \_\_\_\_\_

### Analyzing Student Work

Teacher \_\_\_\_\_ Mentor \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Assignment for Analysis \_\_\_\_\_ Standard/Objective \_\_\_\_\_

Expectation for assignment

Students Who:

Far Below Standard	Approaching	Meeting	Exceeding
____ % of class	____ % of class	____ % of class	____ % of class

Select One Student to Represent Category  
Describe Performance

Far Below	Approaching	Meeting	Exceeding

rev 06-17-12
TUSD Induction/Mentoring Program, Adapted from New Teacher Center

ASW # \_\_\_\_\_

Learning Needs for Each Category

Far Below	Approaching	Meeting	Exceeding

Differentiated Strategies to Meet Needs

# DRAFT

rev 06-17-12 TUSD Induction/Mentoring Program, Adapted from New Teacher Center

## Sample Team Meeting Agenda Templates

While there is no one way to create an agenda for a team meeting, the most successful agendas include topics to be discussed, decisions to be made, actions to be taken, and reasons for celebration. Some agendas also include short reflection surveys designed to collect information about team meeting processes. The following is a sample agenda that your learning team might find valuable. (from *Building a PLC at Work*™ © 2010 Solution Tree Press • [solution-tree.com](http://solution-tree.com))

### Professional Learning Team Meeting Agenda Template #1

To download this page, please visit <[go.solution-tree.com/PLCbooks](http://go.solution-tree.com/PLCbooks)>. Then go to page 111 in the book *Building a Professional Learning Community at Work: A Guide to the First Year*. (See visual of only page 1 of 3 on the following page.)

### Professional Learning Team Meeting Agenda Template #2

This can be viewed electronically at <http://www.slidehar.net/KMP444/plc-agenda-template>. See the following pages for the visual.



## Professional Learning Team Meeting Agenda Template #1

REPRODUCIBLE

### Team Agenda Template

While there is no one way to create an agenda for a team meeting, the most successful agendas include topics to be discussed, decisions to be made, actions to be taken, and reasons for celebration. Some agendas also include short reflection surveys designed to collect information about team meeting processes. The following is a sample agenda that your learning team might find valuable.

Date of Meeting: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Members Present: \_\_\_\_\_

<b>Topics to Be Discussed:</b> Effective teams limit the focus of their meetings, resisting the temptation to tackle too many topics at once. As a result, we will focus our next meeting on the following three topics.		
Topic 1: _____	Topic 2: _____	Topic 3: _____
How does this topic connect to our school's mission and vision?	How does this topic connect to our school's mission and vision?	How does this topic connect to our school's mission and vision?
Where do we currently stand?	Where do we currently stand?	Where do we currently stand?
What do we need to do to move forward?	What do we need to do to move forward?	What do we need to do to move forward?

1 of 3

Building a PLC at Work™ © 2010 Solution Tree Press • solution-tree.com  
 Visit [go.solution-tree.com/PLCbooks](http://go.solution-tree.com/PLCbooks) to download this page.

## Professional Learning Team Meeting Agenda Template #2

**PLC Agenda** Team: \_\_\_\_\_ Date: \_\_\_\_\_

Materials to bring to meeting: \_\_\_\_\_  
 Recorder: \_\_\_\_\_

<b>Members Present</b>		
1.	4.	7.
2.	5.	8.
3.	6.	9.

Start Time:
End Time:

**Meeting Norms:**  
 1. To be discussed

Action Items	Who?	Estimated Time	Minutes/Notes
<b>Review Goal (from last meeting) and Strategies that Worked</b> • What worked? Each member shares evidence of a strategy that was effective in helping to reach the goal since the last meeting.	All	5 Minutes	
<b>Chief Challenges</b> • What is the most urgent concern, problem or obstacle to progress and better results (based on data)? ○ What is it we want our students to learn? ○ What does the data tell us?	All	3 Minutes	
<b>Proposed Solutions</b> • What are possible concrete practical solutions to these problems? ○ How will we respond when some students do not learn it? ○ How can we extend & enrich learning for students who have demonstrated proficiency?	All	8-10 Minutes	
<b>Action Plan</b> • Which solutions might be best for the team to focus on between now and the next meeting? • If applicable, record names of people who are responsible for specific tasks prior to next meeting. + What am I taking away? + Next steps...	All	10 Minutes	
Unfinished Instructional Business			
New Instructional Business			
Open Agenda (if time allows)			
Homework/ things to do before our next meeting -			

## Documentation Sheet

**Team Agenda Template # 2** can serve as a documentation sheet. An alternative is the **Team Feedback Sheet**, which can be accessed digitally. The visual is here.

The image shows a 'Team Feedback Sheet' form template. At the top, there is a grey bar with the word 'REPRODUCIBLE' in white. Below this is the title 'Team Feedback Sheet'. The form contains several input fields: 'Team Name:', 'Meeting Date:', 'Team Goal(s):', 'Team Members Present:', 'Team Members Absent (List Reason):', 'Topics/Meeting Outcomes:', 'Questions/Concerns:', 'Administrator:', and 'Date:'. A large, semi-transparent 'DRAFT' watermark is overlaid across the center of the form. At the bottom, there is a footer: 'Professional Learning Communities at Work Plan Book © 2006 Solution Tree • [www.solution-tree.com](http://www.solution-tree.com)'.



# **ATTACHMENT F1**



## BONILLAS MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME: Bonillas Traditional Magnet School</b>	<b>MAGNET THEME: Traditional Academics</b>
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### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> 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</p> <p>Mileage</p> <p>Stipend for off contract recruiting</p>	<p>calendar</p> <p>Call log/ mailing log</p> <p>Copy of brochures</p>	<p>\$500</p> <p>\$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</p> <p>PowerPoint presentation</p> <p>Laptop/projector</p> <p>Rack cards</p>	<p>Recruitment calendar</p> <p>HOA Newsletter and Agendas</p> <p>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</p> <p>Copies of decodable books</p> <p>Bookmarks</p> <p>Pencils</p> <p>Bonillas coloring book w/crayons</p>	<p>Preschool visitation log</p> <p>Recruitment event calendar</p> <p>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</p> <p>Names &amp; addresses of parents in neighborhood attendance area</p> <p>Survey</p>	<p>Copy of surveys</p> <p>Copy of mailing labels</p> <p>Returned surveys</p> <p>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	<b>67</b>
ELL Reclassification (3)	<b>3</b>
FFB Rate Additional Points (6)	<b>0</b>
Composite Points	<b>70</b>
Growth Points +1	<b>45</b>
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	<b>115</b>

### 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
<b>Reading</b>	89.3	62.5	72.7	26.8	16.6	<b>Math</b>	85.7	50	57.3	35.7	28.4
<b>N</b>	28	8	143			<b>N</b>	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 blocks 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

Increase growth for L25s in Math and Reading	Tier 2 intervention	Math Interventionist will provide targeted small group math interventions; scheduled pull-out/push-in, focused targeted instruction based on recommendations from PLCs.	1 FTE Certified teacher	Intervention schedule  Copy of student data  Lesson plans Copy of PLC documentation	\$42,620
Increase growth of L25s in Reading and Math  Reduce achievement gaps	Reduce class size	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)	4 FTE  Supplies	Copy of master schedule with assigned paper professional time and class/ grade level  Teacher lesson plans designate interventions	\$77,056  \$1000
Reduce achievement gaps  Increase growth of L25s in Math	Differentiated Tier 1 instruction	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.	Math Manipulatives  EnGageNY  Scholastic Math Reads Library	EngageNY materials per grade level/ teacher  Lesson plans designate interventions	\$6000  \$2500
Maintain achievement  Reduce achievement gaps	Tier 2 intervention	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	Supplemental Intervention Kits K-3	Lesson plans for interventions	\$21,017



## 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	

**TOTAL BUDGET INCLUDING BENEFITS = \$ 359,634.80**



# **ATTACHMENT F2**



## BORTON MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME:</b> Borton Magnet	<b>MAGNET THEME:</b> : Project Based Learning/Systems Thinking
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### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> day of the 2016/17 SY, Borton will maintain integrated status as defined by the USP.

#### INTEGRATION BENCHMARK (2015/16):

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

By the 40<sup>th</sup> 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		\$300
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	<b>64</b>
ELL Reclassification (3)	<b>0</b>
FFB Rate Additional Points (6)	<b>0</b>
Composite Points	<b>64</b>
Growth Points +1	<b>41</b>
*Median Growth Percentile= 38.5	<b>x</b>
*Median Growth Percentile Bottom 25%=37	<b>x</b>
Total Points	<b>115</b>

### 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
<b>Reading</b>	97	54	63	-43	-34	<b>Math</b>	89	31	48	-58	-41
<b>N</b>	35	13	112			<b>N</b>	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

Overall Student Achievement	Tier I Instruction	will engage in Learner Centered Professional Development opportunities using a Lesson Study model to strengthen Tier 1 instruction.	Development Resources		
<p>Overall student achievement and academic growth</p> <p>Increase growth of L25s</p> <p>Close achievement gap</p>	Reducing Class Size or Student to Adult Ratio	<p>Teacher Assistants will provide classroom teacher with additional support for teachers. Instructional Specialists 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>Instructional Specialists allow teachers to provide differentiated, data driven Tier 1 instruction.</p>	7.0 Classified \$13.76/hr /5 hrs/day 5 days/week	<p>Instructional Specialists schedules</p> <p>Teacher lesson plans</p>	\$99,152



## BORTON MAGNET SCHOOL PLAN 2015-16

		<p>Instructional Specialists 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>Instructional Specialists 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</p>	<p>Pima County Regional Support Center</p> <p>25 teachers 8 hours total</p>	<p>Agenda Sign in rosters Lesson Plans</p>	\$7,000



## BORTON MAGNET SCHOOL PLAN 2015-16

		build a common language, navigate and unpack standards, and identify needed changes in instructional practice in order to increase cognitive demand.	\$25/hr		
Increase growth of L25s  Close the achievement gap	Tier 2 Intervention Within the School Day	Readers who struggle with both foundations, comprehension, and problem solving will participate in small group interventions 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 <sup>st</sup> Century Learning Community to receive additional academic interventions before and after	21 <sup>st</sup> CCLC	Attendance rosters	N/A



## BORTON MAGNET SCHOOL PLAN 2015-16

		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
Overall	Differentiate	All teachers and	Pima County	Registration	\$5,000





## BORTON MAGNET SCHOOL PLAN 2015-16

student achievement and academic growth	e Tier 1 Instruction	support staff will participate in Level 1 and Level 2 Systems Thinking training	Regional Support Center Waters Foundation	Sign in roster Agenda	\$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 I 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 interventions and	Technology instructional specialist .75 FTE	Data reports PLC schedule PLC agendas	\$15,823.



## BORTON MAGNET SCHOOL PLAN 2015-16

		<p>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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**TOTAL BUDGET WITH BENEFITS = \$545,082.45**

# **ATTACHMENT F3**



## CARRILLO MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME:</b> Carrillo K-5 Magnet	<b>MAGNET THEME:</b> Communication & Creative Arts
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### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1<sup>st</sup> 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
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>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>	Magnet Coordinator/Data & Assessment Coach: (1) FTE	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.	\$42,620
			Off Contract Magnet Coordinator		\$3000
			Mileage		\$300
Recruitment and Retention		Carrillo K-5 will sustain high-quality programming to attract the targeted student demographic by funding Art, Drama, and Technology teaching positions.	3.6 FTEs	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.	\$153,432



# 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	<b>77%</b>
ELL Reclassification (3)	<b>0</b>
FFB Rate Additional Points (6)	<b>3</b>
Composite Points	<b>80</b>
Growth Points +1	<b>66</b>
*Median Growth Percentile= 38.5	<b>62</b>
*Median Growth Percentile Bottom 25%=37	<b>67</b>
Total Points	<b>146</b>

### 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
<b>Reading</b>	100%	83%	84%	-17%	-16%	<b>Math</b>	100%	50%	75%	-50%	-25%
<b>N</b>	9	6	135			<b>N</b>	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

Close the achievement gap		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.			
Improve overall student achievement	Strengthen Tier I instruction	(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.	AZ K-12 Center for Professional Learning: Registration  Subs	Quarterly Written Thematic Unit Plans  Peer Observation/ Feedback Protocol	\$1275  \$500
Improve overall student achievement	Strengthen Tier I instruction	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.	District support and training	Quarterly Written Thematic Unit Plans  Peer Observation/ Feedback Protocol  Walkthrough data	N/A
Improve overall student achievement	Strengthen Tier I instruction	Participate in site-created summer PD opportunities to build a common language,	Coordinator & Instructional Coach & Teacher Leaders planning/ added	Workshop reflections  Sign-in sheets	



## 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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**TOTAL MAGNET BUDGET INCLUDING BENEFITS = \$473,183.60**

# **ATTACHMENT F4**





## CRAGIN MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME: Cragin Performing Arts Magnet Elementary School</b>	<b>MAGNET THEME: Fine and Performing Arts</b>
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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	<b>49</b>
ELL Reclassification (3)	<b>3</b>
FFB Rate Additional Points (6)	<b>3</b>
Composite Points	<b>55</b>
Growth Points +1	<b>45</b>
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	<b>100</b>

#### 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
<b>Reading</b>	69	53	59	-10	-16	<b>Math</b>	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 <sup>st</sup> Century Grant specifically focusing on subgroups related to achievement gaps.	21 <sup>st</sup> CCLC Coordinator	Grant documentation, including attendance and pre/post tests	21 <sup>st</sup> 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 <sup>st</sup> 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

**TOTAL BUDGET WITH BENEFITS = \$197,767.00**

# **ATTACHMENT F5**



## DAVIS MAGNET SCHOOL PLAN 2015-16

**SCHOOL NAME:** Davis

**MAGNET THEME:** Spanish Immersion

### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment Kinder	2013/14 40 <sup>th</sup> Day Enrollment Kinder	2014/15 40 <sup>th</sup> Day Enrollment Kinder	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment Kinder and 1st	Goal: 2016/17 40 <sup>th</sup> Day Enrollment Kinder, 1 <sup>st</sup> , 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 40<sup>th</sup> day of the 2016/17 SY, Hispanic enrollment in Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1<sup>st</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1<sup>st</sup> 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	<b>69</b>
ELL Reclassification (3)	<b>3</b>
FFB Rate Additional Points (6)	<b>3</b>
Composite Points	<b>75</b>
Growth Points +1	<b>58</b>
*Median Growth Percentile= 38.5	<b>X</b>
*Median Growth Percentile Bottom 25%=37	<b>X</b>
Total Points	<b>133</b>

### 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
<b>Reading</b>	94	100	75	+6	-19	<b>Math</b>	88	100	60	+12	-28
<b>N</b>	16	2	139			<b>N</b>	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>	1.0 FTE Art Specialist 1.0 FTE Music Specialist 1.0 FTE Certified Librarian	School-wide PLC planning time in a 2 hour block once weekly	\$42,620 \$42,620 \$42,620
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>Teacher Assistants will also provide teacher developed</p>	<p>1.0 FTE Certified Teacher</p> <p>8 Teacher Assistants</p>	<p>Class rosters, Student assessment scores, data notebooks</p>	<p>\$42,620</p> <p>\$71,576</p>



## DAVIS MAGNET SCHOOL PLAN 2015-16

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

**ESTIMATED BUDGET WITH BENEFITS\* = \$429,887.24**



## DAVIS MAGNET SCHOOL PLAN 2015-16

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



# **ATTACHMENT F6**



## DRACHMAN MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME: Drachman</b>	<b>MAGNET THEME: Montessori</b>
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### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1<sup>st</sup> Grade will be no more 73%, and the enrollment of White students in Kindergarten and 1<sup>st</sup> Grade will meet the USP definition for integration.

By the 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in Kindergarten, 1<sup>st</sup> Grade, and 2<sup>nd</sup> 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.	Magnet Coordinator  Stipend for Magnet Coordinator to attend weekend recruitment events  Added duty for Drachman staff, other than the Magnet Coordinator, to staff 80 hours of recruitment events not on contract time.  Mileage	Pictures Flyers Reports  Added Duty Sign In Sheets Work Logs  Mileage Logs	\$42,620.  \$3,000  \$2,000  \$500
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	<b>87%</b>
ELL Reclassification (3)	<b>0</b>
FFB Rate Additional Points (6)	<b>3</b>
Composite Points	<b>90</b>
Growth Points +1	<b>66</b>
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	<b>156</b>

### 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
<b>Reading</b>	100	57	82	-43	-18	<b>Math</b>	100	71	85	-29	-15
<b>N</b>	5	14	97			<b>N</b>	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 <sup>rd</sup> 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	<b>Teachers will be trained to use Smart Boards, eBeams, Computers, and Document Cameras</b>	18 Teachers/8 hours/\$25hr	Sign In Sheets Agendas Classroom Observations	\$3600

**TOTAL BUDGET = \$485,008.80**

# **ATTACHMENT F7**



## HOLLADAY MAGNET PLAN 2015-16

**SCHOOL NAME: HOLLADAY**

**MAGNET THEME: Fine and Performing Arts**

### ETHNIC DIVERSITY

#### Enrollment (%)

School	Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Goal: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1<sup>st</sup> 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 <sup>st</sup> 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 <b>data driven and academically successful culture.</b></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 <b>collaborative process</b> 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 <b>intervention, maintenance, or enrichment daily.</b> 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 <b>skills/targeted</b> essential standards will be addressed by <b>task analyzing</b> assessment data. From this data they will create grade level <b>pacing calendars.</b></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 <b>small group instruction focused on delivering targeted interventions</b> 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 <b>Multi-</b></p>	<p>Case Manager/ <b>Teacher Leaders</b></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><b>Tier-Student-Support</b> for child study. <b>Teacher Leaders</b> 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 (<b>Academic Parent Teacher Teams</b>) and a parent education and outreach program (to include home visits) to help <b>parents understand student achievement and growth data.</b></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

<p>Lower 25%</p> <p>Close achievement gaps</p>	<p>Tier 2 Intervention</p>	<p>Holladay will implement targeted reading intervention for the lowest 25% in ELA.</p>	<p>Reading Seed</p> <p>APTT Coordinator/Community Liaison</p>	<p>Comparative reading assessment data</p>	<p>See Above</p>
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TOTAL BUDGET WITH BENEFITS = \$446,233.23

# **ATTACHMENT F8**



# OCHOA MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME: OCHOA</b>	<b>MAGNET THEME: Reggio Inspired</b>
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## ETHNIC DIVERSITY

**DATA:**

**Enrollment (%)**

School	Ethnic Categories	2012/13 100 <sup>th</sup> Day Enrollment (Kindergarten)	2013/14 100 <sup>th</sup> Day Enrollment (Kindergarten)	2014/15 100 <sup>th</sup> Day Enrollment (Kindergarten)	Goal: 2015/16 100 <sup>th</sup> Day Enrollment (Kindergarten & Grade 1)	Goal: 2016/17 100 <sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1<sup>st</sup> Grade will be no more 80.8%, the enrollment of White students will be no less than 4.5%, and the enrollment of African American students will be maintained as reported on the Mojave/Synergy student tracking system.



# OCHOA MAGNET SCHOOL PLAN 2015-16

**STRATEGIES:**

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



# OCHOA MAGNET SCHOOL PLAN 2015-16

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





# OCHOA MAGNET SCHOOL PLAN 2015-16

## ACADEMIC ACHIEVEMENT

DATA:

### State Letter Grade

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

### AZ Learns Composite Scores

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

### 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 <sup>st</sup> Century afterschool program will continue to provide targeted interventions for L25s which will reduce the achievement gap.			0

TOTAL BUDGET = \$229,619.00

# **ATTACHMENT F9**





## ROBISON MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME: Robison Magnet Elementary</b>	<b>MAGNET THEME: International Baccalaureate</b>
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### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> 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	Increase in the number of on-time Magnet applications for incoming White Kindergarten students	



## 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
<b>Reading</b>	78	50	57	-28	-21	<b>Math</b>	56	17	30	-39	-26
<b>N</b>	9	6	142			<b>N</b>	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	<p><b>Differentiated Tier 1 Instruction</b></p> <p>Two hours weekly of PLCs</p>	<p>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.</p> <p>Continuous and ongoing follow-up and support for further learning tied to Wednesday PD.</p>	<p>1 FTE Magnet Coordinator / Instructional Coach</p> <p>Certified Added Duty for Extended Wednesdays</p>	<p>Sign –in sheets</p> <p>PLC Logs / Data Notebooks that include progress of the lower 25% and closing the achievement gap.</p>	<p>\$42,620</p> <p>\$11,200.</p>



## ROBISON MAGNET SCHOOL PLAN 2015-16

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





## ROBISON MAGNET SCHOOL PLAN 2015-16

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

**TOTAL BUDGET WITH BENEFITS = \$279,995.08**

# **ATTACHMENT F10**



# 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 <sup>th</sup> Day Enrollment (Kindergarten)	2013/14 100 <sup>th</sup> Day Enrollment (Kindergarten)	2014/15 100 <sup>th</sup> Day Enrollment (Kindergarten)	Goal: 2015/16 100 <sup>th</sup> Day Enrollment (Kindergarten & Grade 1)	Goal: 2016/17 100 <sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> 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 <sup>th</sup> 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 <sup>st</sup> 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)

## 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

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

#### 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 F11**





# BOOTH-FICKETT MAGNET SCHOOL PLAN 2015-16

**SCHOOL NAME: Booth-Fickett K-8**

**MAGNET THEME: Math and Science**

## ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> day of the 2016/17 SY, the enrollment of White, African American, and Hispanic students in Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten, 1<sup>st</sup>, 6<sup>th</sup> and 7<sup>th</sup> 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	<b>62</b>
ELL Reclassification (3)	<b>0</b>
FFB Rate Additional Points (6)	<b>3</b>
Composite Points	<b>65</b>
Growth Points +1	<b>50</b>
*Median Growth Percentile= 38.5	<b>46.5</b>
*Median Growth Percentile Bottom 25%=37	<b>50.0</b>
Total Points	<b>115</b>

### 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
<b>Reading</b>	79	58	72	-21	-7	<b>Math</b>	61	29	46	-32	-15
<b>N</b>	257	101	572			<b>N</b>	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>	
<p>Increase Student Achievement</p>		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 <b>Saturday School</b> 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

**TOTAL BUDGET WITH BENEFITS = \$831,571.00**



# **ATTACHMENT F12**



# 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 <sup>th</sup> Day Enrollment (Grade 6)	2013/14 40 <sup>th</sup> Day Enrollment (Grade 6)	2014/15 40 <sup>th</sup> Day Enrollment (Grade 6)	Goal: 2015/16 40 <sup>th</sup> Day Enrollment (Grades 6 &7)	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> day of the 2016/17 SY, Dodge will maintain integrated status as defined by the USP.

**BENCHMARK:**

By the 40<sup>th</sup> 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  \$300.00
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>



## 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

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

### 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

Increase overall student achievement, reduce achievement gap and sustain growth of L25	Improve Tier I Instruction	To extend district Tier 1 differentiated learning opportunities for 6 <sup>th</sup> grade students, all 6 <sup>th</sup> graders will take two hours of ELA with one hour dedicated to reading and one to grammar & writing.	1.0 FTE (Reading endorsed)  SRI Program license renewal & writing.	SRI reading Lexiles will be monitored as an assessment tool.	\$42,620  \$1,680
Maintain or increase overall student achievement	Tier 3	Dodge will offer a 10 day summer JumpStart program for incoming 6 <sup>th</sup> graders. This sets guidelines and expectations of the Dodge program, establishes relationships with teachers, and provides remediation of basic skills in core classes.	Summer Jump Start Program for incoming 6th grade students.	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.	(See funding breakout in Recruitment budget - Stipend for Teachers and Support Staff. Supplies)
Improve overall student achievement	Improve Tier 1 Instruction	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.	Coordinator to facilitate  Added Duty for Extended Wednesdays	Agenda PLC Logs	\$8450
Maintain or increase overall student achievement	Improve Tier I Instruction	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.	Release time 2 times each year for 20 teachers. Substitute cost \$100.00/teacher Release time (\$900),  PD registration & supplies (\$2000),  travel/lodging (\$3600) for 4 staff participants.  6 ELA teachers at \$25.00/ hour for	Agendas, sign in sheets and follow up with implementation in the classroom	900.  2000  3600  600



		Teachers will participate in No Excuses University Training	four hours per 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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**TOTAL BUDGET WITH BENEFITS = \$287,375.54**

# **ATTACHMENT F13**



# MANSFELD MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME: MANSFELD</b>	<b>MAGNET THEME: STEM</b>
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## ETHNIC DIVERSITY

<b>Enrollment (%)</b>					
<b>Ethnic Categories</b>	<b>2012/13 40<sup>th</sup> Day Enrollment</b>	<b>2013/14 40<sup>th</sup> Day Enrollment</b>	<b>2014/15 40<sup>th</sup> Day Enrollment</b>	<b>Benchmark: 2015/16 40<sup>th</sup> Day Enrollment</b>	<b>Goal: 2016/17 40<sup>th</sup> Day Enrollment</b>
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%

<b>Enrollment (%) - Grade 6 only</b>					
<b>Ethnic Categories</b>	<b>2012/13 40<sup>th</sup> Day Enrollment</b>	<b>2013/14 40<sup>th</sup> Day Enrollment</b>	<b>2014/15 40<sup>th</sup> Day Enrollment</b>	<b>Benchmark: 2015/16 40<sup>th</sup> Day Enrollment</b>	<b>Goal: 2016/17 40<sup>th</sup> Day Enrollment</b>
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 6<sup>th</sup> grade starting in the 2014/15 SY.]

By the 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in 6<sup>th</sup> and 7<sup>th</sup> 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"> <li>Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Activity Logs</li> </ul>	\$42,620
Recruitment	Actively recruit students from the following sites: <ul style="list-style-type: none"> <li>Borton</li> <li>Blenman</li> <li>Wright</li> <li>Lineweaver</li> <li>Howell</li> <li>Hughes</li> <li>Drachman</li> <li>Soleng-Tom</li> <li>Carrillo</li> </ul> (A and B elementary schools)	<ul style="list-style-type: none"> <li>Coordinator/Instructional Coach</li> <li>Mileage from site to targeted schools</li> </ul>	<ul style="list-style-type: none"> <li>FTE - Coordinator/Instructional Coach</li> <li>Recruitment/Teacher Leader Stipend</li> <li>Mileage</li> <li>Calendar of Recruiting events by site/month</li> </ul>	\$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"> <li>Fliers mailed to targeted schools (9 schools, 100 copies per event for 4 events (3,600 copies)</li> <li>Instructional Materials (2 sessions a night @ \$250 a session - 4 total nights)</li> <li>Added Duty 6 staff @\$25/hr for 2 hours each, 4 times a year</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Supplies</li> <li>Certified Hourly</li> <li>Fliers</li> <li>Sign In Sheets</li> <li>Agendas</li> <li>Course Evaluation Data</li> </ul>	\$2,000 \$1,200
Recruitment	To increase ethnic diversity to at least 30% non-Hispanic enrollment by the 100 <sup>th</sup> day of 2016-17, we	<ul style="list-style-type: none"> <li>Magnet Materials showcasing STEM and ALE programs (\$500 per event)</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Supplies</li> <li>Certified Hourly</li> <li>Sign In Sheets</li> </ul>	\$1500 \$1000



## MANSFELD MAGNET SCHOOL PLAN 2015-16

	will attend all district recruiting events	<ul style="list-style-type: none"> <li>Added duty 2 staff per event for 6 hours @ \$25/hour ~ 3 events</li> </ul>	<ul style="list-style-type: none"> <li>Event Summary Sheet</li> </ul>	
Recruitment and Retention	Continue to update Facebook content and reviews and Great Schools reviews	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Facebook postings</li> </ul>	
Recruitment	Disperse welcome packets to realtors	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Sample Packet</li> <li>Ongoing Realtor Contact and Distribution Log</li> </ul>	
Recruitment	Provide Neighborhood Associations info about school	<ul style="list-style-type: none"> <li>Coordinator/Instructional Coach and Magnet Office clerk will create packets of information regarding Mansfeld's STEM program to share with local neighborhood associations.</li> </ul>	<ul style="list-style-type: none"> <li>Sample Packet</li> <li>Ongoing Neighborhood Association Contact and Distribution Log</li> </ul>	
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"> <li>Coordinator/Instructional Coach will enlist the assistance of the University of Arizona STEM Center in setting up a sponsorship.</li> </ul>	<ul style="list-style-type: none"> <li>Email log</li> </ul>	
Recruitment	Host a Fall Magnet Open House on site highlighting STEM and ALE programs targeting sites	<ul style="list-style-type: none"> <li>Fliers will be mailed to targeted schools (9 schools, 100 copies per event plus postage)</li> <li>Added duty for 2-4 staff for 2 hours @ \$25/hr</li> </ul>	<ul style="list-style-type: none"> <li>Certified Hourly</li> <li>Copy of Flier</li> <li>Event Sign In</li> </ul>	\$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"> <li>5 faculty, 9 meetings @ \$25 hour</li> </ul>	<ul style="list-style-type: none"> <li>Stipends</li> <li>Monthly Agendas</li> <li>Sign In Sheets</li> </ul>	\$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	<b>60</b>
ELL Reclassification (3)	<b>3</b>
FFB Rate Additional Points (6)	<b>0</b>
Composite Points	<b>63</b>
Growth Points +1	<b>48</b>
*Median Growth Percentile=	47
*Median Growth Percentile Bottom 25%=	47.75
Total Points	<b>111</b>

### 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
<b>Reading</b>	86	64	69	-22	-17	<b>Math</b>	73	40	46	-33	-27
<b>N</b>	70	42	627			<b>N</b>	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
Improve overall achievement and growth	PLCs Instructional Coach	Mansfeld create a master schedule to allow teachers to meet in <b>PLCs</b> 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.	7.0 FTE elective staff to support STEM theme	PLCs will take notes and provide to the administrator on a weekly basis including objectives and attendance.	\$298,340
Improve overall achievement and growth for L25s			Teacher Added Duty for Extended Wednesdays		\$26,650



## 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
<p>Improve achievement and growth of L25</p> <p>Improve achievement and growth of L25</p>	Tier 1 Instruction	English Language Development (ELD) Teachers will implement Structured English Immersion strategies specifically designed for ELL	<p>Frequent Classroom Observations for SEI implementation</p> <p>Frequent classroom observations for EEI implementation</p>	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 through afterschool 21st Century Learning Center grant program.	Targeted students will be asked to participate in 21 <sup>st</sup> 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 through afterschool 21st Century 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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**TOTAL BUDGET WITH BENEFITS = \$ 556,872.00**

# **ATTACHMENT F14**



# ROSKRUGE MAGNET SCHOOL PLAN 2015-16

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

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1<sup>st</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in 6<sup>th</sup> and 7<sup>th</sup> 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 <sup>th</sup> grade for accuracy and adjust accordingly	Admin Rights for Magnet Coordinator	In-kind	
Recruitment and Retention	Design/Implement entry and exit interviews with parents who have selected to attend Roskruge so that we may further develop and tailor our recruitment and retention strategies in response to feedback	Existing staff reviewing the policies for registration and withdrawal of students	In-kind	
Recruitment	Partner with community organizations (with targeted population) and assist in developing dual language skills within their community/business/organization	Continue Partnerships with existing organizations	In-kind	
Recruitment and Retention  (Increase student achievement of the lower 25%)	Expand advanced (HS credit) classes through our Advanced Learning to provide students with access to advanced learning opportunities beyond Spanish and Math in a Dual Language Environment	Continue hiring teachers who are highly qualified to teach middle school curriculum as well as high school curriculum in the CORE content area.	.8 FTE Teachers will be given a 6/5 assignment to teach HS- Math, Science, Language Arts & Social Studies	\$34,096





# ROSKRUGE MAGNET SCHOOL PLAN 2015-16

## ACADEMIC ACHIEVEMENT

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

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

### 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
<b>Reading</b>	76	78	80	2	4	<b>Math</b>	65	56	54	-9	-11
<b>N</b>	17	9	444			<b>N</b>	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"> <li>• K-2: 4 hours</li> <li>• 3-5: 3 hours</li> <li>• 6-7: 3 hours</li> </ul> <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 <sup>st</sup> 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 &amp; 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\* = \$764,987.90**

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

# **ATTACHMENT F15**



## SAFFORD MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME: Safford K-8</b>	<b>MAGNET THEME: International Baccalaureate</b>
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### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1<sup>st</sup> grade will be no more than 72.2%. In 6<sup>th</sup> and 7<sup>th</sup> grade, Hispanic enrollment will be no more than 76.7%. The enrollment of White students in Kindergarten and 1<sup>st</sup> grade will be no less than 6.2% and in 6<sup>th</sup> and 7<sup>th</sup> 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
<b>Recruitment</b>	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.
<b>Recruitment</b>	Partner with realtors who specialize in the Safford neighborhood.	Principal (M&O) Asst. Principal (M&O) School Community Liaison		
<b>Recruitment</b>	Give welcome packets to Davis Monthan Air Force Base	Marketing materials: <ul style="list-style-type: none"> <li>• Brochure</li> <li>• School Card</li> <li>• Program Book</li> <li>• Pens</li> </ul>		
<b>Recruitment</b>	Safford neighborhood association and ask them to give The Safford packet to their families.			
<b>Recruitment Retention</b>	Update Safford's school ratings on GreatSchools, Zillow.			
<b>Recruitment</b>	Promote some of our partnerships on our marketing materials. Example: The Children's museum			
<b>Retention</b>	Survey kinder-4 <sup>th</sup> elementary grade school parents about what they want in middle school.	Materials: <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pens</li> <li>• Brochures</li> </ul>	Supplies	\$ 1,000



## SAFFORD MAGNET SCHOOL PLAN 2015-16

<p><b>Retention</b></p>	<p>Meeting with 5<sup>th</sup> 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"> <li>• Program books</li> </ul>		
<p><b>Retention</b></p>	<p>Parent education classes Example: Strengthening Families (CODAC)</p>	<p>School Community Liaison</p>	<p>FTE</p>	<p>See above</p>
<p><b>Retention</b></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	<b>56</b>
ELL Reclassification (3)	<b>3</b>
FFB Rate Additional Points (6)	<b>0</b>
Composite Points	<b>50</b>
Growth Points +1	<b>45</b>
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	<b>109</b>

### 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
<b>Reading</b>	86	68	70	-18	-16	<b>Math</b>	62	35	42	-27	-20
<b>N</b>	50	40	550			<b>N</b>	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 <b>collaborative teams (PLC's)</b> 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&amp;O)</p> <p>Asst. Principal (M&amp;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&amp;O) Asst. Principal (M&amp;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 6<sup>th</sup> through 8<sup>th</sup> 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>5<sup>th</sup> and 7<sup>th</sup> 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>21<sup>st</sup> 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 21<sup>st</sup> 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.	Coordinator Principal (M&O) Asst. Principal (M&O)	PLC team notes, peer observation schedule, teacher reflections	

**TOTAL BUDGET WITH BENEFITS = \$857,728.50**



# **ATTACHMENT F16**



# UTTERBACK MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME: Utterback</b>	<b>MAGNET THEME: Fine and Performing Arts</b>
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## ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 6<sup>th</sup> grade starting in the 2014/15 SY.

By the 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in 6<sup>th</sup> and 7<sup>th</sup> 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 <sup>th</sup> 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	<b>47</b>
ELL Reclassification (3)	<b>0</b>
FFB Rate Additional Points (6)	<b>0</b>
Composite Points	<b>47</b>
Growth Points +1	<b>41</b>
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	<b>88</b>

### 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 <sup>th</sup> 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 <sup>th</sup> grade Academy.	6 <sup>th</sup> 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 21<sup>st</sup> 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

	<p>Coach</p> <p>Learner Centered Professional Development</p>	<p>specifically designed for ELL students.</p> <p>All teachers will differentiate instruction to meet the needs of ELD/ELL students, including reviewing SEI strategies, during Learner Centered Professional Development.</p> <p>PLCs and Learner Centered Professional Development will offer teachers the opportunity to research and explore content and various instructional methodology.</p>	<p>Department</p>          <p>Materials and Resources</p>	<p>PLC agendas</p>	<p>(see above)</p>
<p>Increase overall student achievement</p>	<p>Tier 1 instruction</p> <p>PLCs</p>	<p>Utterback staff will continue to receive comprehensive training from an outside consultant in Math (AES) to build a common language, navigate and unpack standards, and identify needed changes in instructional practice in order to increase cognitive demand. Teachers</p>	<p>Math Consultant UVA TUSD Math Department</p>	<p>Invoice, Sign-in sheets, Reflections</p>	<p>\$20,000</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	

**TOTAL BUDGET WITH BENEFITS = \$ 547,053.53**

# **ATTACHMENT F17**



## CHOLLA MAGNET SCHOOL PLAN 2015-16

**SCHOOL NAME: Cholla**

**MAGNET THEME: INTERNATIONAL  
BACCALAUREATE /LAW RELATED STUDIES**

### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in 9<sup>th</sup> and 10<sup>th</sup> 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 8<sup>th</sup> 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	130	B	140	A

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

### 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
<b>Reading</b>	69	70	70	1	1	<b>Math</b>	23	32	32	9	9
<b>N</b>	32	20	365			<b>N</b>	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><b>Adequate FTE based on enrollment and 1:27 ratio - Currently 7.4 FTE Teachers</b></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-tagable 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 <sup>st</sup> 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 <sup>th</sup> 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-taggage 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-taggage 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\* = \$1,109,253.60**

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

# **ATTACHMENT F18**





# PALO VERDE MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME: Palo Verde</b>	<b>MAGNET THEME: STEAM</b>
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## ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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<sup>h</sup> day of the 2016/17 SY, Palo Verde will maintain integrated status as defined by the USP.

### INTEGRATION BENCHMARK (2015/16):

By the 40<sup>th</sup> 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	<b>63</b>
ELL Reclassification (3)	<b>3</b>
FFB Rate Additional Points (6)	<b>0</b>
Composite Points	<b>78</b>
Growth Points +1	<b>62</b>
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	<b>140</b>

### 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
<b>Reading</b>	70	59	72	-11	2	<b>Math</b>	51	33	43	-18	-8
<b>N</b>	69	49	105			<b>N</b>	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 be above 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 fall 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 <sup>th</sup> 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	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>

**TOTAL BUDGET WITH BENEFITS = \$428,816.30**

# **ATTACHMENT F19**



## PUEBLO MAGNET SCHOOL PLAN 2015-16

**SCHOOL NAME:** Pueblo Magnet High School

**MAGNET THEME:** Communication Arts

### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in 9<sup>th</sup> and 10<sup>th</sup> 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 100<sup>th</sup> 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	<b>34</b>
ELL Reclassification (3)	<b>0</b>
FFB Rate Additional Points (6)	<b>0</b>
Composite Points	<b>62</b>
Growth Points +1	<b>53</b>
*Median Growth Percentile= 38.5	<b>53</b>
*Median Growth Percentile Bottom 25%=37	<b>51</b>
Total Points	<b>115</b>

### 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
<b>Reading</b>	76	83	70	7	-6	<b>Math</b>	13	22	31	9	18
<b>N</b>	17	6	360			<b>N</b>	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/Resource s Required for Implementation of Strategies	Implementatio n 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>97 calculators for teachers 9 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>\$44,040</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><a href="http://iseeed.org/programs/ten">http://iseeed.org/programs/ten</a></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 <sup>st</sup> 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.  <b>Teachers will act as facilitators of blossoming intellectualism.</b>	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 <sup>st</sup> 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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**TOTAL BUDGET WITH BENEFITS = \$ 537,176.00**

# **ATTACHMENT F20**





## TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

<b>SCHOOL NAME:</b> Tucson High Magnet School	<b>MAGNET THEME:</b> Fine and Performing Arts & Natural Science
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### ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 <sup>th</sup> Day Enrollment	2013/14 40 <sup>th</sup> Day Enrollment	2014/15 40 <sup>th</sup> Day Enrollment	Benchmark: 2015/16 40 <sup>th</sup> Day Enrollment	Goal: 2016/17 40 <sup>th</sup> 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 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> 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 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in 9<sup>th</sup> and 10<sup>th</sup> 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	135	B	138	B	140	A

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

### 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
<b>Reading</b>	89	72	82	-17	-7	<b>Math</b>	66	43	43	-23	-23
<b>N</b>	125	50	640			<b>N</b>	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

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





## TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

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



# 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\* = \$ 1,959,462.90**

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