

2017-18 USP BUDGET, FINAL DRAFT COVER LETTER

CHECKLIST

Items	Attachment
<p><input type="checkbox"/> TUSD provides the Final Draft using a format similar to Draft #3 (all changes between drafts emphasized). The District includes the following sub-sections within this cover letter to provide additional information to the Special Master and Plaintiffs to ensure understanding of the proposed allocations and the decision-making processes that led to the proposed allocations: Section A, Proposed Allocations by Priority; Section B, Significant Changes Between Draft #3 and the Final Draft; Section C, Major Issues; and Section D, Responses to Comments and RFIs on Draft 3.</p> <p>The District provides the following, where applicable, for each activity:</p>	Cover Letter (with Attachments A-C) and Forms
<p><input type="checkbox"/> A summary of the Final Draft proposed aggregated allocations broken out by allocation from 910G and any other USP related funding sources, by activity with the 2017-18 Proposed Allocation [1-A], the 2016-17 Allocation [1-B], and the variance between the Final Draft 2017-18 proposed allocation and the 2016-17 allocation [1-C]</p>	Form 1-A Form 1-B Form 1-C
<p><input type="checkbox"/> Final Draft proposed allocation for the activity in the proposed budget year (2017-18), the current budget year (2016-17), and Draft #3 [Form 2]</p>	Form 2
<p><input type="checkbox"/> Actual expenditures for each activity for the previous budget year (2015-16), allocations and projections for each activity for the current budget year (2016-17), proposed allocations for each activity for the proposed budget year (2017-18) [Form 5]</p>	Form 5
<p><input type="checkbox"/> 910G budget detail, including Final Draft proposed 2017-18 allocations, current year (2016-17) budgeted allocations, and comments relating to any position and/or program changes [Form 3] and specific line item allocations by department [Form 4]</p>	Form 4
<p><input type="checkbox"/> Responses to SM and Mendoza RFIs related to Draft #3</p>	<i>Attachment A</i>
<p><input type="checkbox"/> Final Responses to Special Master Suggestions for Modification and Plaintiffs' Continuing Objections</p>	<i>Attachment B</i>
<p><input type="checkbox"/> Transition and Magnet Plans</p>	<i>Attachment C</i>

A. FINAL DRAFT PROPOSED ALLOCATIONS BY PRIORITY

Within the portion of the 910(G) budget that is dedicated to USP implementation (approx. \$55.5M)¹, close to ninety percent of the proposed allocations are dedicated to the following priorities: **Integration (33%); Student Support (19%); Advanced Learning Experiences and Dual-Language (16%); Teacher Support and Professional Development (12%); and Culturally Relevant Courses (CRCs), Staff Recruitment, and Discipline (2% each)**. The chart below provides a high-level view of USP funding by priority category. However, the categories are by no means mutually exclusive. For example, large portions of Magnet and ALE funding could also be classified as teacher support, professional development, and student support. And, there are smaller investments in certain areas that are not included in this chart as it is intended to give a high-level view (e.g. extracurricular funding that supports students through tutoring is not included in this chart):

Related Priority	Description	% of \$55.5M
Student Support	Includes Academic Interventions and MTSS (Activity Codes 106, 506, 511-516)	19%
Advanced Learning Experiences (ALEs)	Includes GATE, UHS, Advanced Academic Courses (AP, Pre-AP, IB, Dual-Credit) and Dual Language (Activity Codes 501, 502, and 504)	16%
Integration	USP Transportation (Activity Codes 301 and 302)	16%
Integration	Magnet Schools and Programs (Activity Code 202)	15%
Teacher Support / PD	Teacher Support and PD (Activity Codes 409-418, and 508-509)	12%
<i>Required</i>	Attorney and Special Master Fees² (a portion of Activity Codes 101 and 102)	3%
CRCs	Culturally Relevant Courses (Activity Code 510)	2%
Recruitment	Staff Recruitment, Retention, Assignment (Activity Codes 401-408)	2%
Integration	Student Assignment (Activity Codes 201, 203-205)	2%
Discipline	Discipline (Activity Codes 601-607)	2%
	TOTAL	89.00%

¹ Total 910G Budget is \$63.7M, allocated as follows (amounts are approximated): \$55.5M for USP compliance; \$8.1M for expenses related to ELD and/or OCR compliance.

² The District must pay attorney fees to the Fisher and Mendoza Plaintiffs, external counsel, and the Special Master (including the Special Master's Implementation Committee members).

B. SIGNIFICANT CHANGES BETWEEN DRAFT #3 AND THE FINAL DRAFT

The items in the chart below represent significant changes between Draft #3 and the Final Draft.

Activity or Activities	Item and Amount (all amounts are approximate)	Additional Explanation
202	Increase \$55,000 for RTI Language Arts Teacher at Utterback	Utterback will move to a 7 period day in 2017-18 and will require one additional teacher
501	Increase of 1.6 FTE for IB teachers, approx. \$92,000	After further review of the proposed reductions to Cholla and Cholla's master schedule, the District is increasing the IB teacher allocation from 6.0 FTE to 7.6 FTE.
510	Increase of 1 FTE for an additional CRC IT, approx. \$55,000	The District has determined a need for 11 ITs to support approximately 110 CRC teachers in SY 2017-18.
511	Increase 1 FTE for program coordinator in 511 for MASSD	The AASSD is hiring a program coordinator as well by converting the allocated funds for the previously-proposed "College and Career Coordinator" from activity 514
601	Increase \$25,000 for Consultant	The District will split fund the consultant (currently Dr. Holt) \$25k from 910G and \$25k from non-910G
701	Increase by \$10,000 for tracking system	After further review, the District will allocate funding for an enhanced tracking system.

C. MAJOR ISSUES

1. Proposed Reorganization of the African American Student Services Department (AASSD) and the Mexican American Student Services Department (MASSD)

District leadership, in conjunction with the directors of the AASSD and MASSD, worked closely to develop a plan for reorganizing the departments to ensure continuity in services to students, increased effectiveness and impact, and compliance with USP provisions. The following represents the three general components of the planned reorganization of the AASSD and the MASSD.

a. Reorganization Phase I [2017-18]

The AASSD and MASSD will retain 14 Student Success Specialists, will re-institute supervision of three Behavioral Specialists (previously supervised by the Exceptional Education Department), and will hire two Program Coordinators – one to support each department. The reorganization for SY 2017-18 will ensure the continuity of USP-mandated efforts and activities: participation in academic interventions, family engagement through quarterly events, and collaboration with local colleges and universities. Below is a description of the primary functions of AASSD and MASSD staff for the 2017-18 school year:

POSITION	PRIMARY FUNCTIONS
Directors	<ul style="list-style-type: none"> • Supervise Coordinator and Specialists • Work to assess and implement recommendations from the external Culturally Responsive committee of experts to ensure CR alignment and incorporation in multiple areas (see below) • Serve as a lead on the internal Culturally Responsive committee to develop and implement the CR PD Plan • Develop community partnerships including local colleges and universities • Foster African American and Mexican American Community, Parent, and Student Advisory Councils • Serve as a conduit connecting the African American and Mexican American community to TUSD

POSITION	PRIMARY FUNCTIONS
	<ul style="list-style-type: none"> • Coordinate efforts, and serve as a collaborative consultant in TUSD to improve academic achievement, provide mentorship and guidance, increase student retention and the college-going rates • [AASSD Director] Coordinate collaborative efforts to implement a reading program at eight elementary schools and a math program at six K-8 and middle schools targeting African American students.
Program Coordinator	<ul style="list-style-type: none"> • Develop and distribute promotional materials on college and career readiness, ALE and credit recovery opportunities, social development, community partnerships, and parent quarterly events • Conduct district-wide quarterly events and collaborate with site-schools for quarterly events • Organize student and parent leadership conferences • Collaborate with District and community resources (e.g. ALE, Child and Family Resources, etc.) • Data analysis and collection to ensure student progress at targeted sites • Assist the Director in grant writing for alternative funding sources
Behavior Specialist	<ul style="list-style-type: none"> • Identify at-risk African American and Latino students and implementing interventions • Collaborate with site MTSS teams to identify and strategize for student needs through Tier 2 and Tier 3 interventions • Assist in mediations and trainings with Restorative and Positive Practices Facilitators • Communicate progress and educational options with all African American and Latino students and parents • Respond to requests for support services online form
Student Success Specialist	<ul style="list-style-type: none"> • Mentor African American and Latino students academically, socially, and behaviorally to increase achievement rates • Communicate effectively with African American and Latino parents about District educational resources and opportunities to promote academic achievement through site-based parent information events • Provide interventions, parent and student advocacy, college preparation, and mentoring support • Connect families and students with District and community resources • Act as an advocate and resource at designated sites for MTSS, RP, PBIS, and Discipline committees/hearings based on achievement, attendance, behavior/discipline, and college preparation and language acquisition data (i.e., refugee students in the US for more than three years)

b. Expert CR Committee [to be initiated in SY 2017-18]

The District will develop and implement an Expert Educator Committee to provide oversight with respect to culturally responsive practices whether it be manifest in teaching, curriculum, coaching, administering discipline, working with families, or developing future district policies and procedures. The District currently works with several experts and is finalizing the list of experts for this committee. The AASSD and MASSD Directors will work closely with the committee, the CRPI Director, and the PD Director to evaluate and implement committee recommendations.

c. Continuing Implementation of the CR PD Plan [to be initiated in SY 2017-18]

Revisions and implementation to the CR PD Plan to develop intense CR PD based on the EEI model and/or Intercultural Proficiency model to ensure delivery of meaningful training to all administrators and certificated staff and other relevant staff. The goal in phase one is to provide every teacher and administrator in the District will a minimum of eight training throughout the 2017-18 school year. The AASSD and MASSD Directors will work closely with the PD Director and CR Director on the development and implementation of the CR PD Plan.

d. Reorganization Phase II [2018-19]

During the 2017-18 school year, with input from the external Expert CR committee, the District will assess the future structure of the AASSD and MASSD, taking into account the feedback received from the Plaintiffs and the Special Master.

2. African American Academic Achievement

The following narrative and table provides and overview of the specific proposed allocations to support African American academic achievement for the 2017-18 school year (above and beyond the allocations in the rest of the USP Budget, Title I, and other funding sources). The proposed allocations were developed in response to the AAAATF recommendations, the recommendations provided by the task force consultants in SY 2015-16 (including reports from Dr. Richardson, Dr. Hines, and Dr. Fredericks), and most recently, Dr. Lorraine Richardson's presentation to the TUSD Governing Board on Tuesday, May 9, 2017. A key factor embedded in the above-referenced reports is the need to improve Tier 1 instruction and student support in reading, writing and math, and increase learning opportunities for students (ALE, career and technical education, summer learning loss). Another

key factor is the need to increase and strengthen the District's training in Culturally Responsive Teaching Practices. These key factors are being addressed in the USP Budget in various activity code allocations and supported by additional allocations described below. The following chart outlines and categorizes the original African American Academic Achievement Task Force recommendations into four categories.

Task Force Recommendations

A. Strengthening Personnel Practices

1. Identify and Replicate Successful National School Based Factors
2. Identify and Replicate Successful Teacher Practices
3. Enhance Teacher Evaluation
4. Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP) (aka "Culturally Responsive Teaching Practices")
5. Develop Focused Professional Development
8. Set and Communicate High Expectations

B. Hiring and Retention Practices

6. Consider Cultural Competency in Hiring and Retention
7. Enhance the District-Wide Leadership Development Program

C. Monitoring Student Data

9. Monitor ALE Placement Actions
10. Monitor Recommendations for Placement to Career and Technical Education (CTE)
11. Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs
12. Evaluate Support Programs
14. Monitor Disciplinary Actions

D. Providing Students with Supports and Opportunities

13. Adequately Fund African American Student Services
15. Enhance the Parent Engagement Program
16. Develop and Implement Extended Learning Opportunities

The following chart describes the District’s proposed allocations and strategies to supplement other USP funding to support the implementation of specific activities that flow from the original recommendations, subsequent reports, and internal analysis:

Category	Program/Initiative	Description	Allocation
1. Strengthening Personnel Practices (Reading PD) 4. Providing Students with Supports and Opportunities (Reading Support)	Program for reading support @ eight elementary and K8 schools	<p>The District will implement a program at eight schools in SY 2017-18 to address reading and writing at the K-3 level. The program will apply professional development strategies teaching teachers how to effectively work with African American students, resources and materials based on best practices. Schools identified were selected based on their AzMerit 15-16 reading scores, a 10% or greater gap between Anglo and African American student pass rates, AzMerit n-size was 20 or greater, and student enrollment n-size is greater than 45 students.</p> <p>Initial Target Set of Potential Target Sites Based on 2015-16 AzMerit Scores for African American students (list is subject to change): Booth-Fickett K-8; Cragin ES; Erickson ES; Ford ES; Howell ES; Myers ES; Soleng Tom ES; Wright ES. Other schools to consider are Dietz K-8 and Roberts/Naylor due to overall enrollment numbers and future enrollment.</p>	\$110,000 *this amount will fund both programs in SY 2017-18.
1. Strengthening Personnel Practices (Math PD) 4. Providing Students with Supports and Opportunities (Math Support)	Program for math support @ six middle and K-8 schools	<p>The District will implement a program at six schools in SY 2017-18 to address math deficiencies at grades 6-8. Schools were selected based on high percentages and “n-size” of African American student enrolled. The gap between Anglo and African American students on the AzMerit exam was also considered.</p> <p>Initial Set of Potential Target Sites Based on 2015-16 AzMerit Scores for African American students (list is subject to change): Doolen MS; Booth-Fickett K8; Secrist MS; Gridley MS; Roberts-Naylor K-8; Vail MS</p>	
1. Strengthening Personnel Practices (Behavior and Culture & Climate)	Enhanced CRP districtwide for all teachers	The District is developing and implementing an internal and external CRP committee to enhance CRP training and implementation for all teachers. The District is also working closely with Dr. Lopez and Dr. Henry from the U of A to further develop CRP training for teachers.	Costs not included in Code 514

Category	Program/Initiative	Description	Allocation
1. Strengthening Personnel Practices (Behavior and Culture & Climate)	Culture and Climate PD @ three schools within a feeder pattern Dr. Macheo Payne	Dr. Macheo Payne has submitted a proposal to provide intense, culture and climate PD to three schools within a single feeder pattern to develop vertical best practices K-12 aimed at three key objectives: reducing disproportionate referrals and suspensions; reducing teacher bias; and improving the delivery of blended behavior and learning expectations. Sites: Wright (116), Doolen (100), Catalina (129)	\$30,000
4. Providing Students with Supports and Opportunities (Academics Math, Reading, Writing)	Tutoring Support Program	In 2017-18, the District anticipates increasing the number of schools providing after-school tutors targeting African American middle and high school students. By increasing the use of college and/or certified tutors, students will receive additional reading and math support.	\$20,000
4. Providing Students with Supports and Opportunities (Academics Math, Reading, Writing)	STEM Summer Enrichment	To address summer learning loss, the District will implement a STEM Summer Enrichment program targeting 200 African American students in grades 4, 5, 6. The summer enrichment will be in addition to summer school programs for grades 3, 5, and 8.	\$0 *Based on an assessment of the summer 2017 programs the District will
4. Providing Students with Supports and Opportunities (Academics Math, Reading, Writing)	HS Summer Enrichment	In the summer of 2016-17, the District is going to pilot a high school summer enrichment program at Tucson High School targeting 40-50 African American students districtwide. Based on an evaluation of the success of the pilots, the District will further develop similar programs for additional students for the summer of 2018.	reallocate summer funding for summer 2018
3. Monitoring Student Data (College and Career) 4. Providing Students with Supports and Opportunities (College and Career)	Middle School CTE Program: Project Lead the Way is a national model for middle school CTE	One of the recommendations provided by Dr. Hines involved career and technical education experiences for African American students. To increase exposure to CTE, and the benefits of CTE courses in preparation for college, the District plans to implement two middle school CTE program at schools will the largest percent of African American students. Each program will cost approximately \$50,000.00	\$50,000

Category	Program/Initiative	Description	Allocation
15. Enhance the Parent Engagement Program	African American Parent Conference and Impact Tucson	Parents play a key role in the education of their children, which is why these conferences are so important. Research had demonstrated that parent involvement improves student academic performance (Lee, J. S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. American Educational Research Journal, 43(2), 193-218.)	\$40,000
AASSD Allocations		Mileage, Supplies, etc.	\$33,369
		TOTAL	\$283,369

3. Summer Programs

In the summer of 2017, the District offered summer programs at the vast majority of school sites, with several sites operating multiple summer programs including, but not limited to: 21st Century Summer School Program (26 racially concentrated, magnet, or transition school sites); AP Boot Camp (six high schools); Community Schools summer programs (eight sites); Freshman Academy (ten high schools); High School Summer Experience (ten high schools); site-based or online programs (17 sites plus two online AGAVE programs); Student Services Programs (four: Pueblo-Gardens, Booth-Fickett, Tucson High, and Southwest Family Center); Summer Experience Hub for 2nd, 3rd, and 8th graders (nine sites). The District will work throughout the 2017-18 school year to develop expanded summer offerings that target African American and Latino students based on an assessment of the summer 2017 programs.

D. RESPONSES TO SPECIAL MASTER AND PLAINTIFF COMMENTS AND RFIs (SEE ATTACHMENT “A”)

This section includes responses to most of the Special Master’s and Plaintiffs’ comments and all of the requests for information, and a rationale for any differences between the Final Draft and Draft #3 including a rationale for non-incremental changes between drafts, where applicable.

1. General Comments

The comments and responses in this section are not related to any one budget activity code.

- a. [SM] Research-based Programs. No programs should be implemented that are not based on solid research or have not been demonstrated as effective in TUSD. In the case of programs found to be effective in TUSD, the District should cite the empirical evidence of such effectiveness. Among the programs that appear to fail this test are: Seven Habits of Highly Effective Teens; Fred Jones classroom management; Club Z tutoring; Courageous Conversations; Capturing Kids’ Hearts; and others.

Response (this includes the District’s response to RFI 1023 re Fred Jones): The District will not fund Club Z tutoring, Courageous Conversations, Capturing Kids’ Hearts, or Fred Jones classroom management training from 910G funds. Though the District will use the book, Seven Habits of Highly Effective Teens, the District is not funding a program based on the book. Rather, the District is engaging students using activities from the book during their time in ISI.

- b. [SM] Non-instructional Staff. The District should eliminate all newly proposed positions in magnet and transitioning schools that are not essential to the implementation of a new research-based program for strengthening the theme (without supplanting). This guideline would not apply to MTSS facilitators, the new restorative practice position discussed at the recent budget meeting or instructional coaches in schools where students are performing below the District average. If there is no MTSS facilitator at a relatively large school that is performing below the District average, a data coach may be warranted. I have no objection to MTSS Leads at any school.

Response: The District has carefully reviewed all newly proposed (and existing) positions in magnet and transition schools and has revised budgets to avoid duplication of services and to ensure that the only staff supported by 910G funds are essential to the implementation of the transition plan or magnet site plan.

- c. [SM] Consultants. The District should justify the employment of any outside consultant. It seems clear that many of the consultants used do not align their advice to the ongoing approaches being promoted by the District. This is abundantly clear with respect to culturally responsive pedagogy. I am happy to provide evidence supporting this assertion. Moreover, when consultants come in to provide workshops for 1-3 days (and the like), they often provide their own take on the topic and there are no opportunities for follow-up. When the consultant comes to the District as a trainer of trainers dealing with an integral part of what staff are to know and be able to do, this can be valuable. However, is justifying the consultant for IEEE, the district indicates that this person will provide one-on-one training. Typically, consultants are hired to build the system capacity (e.g., training trainers). TUSD seems to be proposing the opposite.

Response: The District has developed an internal process to ensure that the employment of outside consultants using 910G funds include a justification for such employment.

The District is putting together an internal CRP committee and an external committee of CRP experts to ensure alignment between CRP practices and several key USP areas, as suggested by the Special Master. The District will seek to utilize consultants to train trainers and to build system capacity. The District's CRP committees will work to align key professional development with ongoing CR practices and pedagogy.

- d. [SM] The district points out that minimum wage requirements are affecting the budget. But, in some cases, the exact same amount is being proposed for the same activity as was the case last year—as in some magnet school budgets. What percent of budgets are affected?

Response: In the January narrative the District pointed out the potential for the minimum wage requirements affecting the budget. The District has analyzed the FY 18 impact and has determined that at the current time it is nominal.

- e. [Mendoza] AP Boot Camp and Setting Priorities for the Summer of 2018. Mendoza Plaintiffs support the District's decision to expand the number of AP Boot Camps for the coming summer and use this opportunity to join the Special Master in urging the District to focus on creating summer programs that will engage underperforming African American and Latino youth. They therefore reiterate their concern that the District has to date declined to identify or prioritize summer activities for 2018 that it plans to fund "via vacancy savings." Since it is reasonably confident it will experience those savings and since

such programs require planning (and effective marketing), they urge the District to go forward with planning for such programs now. Mendoza Plaintiffs raise additional questions concerning the expected “vacancy savings” below.

Response: The District has made a priority of creating summer programs that will engage underperforming African American and Latino youth and has expanded summer offerings for the summer of 2017. The District agrees that summer programs require planning and effective marketing. The District does not agree that it needs to begin planning for summer 2018 programs “now” while staff is in the middle of implementing the 2017 summer programs, and it certainly does not agree that it should begin planning for marketing the summer 2018 programs “now.” It is not reasonable – nor identified as a best practice – to develop specific proposals for the summer of 2018 before evaluating the success (or lack thereof) of the summer 2017 summer programs. At the end of the summer of 2017, the District will assess the strengths and weaknesses of the 2017 summer offerings to develop expanded summer offerings for the summer of 2018.

See Attachment A, RFI Response(s) 1284, 1332 (note: the data provided in the attachment only reflects initial projected enrollment data for Title I summer programs as of the date of the RFI submission, May 19, 2017). The District may supplement RFI 1332 once summer is over to reflect participation rates by race/ethnicity.

f. [Fisher] Fisher’s Plaintiffs join all of the comments that the Mendoza Plaintiff’s made on draft #3 of the 2017-18 910G Budget.

Response: The District has considered these comments.

g. [Mendoza] PD Assessment. The March 10, 2017 PD Assessment shows a cost of \$53,550 associated with MTSS Training while the revised PD Assessment states the cost is “NAC”. (Both at page 15.) What change if any occurred in the training model or structure to account for this, or was the cost moved elsewhere?

See Attachment A, RFI Response 1307

h. The March 10, 2017 PD Assessment shows a cost of \$309,000 associated with training on the early warning system (“Flags and Policies”) while the revised PD Assessment appears to have dropped that expense. (Both at page 16.) Does the District no longer plan to train teachers on the early warning system or has it changed the model? If so, in what way?

Response: The District has trained all Principals and MTSS Facilitators in the Early Warning System. Site principals and MTSS teams will train site staff throughout the year.

See Attachment A, RFI Response 1308 (the District was unclear about this question but has provided a response above)

- i. The Discipline section of the PD Assessment (starting at page 20) has not been updated or revised to account for the fact that the focus of MTSS Facilitators, as Mendoza Plaintiffs now understand the District's plan, is to be on academic issues and that the Restorative and Positive Practices Facilitators (who are not identified at all in the PD Assessment) are to have the lead on discipline and behavioral issues. There also are many references to Student Success Specialists in this section, underscoring Mendoza Plaintiffs' concern that this position requires reassessment both in light of the reduction in the number of positions and to bring the Student Support Services Departments back into alignment with the USP. They therefore object to the entire section as currently presented and recommend that the District re-examine and revise it to be consistent with its current plans for approaching discipline.

Response: The District has considered this comment. The training for MTSSFs and RPPFs will occur in 2017-18 similar to the way it occurs in 2016-17: on Fridays the RPPC/ABSC (Cathy Comstock) will provide direct trainings to MTSSFs and RPPFs, either directly or with support from existing staff. There is no additional cost for this training.

- j. In this context, they also join Dr. Hawley in questioning whether there are better ways to train on instructional and class management than the proposed \$150,000 expenditure for "Fred Jones Tools for Teaching" that was recently added to the PD Assessment (at page 22.) Mendoza Plaintiffs note that the references in the March 10 PD Assessment to New Tech Network at Booth-Fickett and Palo Verde have been removed from the most recent Assessment. Therefore, the RFIs that the District did not understand (RFIs 1138 and 1139) appear to be moot.

Response: The District is examining alternate methods for training on instructional and class management

- k. [Mendoza] USP-Related PD and Support. The District did not provide an answer responsive to Mendoza Plaintiffs' RFI 1102. They therefore re-ask their question here: What does the District plan to do differently in the 2017-18 school year to ensure that its certificated staff all receive the mandated USP training?

In Budget Draft #3, the District reduced its summer USP-related professional development funding by **80%**, and proposes that that amount be funded through “vacancy savings.” (Draft #3 Cover Letter at 7.) Given the growing number of items to be funded through vacancy savings, the inherent uncertainty as to what that amount might be, and Mendoza Plaintiffs’ concern that there may be insufficient vacancy savings to cover all items the District proposes to fund through those savings, Mendoza Plaintiffs suggest that it may be useful to schedule a telephone conference for the parties, the Special Master and the budget expert to discuss “vacancy savings” and how they should be addressed in the proposed budget.

Response: The District is addressing the issue of vacancy savings by (a) “sweeping” unused funds every month (rather than every quarter) so it can make accurate and up-to-date assessments of ongoing budget capacity; (b) revising its professional development model to incorporate a significant amount of critical training during Wednesday PDs – on contract time; and (c) identifying a specific set of allocations (summer programs and the second half of certain stipends) as reallocation priorities to ensure the adequate funding is available by the summer of 2018. These steps were necessary as the District received a negative finding in the 2015-16 audit for including a “negative contingency” in the 2016-17 USP Budget. In conjunction with the SMP (and budget expert), the District included a negative contingency in prior budgets to account for the fact that the budget has, and will, balance out as the year progresses due to multiple factors (actual salaries are less than anticipated average salaries, items cost less than anticipated, fall equalization results in a lower number of needed FTE than anticipated, items are implemented or used more efficiently than anticipated, etc.). Without the negative contingency in place, these factors are still present.

2. Activity-Specific Comments and Responses

Activities 101 – 103 (Internal Compliance Monitoring; Annual Report; Court Orders)

Activity 104 (OCR/ELL)

Activity 105 (Contingency)

[SM] There appears to be an important word missing in the first sentence. In the second sentence, there is an apparent typo but even with that, assuming \$4277 being cut seems a small number since we were talking about 5.5 million. It seems that would be helpful to have a discussion about funding issues involving negative contingencies. This seems to create an incentive for not filling positions or otherwise not undertaking other budgeted activities.

Response: In conjunction with the SMP (and budget expert), the District included a negative contingency in prior budgets to account for the fact that the budget has, and will, balance out as the year progresses due to multiple factors (actual salaries are less than anticipated average salaries, items cost less than anticipated, fall equalization results in a lower number of needed FTE than anticipated, items are implemented or used more efficiently than anticipated, etc.).

There are far greater disincentives for the District for failing to fill vacancies or failing to undertake budgeted activities. The District is not “incentivized” to purposely withhold funds or activities to fund priority items, and there is no evidence that the District has ever purposefully withheld 910G funds or that it has any intention of doing so. The District is budgeting responsibly to take into account the fact that it can no longer budget a negative contingency in attempt to balance the budget.

Activity 106 (Transition Plans)

- A. [Mendoza] Reading Recovery. This is a topic that was included in Dr. Hawley’s memo of April 6, 2017 on potential topics to be discussed in Tucson but was not covered at the meeting. Mendoza Plaintiffs remain concerned about the decision not to go forward with the Reading Recovery program at Ochoa but have additional questions and concerns based on the information the District provided to their comments and questions and those of Dr. Hawley in relation to Draft #2.

Their larger concern, triggered by the District’s response to their inquiry concerning the cost to implement the program is the following: The response says that a minimum of ten teachers is needed to run what it says is necessary training before the program can be started at an additional school³ and that “there are not 10 new Reading Draft #3 Cover Letter says at page 11 that “[s]chools that are new to Reading Recovery must have a Reading Recovery teacher complete eight units of graduate work at an accredited college or university. There must be at least 10 teachers enrolled in the course work for the reading recovery courses to be offered.” But the Reading Recovery Executive Summary attached to the District’s March 10, 2017 responses to the requests for information relating to the Budget Narrative says at page 1 that in 2015-16 there were 12 Reading Recovery teachers and one teacher leader and that the teachers received professional development from “1 literacy coach(es) who themselves received professional development from faculty at Saint Mary’s College of California.” This seems inconsistent with the District’s assertion. Mendoza Plaintiffs therefore ask if they are misunderstanding something and on what basis the District says that no new program can be started unless at least one teacher has completed required graduate Recovery teachers to run the training for the District.” (Draft #3 Cover Letter at 11-12.)

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Does this mean that the District has no present intention to expand the program beyond the 12 schools in which it is currently offered? (They note that Dr. Hawley asked the same question in his budget topic memo of April 6.) If in fact formal training is required, is there no way that a trained teacher can be asked/encouraged/provided a stipend to move from a school with an existing program to be the lead teacher at a school that does not yet have the program as a means of accomplishing program expansion? They again note that the Student Support Criteria Form provided for the Reading Recovery Program states on its face that it is for the 2016-17 rather than the 20017-18 budget year. That form states at page 27 (of the package of forms provided with the Budget Narrative) that “We will analyze the current DIBELS to determine if a change is needed in placement of the Reading Recovery program.” Has that analysis occurred? If so, what were the results and did it propose changes in the placement of the program?

In the Draft # 3 Cover Letter, the District stated that in place of Reading Recovery, “Ochoa will be implementing Imagine Learning (K-6th Literary) so that more students can be support[ed] with differentiated instruction and Tier 2 interventions.” (Draft # 3 Cover Letter at 12.) Mendoza Plaintiffs sought to obtain a greater understanding of the proposed program by reviewing the relevant Student Support Criteria Form; however, the only such form they could locate relating to “Imagine Learning” refers to its Big Brainz program – which is a math program. (This is at pages 21 *et seq.* in the package of Student Support Criteria Forms delivered with the Budget Narrative.) Mendoza Plaintiffs did locate Student Support Criteria Forms for Balanced Literacy and Reading Apprenticeship. (Both were delivered with the Budget Narrative. Balance Literacy is at pages 31 *et seq.* of the package of forms. Reading Apprenticeship follows page 50 but bears page numbers 1-4.) Did the District intend to refer to one of these two programs in its response? If so, which one? If not, and it is intending to implement Imagine Learning (K-6th Literary) at Ochoa and other transition schools, which Mendoza Plaintiffs work. Why cannot the literacy coach referenced in the Executive Summary provide the needed professional development? Again, Mendoza Plaintiffs are amenable to a telephone conversation rather than a written response to address these and the other Reading Recovery issues they have raised.

Based on their current understanding, and having again reviewed the transition plans in their effort to locate more about “Imagine Learning”, they have additional concerns about the District’s determination to drop Reading Recovery from the Ochoa transition plan (and about the District’s apparent current intent to not further expand the program in the District.) The Robison transition plan includes both “Imagine Learning” **and** Reading Recovery. (See Robison transition plan at pages 25.) The original Ochoa transition plan did as well (raising some question about the accuracy of the statement in the Budget Draft # 3 Cover Letter (at 12; emphasis added) that “[i]n place of Reading Recovery, Ochoa will be implementing Imagine

Learning....” (See original Ochoa transition plan, Doc. 1984-1 at pages 28, 29, and 31.)). It therefore seems clear that the District understands the Imagine Learning and Reading Recovery programs to be programs that should work in tandem, with Reading Recovery providing the intense Tier 3 intervention essential to address the challenges faced by first graders who are struggling with reading so that they can succeed academically going forward. Mendoza Plaintiffs therefore again urge the District to reassess its decision to eliminate the Reading Recovery from the Ochoa transition plan and to reconsider its apparent decision not to further expand its use in the District.

See Attachment A, RFI Responses 1297-1299.

- B. Additional Transition Plan Issues. Other than to disagree with an analysis based on the per student expenditure calculation that the Mendoza Plaintiffs provided, in its response to Mendoza Plaintiffs’ comments on Budget Draft # 2, the District offered no rationale for what appears to be an underfunding of the *Pueblo* transition plan. They therefore again question both the adequacy of its plan and whether the funding is sufficient to accomplish even the stated goals (which goals, Mendoza Plaintiffs have separately stated, they do not believe are sufficiently ambitious).

In its response to the Mendoza Plaintiffs’ comments on Budget Draft #2, the District did not address their recommendation that if *Safford*, *Utterback*, and *Pueblo* were not already included in the District’s plan to provide tutoring to support extracurricular eligibility at 15 middle and high schools, that those schools be included in the initiative and that the initiative be expanded beyond those already participating in extracurricular activities to target African American and Latino students not yet participating in extracurricular activities to further their participation and the goals of the USP. (See Mendoza Plaintiffs’ Comments on TUSD USP 2017-18 Draft Budget # 2 at 7.) They therefore repeat those comments here.

Response: These schools are already included for next year. The District will provide tutoring services through several different avenues including 21st Century, site-based teacher tutoring, and the MASSD and AASSD (and the District already targets African American and Latino students to participate in these offerings). The District will also evaluate and implement strategies to target African American and Latino students for the extracurricular tutoring offered.

Mendoza Plaintiffs are very disappointed in the District’s response to their objection to deletion from the *Utterback* transition plan of those portions of the plan that had previously referenced funding for courses in band/orchestra, visual arts, theatre, choral music and dance. See Draft # 3 Cover Letter at 11. They understand that direct “apples to apples” comparisons cannot be made among schools but remain concerned about what they perceive to be disparities in resources

provided to Magee (2016-17 40th day enrollment: 43.9 % white, 10% African American, 39.6% Latino) and Doolen (2016-17 40th day enrollment: 32 % white, 15.5 % African American, 40.1% Latino), on one side, and Utterback (2016-17 40th day enrollment: 4.9% white, 7.6 % African American, 80% Latino) on the other.

They are particularly troubled by the suggestion in the Cover Letter that because Utterback is to receive funding to support response to Intervention teachers and to facilitate PLCs that Doolen and Magee will not be receiving, there should be funding for fewer electives at Utterback. (*Id.*) Mendoza Plaintiffs request that the District reconsider this position which seems to suggest that if you are a student in a school that is receiving funding to improve student achievement you have less opportunity to take elective courses than if you are in a school that has not received such funding. (This of course also appears to be counter to the argument that the District has long made in support of OMA funding that involvement with the arts increases achievement and is particularly beneficial for low-achieving students. *See, e.g.*, OMA Student Support Program Criteria Form delivered with Draft Budget # 3.) Mendoza Plaintiffs therefore ask that the District reconsider the reductions made to the Utterback transition budget and that it restore the above referenced deleted entries.

Response: Utterback will receive additional FTE to support the 7-period day being implemented in the 2017-18 school year.

Activity 201 (Boundary Review / Integration Initiatives)

[SM] On page 13, in response to my question about what evidence the district would be looking at, the district says it will be looking at data. What data for what purpose?

Response: The desegregation impact analysis will include the same type of data that is included in every DIA: projected impact on the race-ethnicity of the receiving site (and, if applicable, on any other school that will be significantly impacted); related impacts to other USP-related areas or objectives (like ALE participation), and other factors to be considered like pros and cons of the proposal, stakeholder input (if available), cost, travel times, geography, etc.

Activity 202 (Magnet Schools)

- A. [SM] Magnet Schools. Over the coming year, magnet schools will be assessed for the maintenance of their magnet status based on their integration status and the academic performance of their students. Those schools that are not clearly going to meet the academic criteria should be focusing on tier 1 instruction and their budgets should reflect this priority. For example, if Booth-Fickett is not assigned a MTSS facilitator, it should have an instructional coach rather than a data coach. If they do have a MTSS facilitator, there would be no need for a data coach.

Response: the District has reviewed magnet and transition plans for the specific purpose of eliminating duplicated positions. See Cover Letter Attachment C.

- B. [SM] In its response to RFI 1082, the district defends its proposed increase in central support for magnet schools in the amount of over \$550,000 asserting that this investment will allow for several activities that seem unlikely to cost more than half a million dollars. Some of these funds would also go to the development of school budgets and magnet site plans. But budgets and site plans will be developed prior to the fiscal year. This is not to say that there does not need to be more central office support for magnet schools but the amount provided for seems excessive. Please explain.

Response: This increase includes items that would have been budgeted at sites (Imagine Learning, other programs), an additional coordinator, increased marketing and outreach, etc.

- C. [SM] Seventh Period Day. If the seventh period day is very expensive, as the district asserts in its response to the Mendoza plaintiffs' related RFI, why make this investment in a high-performance school like Dodge as compared to a vulnerable magnet school or a low-performing school?

Response: The District is making this investment at a vulnerable, low-performing, former magnet school – Utterback.

- D. [SM] With respect to the issue of goals, the Mendoza plaintiffs and I raise the question about whether the district should allow schools to pursue goals lower than those they had already achieved. My impression is that the court is already indicated that this was unacceptable. It doesn't matter what the AZ merit test scores show. The point is that the goal should be aspirational not developed after we determine whether they can achieve those goals.

Response: Goals should take into account the most recent data available. It is not reasonable to set a goal of “10” if the most recent data shows the school is already a “10.” It is reasonable to develop goals that are attainable (note: SMART Goals, by definition, are: Specific, Measureable, Achievable, Relevant, and Time-Related). It is not reasonable to set aspirational goals that are not achievable – particularly when the fate of a magnet may depend on whether or not the school achieved its goals.

- E. [Mendozas] Magnet School Consultant. As the District knows, the Mendoza Plaintiffs, the Fisher Plaintiffs, and the Special Master have questioned the use of so many consultants by the District, the Special Master most recently in his comments of April 19, 2017 on Budget Draft # 3. However, Mendoza Plaintiffs question why the District proposed to eliminate the \$75,000 expense for a consultant relating to magnet schools for this coming year given that it should be assessing whether and where to create one or more new magnet schools and what the theme for such a magnet or magnets should be. It may be that the consultant whom the District has employed is not the appropriate consultant going forward but Mendoza Plaintiffs would like to know the rationale for eliminating this proposed expense and whether the District does intend to consider the creation of any new magnet schools?

Response: The District allocated a one-time expense for a magnet consultant. The work is complete. The District has been, and will continue, to consider the creation of new magnet schools. At this time, it has not determined the need for a consultant to assist in the creation of new magnet schools.

See Attachment A, RFI Response 1304.

Activity 203 (Application and Selection Process) No major changes

Activity 204 (MORE Plan)

Activity 205 (Student Assignment PD) No major changes

Activities 301-302 (Transportation) No major changes

Activity 401 (Hire or Designate USP Positions) No major changes.

Activity 402 (Outreach, Recruitment, and Retention Plan)

[Mendoza] “Make the Move” Program. The District indicates that it marketed the “Make the Move” program for the 2016-17 school year by “advertis[ing] via the District intranet as an announcement [and a] targeted email was also sent to all staff with Bachelor’s degrees who are currently in non-certified roles.” (Response to Mendoza Plaintiffs’ RFIs on Draft #2 at 13.) Given that the strategies cited appear to be ones that would have small associated costs, if any, Mendoza Plaintiffs assume that other marketing strategies will be used beyond those described with the proposed \$25,000 allocation for marketing the program in the coming school year. Mendoza Plaintiffs therefore ask in what ways the District will market the “Make the Move” program differently in the 2017-18 school year than in the 2016-17 school year. Mendoza Plaintiffs are particularly interested in learning about the District’s intended marketing strategy as this program seems to be an underutilized but attractive way to have staff members obtain certifications, yet only had 11 participants in the 2016-17 school year, and will be limited to 20 in the 2017-18 school year. (Response to Mendoza Plaintiffs RFIs on Draft #2 at 14.)

Mendoza Plaintiffs also request a racial/ethnic breakdown of the participants in the “Make the Move” program for the 2017-18 school year. They again suggest that the District update its webpage providing information concerning the program moving forward as it appears to not have been updated after the 2015-16 school year even though the District has expanded the program to include exceptional education and dual language components.

The District launched a new webpage this summer and will update the Make the Move section accordingly. See Attachment A, RFI Responses 1309-1310.

Activity 403-404 (Interview Committees/App Pool; Evaluated Applicant Offer Rejections) No Major Changes

Activity 405 (Diversity Assignment)

- A. [SM] I do not understand why there needs to be 100 stipends since the number of teachers the District needs to move or attract to particular schools is much less than 100. I do not fully understand what is being proposed here. It seems that the district is saying that the full cost of the stipends is not reflected in the budget because the district intends that some of the costs for stipends will be covered by unspent funds. But, is the district proposing to reduce the stipends?, In any event, a

\$1000 stipend is not likely to be very effective. The district has argued that its inability to attract the number of teachers it proposed to move was undermined by a late start. But if the district is just beginning this process now they start behind the schedule for last year. It seems reasonable to assume that teachers who were easy to move accepted the incentives provided last year and that it will be more difficult to move teachers this year since we will be talking about the same teachers unless the district is going to rely primarily on first year teachers to achieve diversity. It seems that funding essential actions from yet unspent funds is an unusual and precarious budgeting practice.

See Attachment A, RFI Responses 1311-1312. The stipends are \$5,000 each. The maximum amount of anticipated stipends needed is 80. There is currently an allocated amount of \$250,000 which will fund the first half of the stipends ($\$5,000 \times 80 = \$200,000$) and a portion of the second half of the stipends ($\$50,000$). Though the District is budgeting for 80 stipends, it may only need 50-70 stipends to reach its goals (meaning the full allocated amount of \$250,000 could be sufficient: $\$5,000 \times 50 = \$250,00$). The District is not just starting the process now; the District has been utilizing the incentive all year to attract teachers.

- B. [Mendoza] Teacher Diversity Stipends and Vacancy Savings Issues. Draft #3 of the budget reflects that the District reduced the allocation for teacher diversity stipends from \$500,000 to \$250,000 (Budget Draft #3, Form 3 at 24) “because the District will use vacancy savings for the second half of stipend payments (Draft #3 Cover Letter at 15). This is in addition to the Draft #2 Cover Letter explanation that other multiple stipends were to be paid with vacancy savings as were various “summer activities.” The additional portion of teacher diversity stipends to be paid with vacancy savings as reflected in Draft #3 is of concern to the Mendoza Plaintiffs given the District’s explanation that it does not have any estimate of what the referenced vacancy savings may be, and has not developed prioritized summer activities where those of lesser priority would depend on the availability of vacancy savings. (Response to Mendoza Plaintiffs’ RFIs on Draft #2 at 4.) (As noted above, understanding that the District is reasonably confident it will experience those savings, it should go forward with planning for the summer programs now given the planning that is required.) Further, as the parties will recall, for the 2016-17 school year, the District developed a list of items that would be prioritized for reallocations during the year. In that regard, the Court stated in its December 27, 2017 budget order that it “was certain [] that TUSD understands that compliance with a directive from this Court to remedy a shortcoming in its implementation of any of these programs [to which money would be reallocated] requires it to budget adequate funding, which cannot be dependent on reallocations.” (Doc. 1981 at 9:3-6.) Mendoza Plaintiffs further remind the District of the Court’s Order requiring it to use “financial incentives” (or stipends) to implement the plan the Court mandated that the District develop to address racial disparities among faculty (Doc. 1914 at 2), and that this is precisely the type of Court “directive” the Court required in its December 27 Order that the District “budget adequate funding” for.

Mendoza Plaintiffs therefore object to the proposal to pay for half of the teacher diversity stipends with “vacancy savings” but will reconsider that objection pending a response from the District to the following questions: Please provide the complete list of stipends the District intends to partially fund using “vacancy savings,” including the amount of such funding.

The District now also proposes in Budget Draft #3 that most summer professional development be funded through “vacancy savings.” They therefore ask that the District provide the Plaintiffs and Special Master (together with the similar information requested with regard to stipends above) a complete list of items that it intends to fund with “vacancy savings” and the amount of such intended funding. Mendoza Plaintiffs also ask on what basis the District decided to reduce the amount of teacher diversity stipends from 100 stipends to 80 stipends? (Draft #3 Cover Letter at 6.)

Response: See Attachment A, RFI Responses 1311-1312, 1315. The stipends are \$5,000 each. The maximum amount of anticipated stipends needed is 80 – based on a host of factors, including the progress the District has made over the past few months in addressing diversity at sites for SY 2017-18, past trends, etc. There is currently an allocated amount of \$250,000 which will fund the first half of the stipends ($\$5,000 \times 80 = \$200,000$) and a portion of the second half of the stipends (\$50,000).

The District is not making these stipends “dependent on reallocations,” it is merely building into the budget the necessary flexibility to operate efficiently. The District anticipates, at maximum, the need for 80 teacher diversity stipends. That amount will fluctuate depending on a host of other factors (new teachers are employed in the District that improve diversity without requesting or requiring a stipend; the transfer of teachers between schools for other reasons that result in improved diversity). The District may only end up needing 50 diversity stipends to meet its goals – in which case \$250,000 is appropriate. It is also being transparent about the possibility that more stipends may be needed and is therefore budgeting in a manner that ensures vacancy savings will be available to fund additional stipends.

Activity 406-408 (Experience Assignment; Retention; RIF Plan) No major changes.

Activity 409 (USP-Related PD and Support)

See Attachment A, RFI Responses 1313.

Activity 410 (First-Year Teacher Pilot) No major changes

Activity 411 (Evaluation Instruments) No major changes

Activity 412 (New Teacher Induction Program)

- A. [SM] The district understandably indicates that my question is unclear. What I am saying here is that when I asked district staff how they arrived at the number of mentors needed, I was told that they use the formula/weights that the District proposes to use again. At the same time, I was advised that my concern that the number of mentors now in place was inadequate was warranted. In order to clarify this matter, I have asked that the district spell out in detail how it arrived at the number of mentors it intends to support during the coming year [see specific requests below].
- B. [SM] Mentors for First and Second Year Teachers. The formula that the District has developed for determining the appropriate number of mentors seems reasonable. The number of mentors budgeted should be determined using this formula and the calculations involved should be made explicit.
- C. [SM] Mentors for Beginning Teachers in Low Performing Schools. The number of teachers in this category should be made explicit and the budget numbers should reflect this estimate. For example, one mentor oversees 10 teachers in these schools...

Response: See Attachment A, RFI Responses 1314, 1329, and 1368.

Response:

- D. [Mendoza] Teacher Mentor Stipends. In response to Mendoza Plaintiffs' RFI concerning the adequacy of the District's teacher mentor ratio, the District states that the ratio provides "more mentoring time to beginning teachers at identified schools... rather than a flat ratio that applies equally..." (Response to Mendoza Plaintiffs' RFIs on Draft #3 at 14.) The District's response which Mendoza Plaintiffs understand to describe its point-based system of providing teacher mentors begs the question of whether that system would result in an adequate number of teacher mentors. Indeed, as the Special Master noted, "that system was explained to me last year as the reason why the number [of] teacher mentors was adequate, even though it was

not.” (See Draft #3 Cover Letter at 16.) In response to this Special Master comment, the District stated that the “comment is not clear; this issue should be discussed at the upcoming budget meetings.” (See *id.*)

The Mendoza Plaintiffs do not recall the District providing an explanation for why it believes its system for providing teacher-mentors would result in an adequate number of teacher-mentors at the parties’ Tucson meeting. The Mendoza Plaintiffs remind the District that in its December 27, 2017 Budget Order, the Court stated that “the Special Master seeks some rationale for the number of mentors reflected in the 2016-2017 USP budget for new teachers. The Court agrees. At this stage in the USP, TUSD should be able to do better than guesstimating.” (Doc. 1981 at 6:3-6.) Within the context of the Court’s statements, Mendoza Plaintiffs are concerned that the District has twice responded to Mendoza Plaintiffs’ request for a rationale for the adequacy of its system in providing an adequate number of teacher-mentors with responses that simply describe that system. (See Attachment A to Draft #2 Budget at 8; Responses to Mendoza Plaintiffs’ RFIs on Draft #2 at 14.)

They therefore rephrase their question: In light of the Special Master’s observation that the District’s point system (used to determine the number of teacher mentors it will have and amount of mentoring they will provide to beginning teachers) resulted in an inadequate number of teacher-mentors last year, what is the District’s rationale for believing that this system will result in an adequate number of teacher mentors in the 2017-18 school year?

Response: the number of first-year and beginning teachers, and first-year and beginning teachers in low achieving and Racially Concentrated schools is not known until the start of school (and does not remain stagnant even then). The District hires teachers throughout the summer and throughout the school year. Thus, it is impossible to know with accuracy – in March, April, or May – the exact number of teacher mentors needed based on the number of teachers in the above-named categories.

The District did not “guesstimate” the appropriate number at 38, it calculated the numbers of teachers in these categories over the past three years, applied the point system to the prior data, then took an average of how many teacher mentors it would have needed in past years – 37.511. See Attachment A, Response to RFI 1329, including attachment. 38 mentors may prove to be excessive or lacking based on the actual numbers of teachers in the above-referenced categories (the Special Master has indicated his belief that 38 “may be excessive.”) Indeed, 38 mentors may be the perfect number for the first semester and “excessive” by the second semester because 5 teachers quit. Or, 38 mentors may prove to be too few because the District hires 10 additional new teachers during the first semester. The best predictor of the future need for mentors is the past number of teachers who would need a mentor. This is the basis upon which the District’s allocation of 38 is based.

Activity 413-414 (Teacher Support Plan / Prospective Administrative Leaders Plan) No major changes.

Activity 415 (PLC Training) No major changes

Activity 416-418 (USP Training Plan, Ongoing PD on Hiring Process, Observations of Best Practices) No major changes.

Activity 501 (ALE)

- A. [SM] GATE. The District should fund an additional 12 cluster GATE programs over the next three years, with at least four new programs being introduced in each of the next two years. It is not necessary to fund programs in every grade, though this is obviously desirable.

Response: In SY 2017-18, the District is implementing five new cluster programs at Cavett ES (89% African American and Latino), Wright ES (68% African American and Latino), Myers-Ganoung ES (75% African American and Latino), Grijalva ES (88% African American and Latino), and Maldonado ES (81% African American and Latino). The District selected these schools strategically to increase access for African American and Latino students because these schools have relatively high African American and/or Latino student populations.

- B. [SM] It appears that implementing a self-contained GATE program at Wheeler may have some integrative affect. This effect will be greater if this is an open GATE program like the one at Tully. A self-contained program at Roberts Naylor is unlikely to have integrative outcomes.

Response: The District will continue to implement and monitor the self-contained initiatives at Wheeler and at Roberts-Naylor. The District has submitted to the Special Master and plaintiffs a Desegregation Impact Analysis for its proposal to implement an open-access GATE program at Roberts-Naylor (starting in SY 2017-18 at 6th grade; transitioning to a magnet program in SY 2018-19 in 6th – 8th grade).

- C. [SM] Is the reason for this reduction in AP and AVID summer institutes warranted by evidence that these activities do not have positive consequences?

Response: The reduction reflects responsible budgeting to account for known vacancy savings, and the fact that the District has received an audit finding against using a negative contingency. The District will provide the same level, or an expanded level, of funding for AP and AVID Summer Institutes in the summer of 2018.

- D. [Mendoza] Self-Contained GATE. Mendoza Plaintiffs note the Special Master's statement in his April 19, 2017 Budget Comments that a self-contained GATE program at Wheeler may have some integrative effect. Based on their current understanding, they question the overall integrative impact of a decision to place self-contained GATE at Wheeler, at least as described in the document that is itself attached to Attachment A to the District's Responses to RFIs concerning the Budget Narrative. (Document entitled Impact of Opening Additional GATE Self-Contained Classrooms for Grades 1-3 at Wheeler and Roberts/Naylor ("Impact Doc.").)

They note in the first instance that the District itself states that the impact of the proposal on "ethnic distribution" at Wheeler would be small. (Impact Doc. at 1.) Mendoza Plaintiffs' concern derives from the fact that, based on the information provided, it appears that the slight increase in white population and the slight decrease in Latino population would result from the fact that more white children than Latino children would benefit from providing self-contained GATE classes for those currently on the waiting lists at Lineweaver and Kellond. (Per the chart on page 3 of the Impact Doc. there would be a gain of 13 white children and a gain of 10 Latino children (as well as a gain of five African American children).) Given the locations of Lineweaver and Kellond, and the nature of the proposal (which, as Mendoza Plaintiffs understand it, calls for remapping the neighborhood school boundaries to include Wheeler (Impact Doc. at 1), this raises questions for the Mendoza Plaintiffs of whether the waiting list is the best indication of the number of qualified students District-wide who might benefit from an expansion of self-contained GATE or whether remapping of the Lineweaver, Kellond, and Wheeler neighborhood boundaries is the most racially and ethnically inclusive approach to self-contained GATE class expansion. They therefore ask that a fuller analysis be undertaken, considering locations for self-contained GATE programs beyond the schools in closest proximity to Lineweaver and Kellond, if the District does indeed intend to go forward with a proposal to expand the number of self-contained GATE classrooms in the District. Mendoza Plaintiffs are in favor of expanding the opportunities for Latino and African American students to attend self-contained GATE classes and therefore also are available to participate in a telephone conversation on this topic to move this possible initiative forward. In anticipation of that discussion, they would ask that the waiting lists for all self-contained GATE elementary schools be provided as well as a breakdown by race and gender of all students who qualified for GATE at the 1, 2, and 3 grade levels in the last two years.

Response: See Attachment A, RFI Responses 1306

The District will continue to implement and monitor the self-contained initiatives at Wheeler and at Roberts-Naylor. The District has submitted to the Special Master and plaintiffs a Desegregation Impact Analysis for its proposal to implement an open-access GATE program at Roberts-Naylor (starting in SY 2017-18 at 6th grade; transitioning to a magnet program in SY 2018-19 in 6th – 8th grade).

The District will maintain the proposed allocations to support GATE programs at Wheeler (the District has already undertaken and analysis of additional locations “in closest proximity to Lineweaver and Kellond” and has expanded self-contained GATE to Roberts-Naylor in SY 2016-17 with further expansion planned for SY 2017-18.).

Activity 502 (UHS) No major changes

Activity 503 (OELAS) No major changes

Activity 504 (Dual Language)

A. [SM] BOOST. Additional investments in BOOST appear to be warranted.

Response: See Attachment A, RFI Responses 1303. The District is working with the State to try to develop a “waiver” or alternative pathway for ELLs to participate in Dual-Language. The development and implementation of the Boost program is highly dependent on the outcome and design of the alternative pathway. The District will develop additional investments in BOOST, as needed, once it has all of the information necessary to make a reasonable assessment of the potential cost (which will appear in the USP Budget for 2017-18 as the District has indicated it will start the program in July of 2018).

B. [SM] Experts on two-way dual language programs have explained to me that students who enter these programs after the second year of school will be disadvantaged in classrooms where 80% of lessons are taught in Spanish (or whatever the non-English language is). If this is correct, it is hard to see how TWDL programs would attract students who do not already speak Spanish or to replace these students who leave the school. To say that the district “believes” that TWDL” programs will promote integration, seems an inadequate response.

Response: Davis and Bloom have both successfully attracted non-Latino, non-Spanish speaking students to their programs. The District not only “believes” dual language programs will promote integration, it is mandated by the USP (and subsequent Court Orders) to make efforts to promote integration through dual language programs.

- C. [SM] If BOOST is effective, why would the district not increase investments in this program? I asked the district to provide the actual calculations it used to arrive at the budgeted numbers for such teachers.

Mendoza Plaintiffs are disappointed that the District did not understand that in RFI #1000 Mendoza Plaintiffs were seeking to learn whether the BOOST program was being implemented in the District notwithstanding that the dual language program is not now going forward at Ochoa and that the District also declined to use Dr. Hawley’s follow up inquiry (RFI # 1052) to address the obvious support for the BOOST program expressed by the Mendoza Plaintiffs and Dr. Hawley given the District’s explanation of that program and their interest in knowing more about it and the District’s plans for it.

Response: See Attachment A, RFI Responses 1303. The District is working with the State to try to develop a “waiver” or alternative pathway for ELLs to participate in Dual-Language. The development and implementation of the Boost program is highly dependent on the outcome and design of the alternative pathway. The District will develop additional investments in BOOST, as needed, once it has all of the information necessary to make a reasonable assessment of the potential cost (which will appear in the USP Budget for 2017-18 as the District has indicated it will start the program in July of 2018).

Activity 505 (Placement Policies and Practices) No major changes

Activity 506 (Dropout Prevention and Graduation Plan)

- A. [Mendoza] DAEP and ISI. Following up on their question posed at the Tucson meeting to which the District responded that it needed to get back to them, Mendoza Plaintiffs ask how many “recruitment and retention stipends for DAEP teachers” (Response to Mendoza Plaintiffs’ RFIs on Draft #2 at 17) are included in the Draft #3 budget and the amount of each such stipend? Will those stipends be provided to all DAEP teachers?

Response: The District will not be implementing the proposal to provide stipends to DAEP teachers, rather, the District will increase its efforts to recruit and retain DAEP teachers.

- B. [Mendoza] Mendoza Plaintiffs heard at the April 12-13, 2017 Tucson meetings that three of four DAEP teachers had “highly qualified” certifications but the District indicates that there currently are seven DAEP teachers (*id.*). Are Mendoza Plaintiffs correct in understanding the reference to three of four DAEP teachers being highly qualified to have been made with regard to the Project More DAEP Teachers? How many of the District’s current seven DAEP teachers are highly qualified in their content areas? Will any of the above referenced DAEP stipends be used to provide incentives to the DAEP teachers who currently are not highly qualified in their content areas to obtain such certifications?

Response: See Attachment A, RFI Response 1319.

- C. [Mendoza] Please explain what is meant by “all ISI teachers will participate in job-alike meetings to review best practices for replication.” (Response to Mendoza Plaintiffs RFIs on Draft #2.) In light of the Special Master’s observation that many consultants used “do not align their advice to the ongoing approaches being promoted by the District,” that the “District should justify the employment of any outside consultant” (Special Master’s April 19, 2017 Memo re: Comments on Version 3 of 910G Budget), and Mendoza Plaintiffs’ ongoing concerns regarding the District’s apparent heavy use of consultants, Mendoza Plaintiffs ask that the District provide a justification for and detail the services to be provided by the “Higher Ground” consultant that is “to provide SEL services” as proposed in the District budget. (Response to Mendoza Plaintiffs’ RFIs on Draft #2 at 17.)

Response: See Attachment A, RFI Response 1320.

Activity 507 (Data Dashboard) No major changes.

Activity 508 (CRC and Engagement PD) No major changes.

Activity 509 (Multicultural Curriculum) No major changes.

Activity 510 (CRC)

- A. [SM] Itinerant Teachers for CRC (can’t we get a better title for these experts?). The District should clarify the criteria used to determine how many itinerant teachers will be needed. More intensive mentoring should be available for first year CRC

teachers than for second year CRC teachers and mentoring should not be required for more experienced CRC teachers. An average of 1/5 FTE should be assigned for teaching, the average number of mentees of different experience levels, etc.

Response: The criteria used to determine the need for ITs is the number of CRC teachers to support, and the additional functions of CRC ITs. The District estimates approximately 110 CRC teachers in SY 2017-18. At a ratio of 1:10, this would require approximately 11 ITs. ITs provide mentoring, observation, resources, and other support for CRC teachers at a minimum service level for all CRC teachers. “More intensive mentoring” is available for first and second year CRC teachers – the ITs differentiate the scope and level of mentoring support based on the individual need of each CRC teacher. Each IT will teach or co-teach at least one section to ensure that they remain connected to the classroom.

- B. [SM] The district’s intention to consider CRC global issues courses as CRC courses is disturbing and suggests a fundamental misunderstanding of why CRC courses have had the positive effects that research in TUSD indicates they have had. I have no objection to the global issues courses and now understand that they may encourage rather than the discourage enrollment in CRC courses. But I will not count these courses as satisfying the district’s responsibilities to implement the provisions of the USP related to CRC.

Response: The District, in creating an out-of-the box version of a CR course (for social studies in the 9th grade), has gone above and beyond the specific requirements of the USP in an effort to increase enrollment in CRC courses in subsequent years. This effort should in no way be mischaracterized as reflecting a “fundamental misunderstanding” of the purpose of CRC courses.

- C. [SM] Global Issues Courses. I withdraw my opposition to the global issues courses but believe they should not be characterized as CRC courses. Rather, these courses should be considered as additions to the multicultural curriculum.

Response: see above.

- D. [Mendoza] CRC Itinerant Teachers. In their comments to the Budget Draft #2, the Mendoza Plaintiffs recited the language of the Court’s Order requiring “full compliance” with the CRC Intervention Plan’s itinerant teacher model, and the CRC Intervention Plan requirement that itinerant teachers teach three CRCs, and therefore do not recite those comments here. At the April 12-13, 2017 Tucson meetings, and in its Response to the Special Master’s RFIs on Draft #2 (at 3) the District explains that of its eight itinerant CRC teachers in the 2016-17 school year, “only one IT teaches two classes, two ITs teach one class, and the other five do not teach any classes.” Mendoza Plaintiffs ask how many of the 10 planned CRC teachers does the

District currently intend to have teach CRC courses in the 2017-18 school year, and for each, the number of CRC courses that the itinerant teacher will teach?

Anticipating that the District does not intend that each CRC itinerant teacher teach CRCs in the 2017-18 school year, Mendoza Plaintiffs object to the number of CRC itinerant teachers proposed as it is noncompliant with the Court's Order that specifically required "full compliance with the Intervention Plan's Itinerant Teacher Model." (Doc. 1982 at 4.) They ask that the District have each CRC itinerant teacher teach CRC courses, and that it budget for additional itinerant teachers to the extent it is required to provide adequate mentoring and full compliance with the Intervention Plan Itinerant Teacher Model.

Response: Each IT will teach or co-teach at least one section to ensure that they remain connected to the classroom. The District has budgeted for 11 ITs, thus at least 11 CRC courses will be taught or co-taught by an IT. If an IT co-teaches, they will not be the teacher of record but will have co-teaching responsibilities. By September 1, 2017, the District will be able to identify precisely whether certain ITs are teaching more than one class.

See Attachment A, RFI Responses 1316-1317, 1330, and 1368. Note: the response to RFI 1317 mistakenly refers to 12 CRC ITs – the District has budgeted for eleven.

Activity 511

- A. [Fisher – to Dr. Hawley] The Fisher Representatives are opposed to the District's proposal to reduce the number of student success specialists in the African American Students Services Department. This is part of what has been a focused effort to do away with the only program aimed specifically at the success of African American students. This issue was noted in the 2016 report by the African American Academic Achievement Task Force. The 1990-91 Annual Report indicated that the efforts of the Department employees were having positive results in raising attendance rates of African American students, reducing suspension rates and improving test scores. Since then, the Department's budget has been frozen and its responsibilities expanded to serve all students.

The sheer magnitude of the number of students needing service counteracts success. The District has allowed the Department to stagnate. Even though the initial job description called for student success specialists to have a BA in education or a related field, the District has allowed Director after Director to hire people without the requisite qualifications. This issue was noted in the 2016 report by the African American Academic Achievement Task Force. The

recommendation was that all employees without a BA be given a reasonable time to earn a degree and that all future hires have one. Additionally, the employees have received minimal if any professional development training to assist them in developing job skills.

After years of paying very little attention to the Department, the District wants to further decimate it. The reason for this is said to be based on the results of the evaluation of the Department done in 2016. We would like a copy of the evaluation, a description of any job related training these specialists have received and a report of the budget, number of employees, scope of service and number of students seen over the past five years.

It seems to the Fishers, that if the Department has not been effective, the first step should be a complete review to determine how to make it more successful. There is new research that shows that Black kids benefit from having Black teachers. There is no reason to believe that Black kids would or do not benefit from properly trained Black Support Specialists. The solution is to make the Department better trained and more responsive as to how to perform their duties, not to dismantle the Black Students Services Department.

Response: The District is not dismantling the department. Please see above Section C(1) for a description of the reorganization of the department.

- B. [SM] Student Success Specialists. If there are African American Student Success Specialists who have shown that they would be caring and competent teachers, supporting them to become certified would be a good investment.

Response: the District agrees and has had several discussions with qualified Specialists to this end.

- C. [Fisher] In his memo dated May 20, 2017, Dr. Hawley states that, "If there are African American Student Success Specialists who have shown that they would be caring and competent teachers supporting them to become certified would be a good investment." This statement cavalierly refers to our opposition to the dismantling of the African American Student Support Services Department and our continued demand that the District hire more African American teachers.

Once again, the Fishers state our opposition to eliminating seven Student Success Specialists positions in the Department. The USP directs the District to develop and implement a system for identifying African American students in need of targeted interventions to provide targeted support. During the development of the USP, the Fishers developed and submitted a plan

for these requirements (See attached), but the District failed to implement it. Now all of a sudden the Department is deemed ineffective. In its 2014-15, annual report (page 203) the District reported that the African American Student Services Department "administered direct student support, coordinated special events, documented and evaluated their efforts and expanded requirements to provide mentoring services and working with the community." Additionally, they monitored attendance, behavior, discipline, credit acquisition, credit recovery and grades. These services were documented on a monthly basis.

Once again, we request to see the evaluation instrument and results from the 2015-16 school year since that is the District's basis for reducing the staff in the Department.

Response: On April 26, 2017 the District submitted to the parties a copy of the "2015/2016 Evaluation of Student Service Equity Programs."

- D. [Fisher] However, if you reduce the employees how are they to continue to serve all of the African American students in the District. The staffing was already inadequate to address the needs of these students trapped in the racist system that is TUSD. It is our belief that the Green factor of data gathering and examination followed by an Action Plan is required prior to reducing the number of student success specialists. This is the only department with the responsibility of ensuring African American students success. When it was determined that the Learning Support Coordinator (LSC) program was not effective, the District revamped it into the MTSS facilitator program. We expect nothing less for the African American Student Services Department. They are simply looking for funds to create a new program and care very little for the employees of African American Student Services. Dr. Trujillo's statement at the April Summit that the individuals would be placed in other positions, such as monitors is an indicator of the District's disregard for these employees and the students they service.

According to Dr. Hawley's "Formula Plus Rule" in his memo of August 14, 2014 regarding budget proposals, the District needs to "describe how additional activities and personnel funded by 910G relate to the goals of the USP." There is no question that the AASS Department meets these requirements. Reducing its budget to fund Restorative Discipline Coordinators does not meet this requirement. These facilitators will serve students not protected under the USP and as such should be funded out of the regular M&O budget. Section 5 7(a)(c) of the USP prevents the District from implementing this unwise and ill-advised plan.

Response: the District did not reduce Specialists in order to fund RPPFs. The District believes that the reorganization described in Section C(1) will be sufficient to address the USP requirements of African American Student Services. The AASSD is not charged with being the sole caretaker of all of the African American students in the District (in the same way, the MASSD is not charged with servicing every single Latino student in the District). The District, as a whole, is responsible for providing support services to African American students through the AASSD, MTSSFs, RPPFs, Teacher Mentors, CRP and CRC staff, etc.

- A. [SM] I asked whether the \$1000 incentive for MTSS Leads is adequate? I also asked if it was feasible to reduce the course load for people to be recruited to this role. The district explained that it was not feasible to reduce course load but did not answer the question of how it arrived at the \$1000 incentive because Leads seem to have substantial responsibility.

The District has identified schools based on need and will assign 38 MTSS Facilitators to those sites. Other sites with less identified need already have a designated MTSS Lead. The District’s proposed stipend – not an “incentive” – for MTSS Leads is designed to appropriately compensate the designated leads for the additional responsibilities. This in no way should be received as a communication that MTSS is not important. In fact, that the District is moving from a previous strategy of having unpaid MTSS designees to a strategy of compensating MTSS Leads is an indication that MTSS is important.

- B. [SM] Meeting Needs by Adding to the Workload of Full Time Employees

The District appears to be adopting a Districtwide strategy of meeting important needs by adding responsibilities to persons who are already undertaking important work. This cannot help but result in reducing the quality of both the primary work of the individual and the add-on work being paid for through stipends or 6/5 contracts. This strategy is being applied to family engagement, teacher technology facilitators, MTSS Leads, and to teachers in certain schools. If I were undertaking a program evaluation of these efforts, I would characterize them as symbolic responses. When the District is starting up a new program and student enrollment is uncertain, these approaches might be legitimized as transition strategies but they should not be continued.

RESPONSE: The District is not adopting a “Districtwide strategy of meeting important needs by adding responsibilities to persons who are already undertaking important work.” The District is allocating funding in a manner that allows for flexibility for employees, for opportunities for employees to willingly and voluntarily earn additional monies for performing additional functions (contributing to retention and job satisfaction), and utilizing and maximizing the skills and knowledge-based of

particular employees who can add value to District schools beyond their primary functions. The District also recognizes that schools have different student population sizes, needs, and resources. For example, the District might allocate funding for a full-time family liaison to serve the families of 700 students at School A and allocate funding for a family liaison lead to serve the families of 300 students at School B (this person could be identified by the site leadership as someone who has the skills and demonstrated capacity to fulfill the functions of a family liaison and who agrees to take on the added functions). The same applies to MTSS Leads: there are 86 schools and 38 MTSS Facilitators – leaving 48 schools without an MTSS Facilitator. The MTSS Facilitators are assigned to the most high-needs schools; the District is identifying an MTSS Lead to fulfill some of these functions at schools that are not high-needs. This could be characterized as a “transition strategy” as MTSS Facilitators may be reassigned to different schools in future years depending on site need. The Special Master has produced no evidence to support the assertion that permitting qualified individuals to take on additional work results in “reducing the quality of both the primary work of the individual and the add-on work being paid for through stipends or 6/5 contracts.”

Activity 512 (Quarterly Events) No major changes.

Activity 513 (Collaborate with Local Colleges and Universities) No major changes.

Activity 514 (Task Force)

- A. [SM] Summer Learning. One of the reasons why it is so difficult for the district to reduce the achievement gap is that students from low income families and communities lose some of what they have learned during the school year in the summer. Summer learning loss affects low income students significantly more than their better-off peers. This common problem can be addressed by a summer school program; there are many models to be implemented. This should be an extraordinarily high priority for the district and such programs should be located in communities that have a significant number of African American children. Of course, such programs would benefit Latino children as well but African American students, overall, are achieving at lower levels than Latino students and therefore should have priority for this proven academic improvement strategy.

Response: Please see sections C(2) and C(3) above.

Activity 515-516 (Referrals, Evaluations, and Placements / Supportive and Inclusive Environments) No major changes.

Activity 601 (Restorative Practices and PBIS)

- A. [Mendoza] PBIS and Restorative Practices. The District indicates that there will be “several ‘lighthouse schools’ (which have not yet been identified) [that] will send a team to receive intense training in RP this summer from an outside consultant/company (as yet not selected). In turn, these teams will provide training to other sites at the beginning of the next school year, and to relevant staff (like the newly-hired RPPFs.)” (*Id.*) Does the District not have the capacity to provide the type of Restorative Practices training it intends be delivered to individuals at the “lighthouse schools”? How many “lighthouse schools” will there be? How will the District determine which schools get selected as “lighthouse schools”? Mendoza Plaintiffs further ask that, once the District determines which consultant firm it proposes to use for the RP training, that it promptly inform the Plaintiffs and Special Master of the identity of the consultant along with a justification for the District’s proposal to use that consultant.

How will the District’s selection of the “lighthouse schools” whose teams will receive “intense training in RP” relate to the six schools that will receive “tier 2 academy training” with KOI in 2017-18 (*id.* at 18)? As they did (in their Draft #2 comments) with respect to the referenced KOI training, Mendoza Plaintiffs urge the District to include Utterback as a “lighthouse school” to receive RP training given the discipline issues that school has faced and the reports Mendoza Plaintiffs have heard concerning inadequate discipline-related training at Utterback.

See Attachment A, RFI Responses 1322-1323.

Activity 602 (GSRR/Code of Conduct) No major changes.

Activity 603 (Student Discipline Training for Sites) No major changes.

Activity 604-606 (Discipline Roles/Data Monitoring/Corrective Action Plans)

Activity 607 (Successful Site-Based Strategies)

- A. [SM] Best Discipline Practices Resource. It does not appear that the district has provided sufficient funds to create an online researchable file of effective practices related to student discipline. I have discussed what such a file would look like with Cathy Comstock and she appears to be interested in developing such a resource.

[Mendoza] Successful Site-Based Strategies. At the April 12-13, 2017 Tucson meetings, Mendoza Plaintiffs were encouraged to hear from the Special Master that the District recently had agreed that it will undertake to develop a catalogue of best discipline practices that will be widely accessible to its staff online. Mendoza Plaintiffs understand that the District is at the beginning of its effort to help District personnel replicate best discipline practices, but ask that it detail what it currently envisions it will produce in this regard, who will have access to the materials that will be developed, and for an estimate (if one already exists) of when this effort will be implemented (recognizing that new best practice materials presumably will be added on an on-going basis).

Given that the total amount allocated to successful site-based strategies has not changed between Draft #2 and Draft #3 of the Budget, Mendoza Plaintiffs ask whether the current allocation to this activity is sufficient to cover the costs associated with its effort to catalogue and make best practices information available online? If not, they ask that the District revise this budget allocation to ensure an adequate allocation.

Response: Based on feedback from the Technology Services department, the District has determined that there will be little to no cost to implement the online searchable file of effective practices related to student discipline. See Attachment A, RFI Responses 1324-1325.

The District has developed strategies to build on its existing plan to identify, share, and replicate best practices throughout the District. For the 2017-18 school year, the District is developing an online best practices resource within the District's internal online file sharing system, SharePoint, in the MTSS section. Every school administrator, academic leader, MTSS Facilitator, MTSS Leads, and Restorative and Positive Practices Facilitators will have access to the MTSS SharePoint.

In its initiation, this online resource will include best practices in the following areas: Discipline (conducting an investigation, applying appropriate rules and procedures for searches, analyzing discipline data and using the Data Dashboard, entering data into the Synergy Student Information System, and implementing effective ISI classroom activities tips); MTSS (meeting protocols, possible schedules, responsibilities of team members, flowcharts, successful MTSS strategies, and data templates); PBIS (exemplary Behavior Expectation Matrices, discipline flow charts, sample incentive systems, PBIS lessons, and celebrations); and Restorative Practices (strategies, etc.).

Within each section, the District will build a collection that includes descriptions of the practices, examples, form templates, and videos clips of the practice in action (where available). Under the direction of the District's Restorative and Positive Practices Coordinator, Cathy Comstock, the development, implementation, training, and monitoring of this online resource will occur through existing staff and resources using the existing SharePoint platform. No additional funding is needed for this resource.

In addition to the SharePoint, the District will utilize the Microsoft Office 365 PLC module specifically developed for teachers and administrators to support the PLC process and to allow staff to share and collaborate effectively and efficiently. As staff identify best practices they will be able to document and share best practices, and the items will be searchable across the district within Office365. There is no additional cost for this resource provided through Office 365 and funded through M&O.

Please note: the District's existing intervention system, Clarity, includes best academic and discipline practices that are available to all end-users based on the student's particular identified need.

Activity 701-702 (Family Center Plan and Engagement Resources) and Activity 703-704 (Family Engagement Tracking and Translation/Interpretation)

[SM] Family Engagement. At least one family/community liaison should be assigned to schools serving students eligible for free and reduced meals (not just lunch).

Response: the District, through Title I and supplemented by 910G funds, has assigned family/community liaisons to all schools identified as having a need for one. All schools serve students who are eligible for free and reduced meals, but not every school in the District has, or needs, the additional resource of a family/community liaison.

Activity 801 – 802 Extracurricular Equitable Access (EEA) Plan No major changes

Activity 901 (FCI/MYFP)

- A. [Mendoza] Multi-Year Facilities Plan ("MYFP"). Mendoza Plaintiffs appreciate the District's explanation concerning the difference between the "Deseg-MYFP" and "CARE/UPKEEP Of" entries in the budget (*see id.* at 22) but that response raises

other questions. The District describes the latter entry as “repairs and maintenance [that] are not tied to a list of projects or schools... [it] supplement[s] the M&O allocations that support supplies, staff, and other costs.”

However, Mendoza Plaintiffs understand that the MYFP “list of projects” to which the “CARE/UPKEEP OF” budget entry is “not tied” also are for facility “repairs and maintenance” and therefore do not understand the distinction the District appears to be describing between “Deseg-MYFP” and “CARE/UPKEEP Of.” (Indeed, Mendoza Plaintiffs’ review of the MYFP did not help them identify what maintenance activities might fall under the “CARE/UPKEEP OF” budget entry or how it might differ from the list of projects that fall under the “Deseg-MYFP” budget entry.) Mendoza Plaintiffs ask whether and how the District prioritizes repairs and maintenance projects funded under the “CARE/UPKEEP” budget entry and again ask how these repair and maintenance projects differ from those under “Deseg-MYFP? Further, Mendoza Plaintiffs also are confused by the District’s description of the \$540,000 “CARE/UPKEEP” entry as a “supplement [to the M&O allocations that support *supplies, staff and costs*” (*see id.*; emphasis added) as there is a separate entry for “supplies” under the MYFP activity code, and there are no FTEs associated with “CARE/UPKEEP.” To further Mendoza Plaintiffs’ understanding, they ask that the District provide examples of “supplies, staff and costs” that would be funded under this budget line (perhaps using examples from the 2017-18 school year), and how those items differ from MYFP projects.

Response: See Attachment A, RFI Responses 1326-1327

Activity 902 (TCI/ESS/MYTP) No major changes.

Activity 903 (Tech PD) No major changes.

Activities 1001 – 1005 (EBAS; Budget; NARA) No major changes.

ATTACHMENT A

5/15/17

**Part 1 of TUSD Responses to
SY 17-18 Draft 3 Budget
RFI's**

TUSD RFI #(s): 1284-1289; 1291-1294; 1297-1299; 1301-1304; 1308-1312; 1314-1317; 1321-1329; 1331-1332

Estimated TUSD Staff Time: 40 hours

Attachment(s): Attachment RFI 1321 Social and Emotional Learning;

Attachment RFI 1329 Fifteen Point Mentor Analysis;

Attachment RFI #1331 Itinerant Teacher List;

Attachment RFI 1332 Summer learning programs SY2016;

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group "Deseg."

Request for Information

Submitted by:	Special Master and Plaintiffs
Submission Date:	4/23/17, 4/24/17, 5/1/17
Subject:	Draft 3, SY 17-18 Budget
USP or Reference	

The following responses address follow-up questions posed by the Special Master in his memo of April 23, 2017, the Mendozas in their RFIs of April 24, 2017, and the Parties in meeting 5/1/17:

Special Master

RFI #1284: Page 4, RFI 1061. Since some of the summer activities seem quite important, I asked if the district had prioritized them, especially since they will be funded apparently from vacancy savings. The district response was that it did not prioritize them. How can the plaintiffs and special master be assured that these programs will be supported?

Response: Discussed at May 1, 2017 budget phone conference.

RFI #1285: Page 5, RFI 1062. What is the point of having a list of priorities if the priorities are not ranked?

Response: The list of priorities helps guide the District's analysis of how to spend reallocated funds. The purpose of the list is to identify the areas/items that are "ranked" ahead of the other dozens of options for reallocating available funds. The Budget Operations Expert, Dr. Balentine, suggested the development and use of a priority list and did not include in that suggestion that the priorities should be ranked.

RFI #1286: How many students are enrolled in IB classes at Cholla? How many students receive certificate credit? How many students receive the IB diploma?

Response: 254 students are enrolled in at least one IB class. Of those, all of them will receive certificate credit in the courses they are enrolled in. In 2015-16, five students received an IB diploma. In 2016-17, the District anticipates 21 students will receive the IB diploma.

RFI #1287: RFI 1114. I asked for clarification about what it meant to upgrade to DAEP support staff. What I'm after here is whether these individuals will be certified and, in any case, will the qualifications they have meet the demands of the positions they will be assuming?

Response: The Behavior Intervention Monitors (two HS; three MS) are not certificated. Currently, the BIMs are not part of the site MTSS teams. The "upgrade" will include a new requirement that BIMs will travel to the sending school to meet with the MTSS teams and to be an active part of the student's transition back into the school. The current BIMs (4) have the appropriate qualifications to fulfill this function and the District is developing additional training to support them.

RFI #1288: RFI 1130. The district is seeking partial relief from court supervision with respect to its student information system. Its response here suggests that it is still developing the online tracking. When is this capability to be implemented?

Response: The District may identify and develop one or more additional functions for its Student Information System ("SIS") or additional application integrations every year based on need, available technology, ongoing evaluation, or a host of other factors. That the District is still developing one function of one component of the EBAS is evidence that the District is committed to ongoing evaluation, upgrade, and improvement of the EBAS – even as it seeks partial relief. Family engagement interactions and event tracking are not core components of an SIS, they are additional functions or applications that the District is building integration into the EBAS.

As Synergy was being launched, the District investigated the possibility of leveraging Synergy's data structures to accommodate this specific type of family engagement tracking. Unfortunately, Synergy does not allow for this type of customization. The District is confident that by the start of the SY 2017-18, it will be able to leverage Office 365 Dynamics

which is specifically designed for Client Relationship Management (CRM) for tracking client interactions across various disciplines throughout the private and public sectors. The District has confirmed that Office 365 Dynamics has the ability to track family engagement interactions and will be utilized district wide at campuses and Family Centers.

RFI #1289: Given the productive discussion of MTSS facilitators and RPPFs at the budget meeting, please confirm that 38 MTSS facilitators are budgeted along with 10 RPPFs.

Response: Confirmed.

RFI #1291: The Fisher Plaintiff's want to know why one million dollars in Deseg M + O is being transferred to Deseg capital? What did or do they plan to use it for?

Response: The funding was moved to the appropriate USFR category; this is not related to the 2017-18 USP Budget.

Mendoza

MTSS Facilitators/Restorative and Positive Practices Facilitators/Student Success Specialists/MASSD and AASSD

RFI #1292: What specific "USP activities and functions" is the District referencing and how will those activities and functions be accomplished with the reduction in Department personnel? Will the roles of Student Success Specialists be redefined? Will the job requirements be changed from those now in place? Will Student Success Specialists continue to be assigned to specific schools? If so, on what basis? If so, how will services be delivered to the remaining schools?

Response: Discussed at May 1, 2017 budget phone conference.

RFI #1293: Will this function continue after the elimination of so many Student Success Specialist positions? If so, how will it be staffed?

Response: Discussed at May 1, 2017 budget phone conference.

RFI #1294: Mendoza Plaintiffs therefore request that a telephone conference on this subject be scheduled in the near future as they cannot agree to the proposed budget allocations in the inter-related areas referenced in the topic heading above until this issue is addressed. (focus on reinvigorating the MASSD)

Response: The parties scheduled and held a telephone conference on May 1, 2017.

Reading Recovery

RFI #1297: Mendoza Plaintiffs therefore ask if they are misunderstanding something and on what basis the District says that no new program can be started unless at least one teacher has completed required graduate Recovery teachers to run the training for the District.” (Draft #3 Cover Letter at 11-12.) Does this mean that the District has no present intention to expand the program beyond the 12 schools in which it is currently offered?

Response: Discussed at May 1, 2017 budget phone conference.

RFI #1298: If in fact formal training is required, is there no way that a trained teacher can be asked/encouraged/provided a stipend to move from a school with an existing program to be the lead teacher at a school that does not yet have the program as a means of accomplishing program expansion?

Response: Discussed at May 1, 2017 budget phone conference.

RFI #1299: Has that analysis occurred? If so, what were the results and did it propose changes in the placement of the program?

Response: Discussed at May 1, 2017 budget phone conference.

Other Reading Programs

RFI #1301: Why can't the literacy coach referenced in the Executive Summary provide the needed professional development?

Response: Discussed at May 1, 2017 budget phone conference.

RFI #1302: Again, Mendoza Plaintiffs are amenable to a telephone conversation rather than a written response to address these and the other Reading Recovery issues they have raised.

Response: The parties scheduled and held a telephone conference on May 1, 2017.

BOOST

RFI #1303: Is the BOOST program currently being implemented in the District and, if so, where; how many students have participated in the program (by year and school); and does the District have plans to expand the program (and, if so, where)?

Response: No, it is not being implemented. The District has plans to expand the program in SY 2018-19 (beginning in July of 2018)

Magnet School Consultant

RFI #1304: Mendoza Plaintiffs would like to know the rationale for eliminating this proposed expense and whether the District does intend to consider the creation of any new magnet schools?

Response: The District allocated funds for a magnet consultant. The consultant completed the required work. The District has been actively considering the creation of new magnets.

PD Assessment

RFI #1308: Does the District no longer plan to train teachers on the early warning system or has it changed the model? If so, in what way?

Response: This question is unclear

“Make the Move” Program

RFI #1309: Mendoza Plaintiffs therefore ask in what ways the District will market the “Make the Move” program differently in the 2017-18 school year than in the 2016-17 school year.

Response: We have sent an email notification to all staff including posting on the intranet, held information sessions on the program and invited partner academic programs. We also have expanded the program to include Dual language which has attracted more Hispanic applicants. The program has grown by nine additional participants.

RFI #1310: Mendoza Plaintiffs also request a racial/ethnic breakdown of the participants in the “Make the Move” program for the 2017-18 school year.

Response: Current numbers as of 5/1/17 are:

Ethnicity	Number of Participants for Make the Move 2017-18	Percentage of program
African American	3	19%
Hispanic	8	50%
Native American	1	6%
White	4	25%
Total	16	100%

Teacher Diversity Stipends and Vacancy Savings Issues

RFI #1311: Please provide the complete list of stipends the District intends to partially fund using “vacancy savings,” including the amount of such funding.

Response: Discussed at May 1, 2017 budget phone conference.

RFI #1312: Mendoza Plaintiffs also ask on what basis the District decided to reduce the amount of teacher diversity stipends from 100 stipends to 80 stipends? (Draft #3 Cover Letter at 6.)

Response: Discussed at May 1, 2017 budget phone conference.

Teacher Mentor Stipends

RFI #1314: In light of the Special Master’s observation that the District’s point system (used to determine the number of teacher mentors it will have and amount of mentoring they will provide to beginning teachers) resulted in an inadequate number of teacher-mentors last year, what is the District’s rationale for believing that this system will result in an adequate number of teacher mentors in the 2017-18 school year?

Response: Discussed at May 1, 2017 budget phone conference.

RFI #1315: They therefore ask that the District provide the Plaintiffs and Special Master (together with the similar information requested with regard to stipends above) a complete list of items that it intends to fund with “vacancy savings” and the amount of such intended funding.

Response: Discussed at May 1, 2017 budget phone conference.

CRC Itinerant Teachers

RFI #1316: How many of the 10 planned CRC teachers does the District currently intend to have teach CRC courses in the 2017-18 school year, and for each, the number of CRC courses that the itinerant teacher will teach?

Response: Ten CRC courses, equivalent to an average of .2 FTE (1/5) for all ITS, will be taught or co-taught by an IT. By September 1, 2017, the District will be able to identify precisely how many of the ITs are teaching or co-teaching a class, and whether certain ITs are teaching more than one class.

RFI #1317: They ask that the District have each CRC itinerant teacher teach CRC courses, and that it budget for additional itinerant teachers to the extent it is required to provide adequate mentoring and full compliance with the Intervention Plan Itinerant Teacher Model.

Response: Each IT will teach or co-teach at least one section to ensure that they remain connected to the classroom. The District has budgeted for 12 ITs.

DAEP and ISI

RFI #1321: Mendoza Plaintiffs ask that the District provide a justification for and detail the services to be provided by the “Higher Ground” consultant that is “to provide SEL services” as proposed in the District budget. (Response to Mendoza Plaintiffs’ RFIs on Draft #2 at 17.)

Response: See Attachment RFI 1321 Social and Emotional Learning.

PBIS and Restorative Practices

RFI #1322: Does the District not have the capacity to provide the type of Restorative Practices training it intends be delivered to individuals at the “lighthouse schools”? How many “lighthouse schools” will there be? How will the District determine which schools get selected as “lighthouse schools”? Mendoza Plaintiffs further ask that, once the District determines which consultant firm it proposes to use for the RP training, that it promptly inform the Plaintiffs and Special Master of the identity of the consultant along with a justification for the District’s proposal to use that consultant.

Response: Principals who were interested and committed to leading “lighthouse schools” were asked to submit their names to their Academic Directors. Academic Leadership did consider principal requests to become Lighthouse principals. Leadership then selected schools based on the following criteria: 1) schools needed to have principal leadership that was strong and in place for more than a year; 2) schools needed to have strong relationships between faculty and administration; 3) schools needed to have buy-in from the principal and staff at the school.

Leadership collaborated with Mr. Jason Freed, TEA President, and received his input. Leadership also reviewed the list of schools with Interim Superintendent, Dr. Trujillo. Leadership is recommending ten schools to be lighthouse schools who would receive extensive training on Restorative Practices during the upcoming summer and the 2017-2018 school year. The candidate schools are:

Borton Elementary
Wheeler Elementary
McCorkle K-8
Morgan Maxwell K-8
Pueblo Gardens, K-8
Mansfeld Middle School
Secrist Middle School

Vail Middle School
Palo Verde High School
Pueblo High School

The next step is to set meetings with these principals to outline why they are candidate schools, and to discuss whether they are interested and have the capacity to embed restorative practices in their school.

Leadership has a Request For Proposal (RFP) out to various consultant groups who specialize in Restorative Practices. Once TUSD selects a consultant group, we will alert Special Master and Plaintiffs. We believe the consultant group selected will be able to work with these 10 lighthouse schools.

RFI #1323: How will the District’s selection of the “lighthouse schools” whose teams will receive “intense training in RP” relate to the six schools that will receive “tier 2 academy training” with KOI in 2017-18 (*id.* at 18)?

Response: There will not necessarily be a relationship between these two training initiatives. Some of the schools that are in the intensive Tier 2 PBIS Academy have positive school cultures and may not have volunteered to be “lighthouse” schools. It is important to note that 24 MTSS Facilitators who attended the intensive KOI Tier 1 PBIS “Trainer of Trainer” Academy last July will participate in the KOI Tier II PBIS “Trainer of Trainer” Academy this July. These 24 MTSSF’s will also take responsibility for training all new MTSS F’s in the Tier I model.

At this point one school that also received the intensive year-long KOI PBIS training has been selected as a lighthouse school candidate - Palo Verde High. The District believes PVHS is an excellent candidate school for restorative practices and will consult with its principal regarding implementation of this new initiative.

Successful Site-Based Strategies

RFI #1324: Mendoza Plaintiffs understand that the District is at the beginning of its effort to help District personnel replicate best discipline practices, but ask that it detail what it currently envisions it will produce in this regard, who will have access to the materials that will be developed, and for an estimate (if one already exists) of when this effort will be implemented (recognizing that new best practice materials presumably will be added on an on-going basis).

Response: The District is not at the beginning of this effort – the District provided a report in September 2016 and has been engaged in this effort for years. The online component of these efforts will be up and running this fall.

RFI #1325: Given that the total amount allocated to successful site-based strategies has not changed between Draft #2 and Draft #3 of the Budget, Mendoza Plaintiffs ask whether the

current allocation to this activity is sufficient to cover the costs associated with its effort to catalogue and make best practices information available online?

Response: Discussed at May 1, 2017 budget phone conference.

Multi-Year Facilities Plan (“MYFP”)

RFI #1326: Mendoza Plaintiffs ask whether and how the District prioritizes repairs and maintenance projects funded under the “CARE/UPKEEP” budget entry and again ask how these repair and maintenance projects differ from those under “Deseg-MYFP”?

Response: The DESEG-MYFP is managed and run by our Project Management team aka Architecture and Engineering (5013), and day to day “CARE/UPKEEP” budget is managed and run by Facilities Management (5014). Our Facilities Management work order software, FAMIS, is for Facilities to log repair for systems that with a more simplified maintenance can be up and running fairly easy. When the repair is expensive, extensive or difficult we consult School Facilities Board (SFB) for possible resolution. This often becomes a safety issue in MYFP, and is dealt with according to the MYFP flow chart by the Project Management team in A&E. Our FCI and MYFP guide us in prioritizing major repairs and replacement--that is FCI and the MYFP purpose. However, since we don’t have budget readily available due to funding; we find ourselves at our proverbial “rope’s end” with an emergency to SFB.

Two separate budgets and working teams.

RFI #1327: To further Mendoza Plaintiffs’ understanding, they ask that the District provide examples of “supplies, staff and costs” that would be funded under this budget line (perhaps using examples from the 2017-18 school year), and how those items differ from MYFP projects.

Response: The majority of budget items for MYFP would be classified as Capital and contracted. Their projects are significant and TUSD Finance reviews this. Since I noted that Facilities Management does not manage MYFP, they don’t have capital projects or deseg funding support for the MYFP purpose. MYFP funding is in the A&E Project Management group, as is the management of FCI, ESS, and the MFYP monitoring and changes. Capital wage is assigned by Finance to manage those capital project(s); again only seen in that department. So, there is a definite separation for costs regardless of “supplies, staff and costs” as noted. Therefore as an example for any budget year; Cost Center 5013, a small group, is the one that has specific budget items for MFYP. Conversely, Cost Center 5014 is a very large group, and no MYFP funding or budget.

RFI #1328: Ethnic breakdown of MTSS facilitators

Response: See below for the ethnic breakdown of MTSS staff. The percentages are representative of the district averages for certificated staff.

Race	MTSS Count	MTSS%	District % Cert. Staff
White	19	59%	65%
Black	1	3%	3%
Hispanic/Latino	10	31%	28%
Asian or P.I.	2	6%	2%
Native American	0	0%	2%
Total	32	100%	100%

RFI #1329: [Special Master]: 15 Point Mentor Analysis

Response: See Attachment RFI 1329 Fifteen Point Mentor Analysis. Note this is an Excel document containing four individual worksheets – a cover sheet, and consolidated lists for SY 14-15, 15-16, and 16-17.

RFI #1331: CRC – Provide evidence that ITs are performing “all” duties and functions required – not just mentoring duties; could be schedule, checklist, etc.

Response: Please see attachments with sample evidence of all duties performed by IT: Attachment RFI #1331 Itinerant Teacher List.

RFI #1332: Summer Learning Programs – Data from 2017 summer programs including how many students by Title 1 w/ race/ethnicity; Tina Stevens

Response: See Attachment RFI 1332 Summer learning programs SY2016.

Justification:

Social and emotional learning (SEL) is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

During the 2015-2016 SY, DAEP provided a dedicated time for SEL during the school day when the SEL skills were taught. SEL curriculum was embedded into existing Social Skills curriculum and was taught by DAEP teachers. At the Middle School sites, the lessons were taught a minimum of 2 days per week; at the High School level they were taught daily. DAEP leadership selected a 40-item Locus of Control (N-SLOC) assessment for adults and youth. (Nowicki, S. & Strickland, B. (1973) "A locus of control scale for children", *Journal of Consulting and Clinical Psychological* 40(1), 148-154). Those students with a high internal locus of control exhibit better control of their behavior than those with a high external locus of control. Because of the scoring methodology, a gain in internal locus of control requires a reduction in the mean value from pre to posttest.

The results from this assessment were slight and showed only a gain or loss of about a point at all sites except for Magee which showed a reduced perception of control. Project MORE and Southwest Alternative Middle School were the only two program sites that displayed a small increase in an internal locus of control. One reason that this data shows inconclusive results may be that DAEP enrollment was not long enough in duration to alter a student's state of mind. Other reasons may be that they actually did not have much control over their lives at this juncture. Please see Table 14 for a summary by DAEP site of the pre-post test results.

DAEP Site	SEL Pre-test		SEL Post-test		SEL Gain	
	Means	N	Means	N	Means	N
Magee	59.78	18	63.50	18	3.722	18
Project	69.37	40	69.23	40	-.150	40
SW Alt M	64.54	26	65.62	26	1.077	26
Doolen	62.27	22	62.09	22	-.182	22
All Sites	65.08	106	65.89	106	.802	106

Low results from the Locus of Control survey for the 2015-2016 SY required DEAP to make adjustments to who and how SEL was going to be more effective for the 2016-2017 SY.

SEL Services from Higher Ground 2nd semester 2016-2017:

During the 2nd semester of 2016-2017, Higher Ground has implemented its programming to TUSD students who are in the District Alternative Education Program, during regular school at 3 sites, Project More, Southwest, and Magee. During this time, Higher Ground has implemented research based Social Emotional Learning classes and activities, provided mentoring, referred students to other services and resources, and provided a tracking system to help improve students' coping skills and resources.

The first site was opened this year January 12th at Project MORE and the final site at Magee was opened March 16th. All 3 sites implemented the same curriculum and cross trained staff to ensure program

integrity and quality. Some activities varied at each site dependent on student response to ensure student engagement.

Program Implementation

Higher Ground was asked by TUSD to implement its programming **twice a week at each site for 2 hours and 15 minutes a day in the morning**. Times were adjusted based on the locations block schedule. All sites followed the following outline:

- Introduction Community Building Activities – 10 minutes
- Goal Setting – 5 minutes
- Social Emotional Lesson (SEL) integrated into Physical Activity – 45 minutes
- Social Emotional Lesson on Emotion Management and Behavior – 60 minutes
- Reflection Session and Journal Writing – 15 minutes

This outline was based on Higher Ground's years of experience running youth programs at several locations and follows David Weikart Quality Youth Programming principles¹. Throughout the 2 hours, one on one mentors were available to help students and redirect their behaviors. A ratio of 1 staff member for every 5 students or less was strictly enforced. All staff members are certified Behavioral Health Technicians with over 100 hours of training. All staff members had a minimum of 2 years of experience in youth programming and education, with several staff members having over 10 years of experience.

The list of community building activities are activities related directly to the rest of the SEL lesson they are learning that day and proven activities to build rapport and allow the students to be engaged with the staff. It is designed to break down cliques and allow students to be in an engaging atmosphere with the adults and help them open up during mentoring sessions and the SEL lessons.

The first set of SEL lessons were implemented using an evidence based curriculum called Thinking for a Change². Integrating Thinking for a Change in 2 major activities, Judo and Basketball, was a strategy used in order to keep students engaged in a physical activity based on research effective ways to implement SEL classes through physical activities³. Judo, a martial art and Olympic Sport was highly encouraged to the student as martial arts is a well researched therapeutic method for people with anger management⁴. Basketball was used as an alternative due to its popularity among the students.

The second set of SEL lessons were implemented using an evidence based curriculum called Real Colors with Youth Crossroads⁵. This curriculum is implemented by 2 NCTI certified trainers who are on staff with Higher Ground. The 60 minute session is implemented with all the activities, workbooks, and reflection sessions included. Youth are provided the workbooks and all activities are administered in small group settings with adult facilitators to ensure quality.

¹ David Weikart Center for Youth Quality Program <http://www.cypq.org/about/approach>; <https://www.selpractices.org/>

² Thinking for a Change by Jack Bush, Ph.D., Barry Glick, Ph.D., and Juliana Taymans, Ph.D. National Institute of Corrections (NIC) (<http://nicic.gov/t4c>)

³ Social and Emotional Learning Policies and Physical Education by Jenn Jacobs and Paul Write Ph.D; Spark the revolutionary new science of exercise and the brain by John J Ratey, MD

⁴ Martial Arts for ADHD Teens: An Evidence Based Alternative by Dr. Ramfis Marquez Ph.D

⁵ National Curriculum and Training Institute Youth Crossroads http://ncti.org/programs/crossroads_juvenile

All students that come to DAEP are given several pre and post assessments to ensure that the goals are being achieved and ensure that SEL classes are effectively impacting youth. TUSD DAEP staff were also given several pre and post assessments as best practice methods for measuring quality of SEL classes. However, currently TUSD DAEP staff assessments are still in development. Fidelity of the staff assessments is entirely dependent on the understanding of adult staff and their fidelity in answering the assessments as accurately as possible. Training for these assessments will be implemented to gather more effective data.

The three pre and post assessments that Higher Ground implements are based on research based assessments. The staff assessment that would be most effective once TUSD DAEP staff has been trained and fully understand the intricacies and importance of the assessment. This staff assessment is based on David Weikart SEL Practices for Youth Programs⁶. The Grit assessment is also a researched based assessment conducted by Dr. Angela Lee Duckworth regarding success⁷. The behavior self-assessment is the 3rd assessment and is based Child Trends, Providing Educators with Tools to Measure and Monitor Social and Emotional Skills that Lead to Academic Success.

Multiple students stated that they are learning what new behaviors look like. Examples of these new behaviors are:

- talking things out,
- not yelling, and
- going for walks to de-escalate themselves.

During reflection sessions students have written that they are beginning to recognize their emotions and the risks in negative behaviors. Here are some examples of the goals that students have set:

- not rolling eyes at people,
- reducing yelling,
- avoiding hitting walls,
- and controlling anger.

They stated that these behaviors can be replaced by thinking about their actions before acting. They stated that some negative things can be replaced with things like playing their guitar, opening up to talk to people. Majority of students have stated that the most useful tool has been Judo when it comes to teaching them to have respect and self control.

- "I learned we're going to have risk throughout life."
- "I learned how to improve my behavior and not hurt anymore."
- "I learned respect and new thinking."
- "I learned that these students are not what they are here for. They are awesome, great thinkers and can go far in life."
- "I learned how new thinking helps you better in a problem than old thinking."
- "I liked hearing Mr. Desmond talk about how anger is okay."
- "I learned that trusting someone takes time."
- "I learned the stories of others."

⁶ Preparing Youth to Thrive Assessing Youth Skills David Weikart Center for Youth Program Quality

⁷ Grit: Perseverance and Passion for Long Term Goals by Angela Lee Duckworth Phd, Christopher Peterson Phd, Michael Matthews and Dennis Kelly

- “I love working in groups.”

Finally, here are a few testimonials from students:

- “I like being here, because Higher Ground has a good support system, to anybody. You encourage us to do better and be better people. How to deal with others and be respectful. I’m learning how to communicate with multiple people, because everyone works differently. You guys aren’t judgmental and treat everybody the same.”
- “At Higher Ground I enjoyed being so welcoming. Every corner you turn someone is willing to tell about themselves so you can have the best experience.” –A.P
- “I really like it, it’s helped me in a lot of ways. It helped me solve my problems by communicating better and walking away.”
- “At Higher Ground the energy is positive. The kids here remind me of my siblings, that I don’t get to see a lot. It is helping me stay focused on my goals. My first is to be the first to graduate High School and then go, to the Army.”
- “I was told by Coach Christina that when you have a goal, you don’t want to jeopardize it. It has helped me stay focused.”-A.C

Applying the point system to the past three years of NTIP

	Total Point 15 pts	#Mentors
14-15	511	15 34.06667
15-16	564	15 37.6
16-17	613	15 40.86667
		37.51111
		38 mentors

14-15 Consolidated Lists

PTS	Employee ID	First Name	Last Name	2014-15 School	Subject/Grade	Yrs Exp	Notes	Status	Email	EEI
1	032878	Rachel A	Goldstein	Bloom	Ex Ed Teacher (Induction)	1	07.17.14 Orientation		Rachel.Goldstein@tusd1.org	A x
1 Kelly Mack MC	029269	Roberto	Collazo	Bonillas	2nd Grade ELD	1	09.04.12 Orientation-in program 1 year		Roberto.Collazo@tusd1.org	Took
1 Karen Martinez TC	033501	Virginia	McCormick	Booth/Fickett	Ex Ed Teacher CCS 7th Resource	1	06.26.14 Orientation- In Program 1 Year	Moving to another district school	Virginia.McCormick@tusd1.org	Fall
2	031839	Marie	Evans	Booth-Fickett	Teacher ELD 1st/2nd	0	08.29.13 Orientation - in program 1 year	Staying at current school	Marie.Evans@tusd1.org	A
2	033357	Michael	Papligone	Booth-Fickett	Teacher Autism	0	07.14.14 Orientation- In program 2 Years	Staying at current school	michael.papligone@tusd1.org	A x
2	033403	Carl	Yarter	Booth-Fickett	Math	0	12.12.13 Orientation-in program 1 year	Moving to another district school	carl.yarter@tusd1.org	B
1	023637	Veronica	Bonner	Borman	2nd Grade	1	07.23.13 Orientation-in program 1 year		Veronica.Bonner@tusd1.org	Took
1 Caryl Crowell MC	031391	Juan Manuel	Franco Jr	Borton	Teacher (Induction)	1	01.06.14 Orientation-in prgram 1 year	S	Juan.FrancoJr@tusd1.org	B
2	033375	Brittany	Fraser	Borton	2nd grade	0	07.17.14 Orientation- in program 2 years	moving out of state	Brittany.Fraser@tusd1.org	B x
1	032041	Jacqueline	Jendrisak	Borton	2nd grade	1	07.23.13 Orientation-in program 1 year	S	Jacqueline.Jendrisak@tusd1.org	Took x
2	034182	Katherine	Fouts	Borton	Temp Teacher 1st/2nd	0	02.19.15 Orientation-in program 2 years	moving to another district school	Katherine.Fouts@tusd1.org	Needs
3 Jeremy Clarke TC	033313	Angelina	Easterbrooks	Catalina	Teacher English	0	07.07.14 Orientation- In Program 2 Years		angelina.easterbrooks@tusd1.org	C x
3	033278	Melissa	Kornmuller	Catalina	Teacher History/Gov	0	06.26.14 Orientation- In Program 2 Years		melissa.kornmuller@tusd1.org	A x
3	031386	Isis	Perez	Catalina	Teacher Spanish	0	12.12.13 Orientation-in program 1 year		Isis.Perez@tusd1.org	Took
3	032976	Ana	Rivero	Catalina	Teacher Math	0	06.26.14 Orientation- In Program 2 Years		ana.rivero@tusd1.org	Took
3	030229	Lisa	Sullivan	Catalina	Teacher English	0	07.31.14 Orientation- In program 2 years		Lisa.Sullivan@tusd1.org	C
2	032866	Robert Lewis	Trogli	Catalina	Teacher (Induction)	1.5	06.26.14 Orientation- In Program 1 Year		Robert.Trogli@tusd1.org	B x
3	033305	Alexander Joseph	Velgos	Catalina	World History/Amer Gov/Eco	0	07.07.14 Orientation- In Program 2 Years		alexander.velgos@tusd1.org	B x
3	026692	Eric	Yetman	Catalina	ELD Student & Family Support Liason	0	07.25.13 Orientation - in program for 1 year		eric.yetman@tusd1.org	A x
3	017555	Frank	Folsom	Catalina	Teacher	0	01.08.15 Orientation-In program 2 years		Frank.Folsom@tusd1.org	Spring
3 Carol Leeson TC	025247	Skyler	Shenk	Cavett	Teacher 2nd	0	07.24.14 Orientation- In Program 2 years		skyler.shenk@tusd1.org	B
2	031790	Xochitl	Sierra	Cavett	Ex Ed	1	01.07.15 Orientation-in program 1 year		Xochitl.Sierra@tusd1.org	Took
3 Melissa Hall TC	032837	Elizabeth	Andros	Cholla	Teacher	0.5	07.17.14 Orientation-In program 2 years		Elizabeth.Andros@tusd1.org	Took x
3 Natasha Conti MC	033217	Jessica	Guerena	Cholla	Ex Ed Teacher	0	07.31.13 Orientation - in program for 1 year		Jessica.Guerena@tusd1.org	B
3 Kathryn Jensen MC	033356	Corey	Jones	Cholla	Teacher	0	9.26.13 Orientation - in program 1 year		Christopher.Jones@tusd1.org	C

14-15 Consolidated Lists

PTS	Employee ID	First Name	Last Name	2014-15 School	Subject/Grade	Yrs Exp	Notes	Status	Email	EEI
2	031806	Julian	Martinez	Cholla	IB Drama	1	01.14.13 Orientation-in program 1 year		Julian.Martinez2@tusd1.org	Took
3	031330	Benjamin	Olswing	Cholla	Teacher Biology	0	07.28.14 Orientation-In program 2 years		benjamin.olswing@tusd1.org	A
3	032664	Dale	Pelton II	Cholla	Automotive Technology	0	07.21.14 Orientation- In program 2 years		dale.pelton@tusd1.org	C
3	033388	Katherine	Pena	Cholla	Ex Ed Biology	0	07.17.14 Orientation- in program 2 years		katherine.pena@tusd1.org	C x
3	033095	Alexander	Smith	Cholla	Teacher	0	07.17.14 Orientation-In program 2 years		Alexander.Smith@tusd1.org	C x
3	033427	Jesse	Washburn	Cholla	Art Teacher	0	07.21.14 Orientation- In program 2 years		jesse.washburn@tusd1.org	A Winter/ Spring Day 4
3	032777	Michael	Saxon	Cholla	Temp Teacher Math	0.5	12.11.14 Orientation-In program 2 years		Michael.Saxon@tusd1.org	x
2	025993	Michael	Dienz	Cholla	Teacher Biology	1	07.28.14 Orientation-In program 1 year		William.Dienz@tusd1.org	Took
1 No Mentor	032217	Kacie	Berkson	Collier	Kinder	1	07.23.13 Orientation-in program 1 year	S	Kacie.Berkson@tusd1.org	Took
2 Grace Delajoux TM	032865	Margo	Holthouse	Collier	Teacher	0.5	07.28.14 Orientation-In program 2 years	S	Margo.Holthouse@tusd1.org	B
2 Grace Delajoux TM Alexander Rodriguez	022361	Kyle	Brady	Cragin	Dance Teacher	0	07.17.14 Orientation- in program 2 years	S	kyle.brady@tusd1.org	C
2 MC	033422	Bridget	Rossmeissl	Cragin	Drama	0	07.21.14 Orientation- In program 2 years	S	bridget.rossmeissl@tusd1.org	Fall x
2	033574	Elizabeth	Horton	Cragin	Temp Teacher	0	01.15.15 Orientation-in program 2 years	S	Elizabeth.Horton@tusd1.org	Needs
2	032338	Michael	Blunt	Cragin	Teacher 4th Grade	0	09.29.14 Orientation-in program 2 years	S	Michael.Blunt@tusd1.org	Spring x
	032879	Brooke Elyse	Warren	Davidson	Teacher	0.5	1.06.14 Orientation-in program 1 year		Brooke.Warren@tusd1.org	Took Fall
3										x
3	033978	Amy	Singleton	Davidson	Temp Teacher 1st	0	12.11.14 Orientation-In program 2 years		Amy.Singleton@tusd1.org	Spring
2 Pilar Atjian MC	033410	Adriana	Berkey	Davis	Teacher 2nd Grade	0	07.21.14 Orientation-In program 2 years		adriana.berkey@tusd1.org	B x
3 Diane Colman-Fields	033572	Stefan	Avramis	Dietz	Teacher 3rd Grade	0	01.29.15 Orientation-In program 2 years	S	Stefan.Avramis@tusd1.org	Spring
3	032775	Michelle	Pecora	Dietz	Temp Teacher 5th	0	01.29.15 Orientation-In program 2 years	S	Michelle.Pecora@tusd1.org	Spring
3	028554	Kevin	McKee	Dietz	ExEd Teacher	0	01.29.15 Orientation- in program 2 years	L	Kevin.McKee@tusd1.org	Needs
3	030575	Amy	Orr	Dietz	Teacher Art	0	01.12.15 Orientation-In Program 2 years	?	Amy.Orr@tusd1.org	Spring
1 Don Brennan TC	032151	Kimberly	Gay	Doolen	6-8 Art	1	07.23.13 Orientation-in program 1 year	D	Kimberly.Gay@tusd1.org	Took x
1	033482	Timothy	Powers	Doolen	Teacher Social St	1	12.12.13 Orientation-in program 1 year	S	Timothy.Powers@tusd1.org	Fall
1	032292	Juan	Colima	Doolen	Teacher Spanish 7/8	1	10.13.14 Orientation-inprogram 1 year	L	Juan.Colima@tusd1.org	Took
2	034159	John	Mosley	Doolen	Temp Teacher	0	02.12.15 Orientation-in program 2 years	L	John.mosley@tusd1.org	Needs
2 Krystal Scheid MC	031987	Clare	Flewelling	Drachman	ExEd Autism	1	07.23.13 Orientation-in program 1 year		Clare.Flewelling@tusd1.org	Took

14-15 Consolidated Lists

PTS	Employee ID	First Name	Last Name	2014-15 School	Subject/Grade	Yrs Exp	Notes	Status	Email	EEI
2	026523	Kleefeld	Amber	Drachman	Teacher	1	08.14.14 Orientation -in program 1 year		Amber.Kleefeld@tusd1.org	Took
2	Nora Jaramillo TM	032547	Christy Elisabeth	Stewart	Erickson	Teacher	0	10.03.13 Orientation-in program 1 year	Christy.Stewart@tusd1.org	C
1		032627	Jolene	Watkins	Erickson	Teacher (Induction)	1	07.22.14 Orientation-in program 1 year	Elisabeth.Watkins@tusd1.org	C x
2		033981	Julia	Burnett	Erickson	Temp Teacher 1st	0	12.11.14 Orientation-in program 2 years	Julia.Burnett@tusd1.org	Spring
1		031756	Ellen	Floyd	Erickson	Teacher 5th	1	08.07.14 Orientation- In program 1 year	Ellen.Floyd@tusd1.org	Fall
1	Kristy Esquerria TM	033513	Aissa	Mendez	Fruchthendler	Teacher	4	08.04.14 Orientation -in program 1 year	Aissa.Mendez@tusd1.org	Fall
1	Lynn Valenzuela TC	021989	Teri	Kilcran	Ford	ExEd	1	07.23.13 Orientation-in program 1 year	Teri.Kilcran@tusd1.org	Took
1		023779	Jennifer	Connolly	Gale		1	07.23.13 Orientation-in program 1 year	Jennifer.Connolly@tusd1.org	Took
2	Julie Shivanonda TM	031686	Nichole	Sylvian	Gridley	Teacher 6th LA	0.5	07.17.14 Orientation-In program 2 years	Nichole.Sylvian@tusd1.org	Fall x
3		032862	Ami	Fiero	Grijalva	Teacher Kinder	0.5	12.04.14 Orientation-In program 2 years	Ami.Fiero@tusd1.org	Took x
1	Julie Shivanonda TM	010024	Shelly	Spicer	Henry	1st grade	1	07.23.13 Orientation-in program 1 year	Shelly.Spicer@tusd1.org	Took
3	Rose Cota TM	031211	Tyler	Case	Hollinger	Teacher PE 7th-8th	0.5	08.01.14 Orientation-In program 2 years	Tyler.Case@tusd1.org	Fall x
2		011675	Amber	Merchant	Hollinger	7/8th grade Science	1	10.31.13 Orientation - in program for 1 year	amber.merchant@tusd1.org	C x
3		032859	Karilyn	Sharp	Hollinger	Teacher	0	07.29.14 Orientation -In Program 2 Years	Karilyn.Sharp@tusd1.org	C
3		033467	Andrea	Siciliano	Hollinger	7th & 8th SS	0	07.28.14 Orientation-Inprogram 2 years	andrea.siciliano@tusd1.org	Fall x
2	Janine Strand PDAT	032857	Benjamin Joseph	Fife	Howell	Ex Ed Teacher	1	07.14.14 Orientation- In program 1 year	Benjamin.Fife@tusd1.org	Fall
		032301	Jessie Dawn	Upton	Howell	Teacher (Induction)	1.5	07.10.14 Orientation- In Program 1 Year	Jessie.Upton@tusd1.org	Took
3		034097	Ergis	Zorba	Howell	Ex ED Teacher K2	0	01.29.15 Orientation-In program 2 years	zorba@email.arizona.edu	Spring
2		022845	Debi	Raphael	Hudlow	Ex Ed Teacher	1	07.29.13 Orientation-I program 1 year	Deborah.Raphael@tusd1.org	Took
3		033998	Amanda	Montgomery	Hudlow	Temp Teacher	0	10.31.14 Orientation-In program 2 years	Amanda.Montgomery@tusd1.org	Spring
1		032539	Victoria	Martinez	Johnson	Teacher Kinder	1	07.25.13 Orientation - in program for 1 year	victoria.martinez@tusd1.org	B
1	Sarah Hann TM	032177	Autumn	Klesch	Kellond	1st grade	1	07.23.13 Orientation-in program 1 year	Autumn.Klesch@tusd1.org	Took x
3	Janelle Odom PDAT	033283	Alyssa	Sams	Lawrence	Teacher 4th	0	06.26.14 Orientation- In Program 2 Years	Alyssa.Sams@tusd1.org	C x
3		033474	Francisco	Sarmiento	Lawrence	Teacher Resource 5-6	0	10.24.13 Orientation- in program 1 year	Francisco.Sarmiento@tusd1.org	Fall, Spring Day 4 x

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PTS	Employee ID	First Name	Last Name	2014-15 School	Subject/Grade	Yrs Exp	Notes	Status	Email	EEI
3	034003	Duke	Hancock	Lawrence	Teacher 4th Grade	0	01.09.15 Orientation-In program 2 years		Duke.Hancock@tusd1.org	Spring
3	034098	Morgan	Riddle	Lawrence	Temp Ex Ed Teacher	0	01.29.15 Orientation- in program 2 years		Morgan.Riddle@tusd1.org	Needs
2 Monica Ayon TM	033059	Jessica	Boerner	Lineweaver	Teacher 4th	0	07.10.14 Orientation- In program 2 Years		jessica.boerner@tusd1.org	C x
2	030202	Leyvette	Nuguid	Lineweaver	Teacher (Induction)	1	07.29.14 Orientation- In Program 1 year		Leyvette.Nuguid@tusd1.org	Took
3	034098	Needs	Riddle	Morgan	Ex Ed Teacher	0	01.29.15 Orientation- in program 2 years		Morgan.Riddle@tusd1.org	Needs
2	021865	Jessica	Olivarria	Lynn/Urquides	Kinder	1	07.23.13 Orientation-in program 1 year		Jessica.Olivarria@tusd1.org	Took
3	033545	Susan	Marsh	Lynn/Urquides	EC	0	08.14.14 Orientation-In program 2 years		susan.marsh@tusd1.org	Took x
3	028488	Angelina	Tautimer	Lynn/Urquides	Temp Teacher	0	01.29.15 Orientation--in program 2 years		Angelina.Tautimer@tusd1.org	Needs
2 Robbie Ramirez TM	032252	Justine	Mitchell	Maldonado	1st grade	1	07.23.13 Orientation-in program 1 year	S	Justine.Mitchell@tusd1.org	Took Fall Pima Progra m
3	026678	Corey	Shemoske	Maldonado	Teacher Intermediate	0	07.17.14 Orientation-In program 2 years	S	Corey.Shemroske@tusd1.org	Winter, Spring Day 4 Pima Progra m
3	033071	Melissa	Wilhite	Maldonado	Teacher 5th Grade	0	02.05.15 Orientation -In Program 2 years	S	Melissa.Wilhite@tusd1.org	
3 Kelly Sobey TM	033316	Katherine	Groeschl	Mansfeld	Teacher PE	0	07.28.14 Orientation-In program 2 years	S	Katherine.Groeschl@tusd1.org	B
	027747	Tasha Lynn	Love	Mansfeld	Ex Ed Teacher (Induction)				Tasha.Love@tusd1.org	
2 Kirstin Bittel MC						1	07.21.14 Orientation- In program 1 year	S		Took
3	033284	William	Nichols III	Mansfeld	Teacher 6th Science Teacher 8th	0	06.26.14 Orientation- In Program 2 Years	S	william.nicholsIII@tusd1.org	B x
3	034016	Patricia	Vogel	Mansfeld	Engineering	0	01.09.15 Orientation-In prograam 2 years	S	Patricia.Vogel@tusd1.org	Spring
2 Kristy Esquerria TM	034054	Theodore	Ruetz	Marshall	Teacher 5th Grade	0	01.29.15 Orientation-In program 2 years	S	Theodore.Ruetz@tusd1.org	Spring
2	032434	Maria del Pilar	Serna-Cubillos	Marshall	Ex ED Teacher CCP	0	02.05.15 From TA to Certified-In program 2 years	S	Maria.SernaCubillos@tusd1.org	Needs
3	030402	Samuel	West	MaryMeredith	Ex Ed Teacher	0	In program 2 years	S	samuel.west@tusd1.org	A
2 Nicole Miller TC	031028	Emily Christine	Adams	McCorkle	Teacher 1st	1	12.12.13 Orientation-in program 1 year	S	Emily.Adams@tusd1.org	B
	032230	E	Bodie	McCorkle	Teacher (Induction)				Christine.Bodie@tusd1.org	
2		Monica				1	07.07.14 Orientation- In Program 1 Year	S		Took
	029403	A	Dickerson	McCorkle	Teacher (Induction)				monica.dickerson@tusd1.org	
2						1	07.07.14 Orientation- In Program 1 Year	S		Took
2	020739	Etsuko	McGinnis	McCorkle	4th grade	1	12.13.11 Orientation-in program 1 year	S	Etsuko.McGinnis@tusd1.org	Took
2						1	08.12.13 Orientation - in program for 1 year	S		
	033383	Desiree	Webb	McCorkle	1st grade				Desiree.Webb@tusd1.org	B

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PTS	Employee ID	First Name	Last Name	2014-15 School	Subject/Grade	Yrs Exp	Notes	Status	Email	EEI
2	033390	Adriana April	Gonzales	Miles	Math 6/7/8th grade	0	07.25.14 Orientation - in program for 2 years		Adriana.Gonzales@tusd1.org	C
2	032881		Elias	Manzo	Teacher	0.5	12.14.13 Orientation-in program 1 year Took Da	S	April.Elias@tusd1.org	A Took Daniels on
3	029302	Jahnie Dee	Gomez	Miller	Teacher	0	07.10.14 Orientation- In program 2 Years		jahniedee.gomez@tusd1.org	A x
3	023213	Michelle	Harrison	Miller	Teacher	0	9.19.13 Orientation-in program 1 year		Michelle.Harrison@tusd1.org	A
3	033372	Anna	Urman	Miller	4th grade	0	07.17.14 Orientation- in program 2 years		anna.urman@tusd1.org	A x
2	031822	Amanda	Grumeretz	Myers/Ganoung	Kinder	1	02.11.13 Orientation-in program 1 year		Amanda.Grumeretz@tusd1.org	Took
2	018944	Lisa	Walker	Myers/Ganoung	Ex Ed SC	1	05.26.13 Orientation-in program 1 year		Lisa.Walker@tusd1.org	Took
3	033315	Nidia	Orduna	Myers/Ganoung	Teacher 1st Grade	0	01.05.15 Orientation-In program 2 years		Nidia.Orduno@tusd1.org	Spring
2	032206	Vanessa	Caisse	Ochoa	Teacher Studio Ex Ed Teacher (Induction)	1.5	02.05.15 Orientation-in program 1 year		Vanessa.Caisse@tusd1.org	Took & Took Daniels on-No Inducti on
3	027454	Gabriela	Romo	Oyama		< 1	07.22.14 Orientation-in program 1 year	Exit	gabriela.romo@tusd1.org	Took
3	032490	Jesse	Perez	Oyama	Temp Teacher 4th	0	12.11.14 Orientation-In program 2 years	Start as new	Jesse.Perez@tusd1.org	Took
3	034178	Alison Cori Young	Taylor	Oyama		0		New 2015-16		
2	032907		Peterson	Palo Verde	Teacher (Induction)	1	01.16.14 Orientation-in program 1 year		Cori.Peterson@tusd1.org	C x
3	032537	Michael	Urcadez	Palo Verde	Spanish	0	09.14.14 Orientation -In program 2 years		Miguel.Urcadez@tusd1.org	Took x
3	032699	Shelby	Matsko	Pueblo Gardens	Sub Teacher 3rd	0	N/A		Shelby.Matsko@tusd1.org	Winter, Spring Days 3 & 4
3		Skylar	Inclan	Pubelo Gardens	2nd	0				Days 2-4 Spring x
3		Kacie	Bottock	ExEd	Pubelo Gardens	0	07.01.14 Orientation-in program 2 years		Michael.Daniel@tusd1.org	
2		Tonya	Ricahrds	ELA	Pueblo Gardens	1	05.28.14 Orientation-In program 1 year		Nallely.Aguayo@tusd1.org	Took
3		William	Emigh	SS	Pueblo Gardens	0	06.26.14 Orientation- In Program 2 Years		cathy.gastelum@tusd1.org	Took
3		TBA		Music	Pueblo Gardens	0	12.14.13 Orientation-in program 1 year		abbe.gore@tusd1.org	A
2	031808	Amy	Kijewski		Pueblo HS	1	01.12.15 Orientation-In Program 1 year		Amy.Kijewski@tusd1.org	Took
	031236	Jessica Francis	Mejia		Pueblo HS	1	08.08.13-Orientation-In program 1 year		Jessica.Mejia@tusd1.org	Took

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2	032232	Tiffany Sama	Mendibles-Escobar	Pueblo HS	Teacher (Induction)	1	08.01.13 Orientation - program for 1 year		Tiffany.MendiblesEscobar@tusd1.org	Took
3	033420	Natiely Rhesa Sheridan	Munguia Nunez	Pueblo HS	Spanish	0	07.21.14 Orientation- In program 2 years		natiely.munguianunez@tusd1.org	A x
2	032489		Olsen	Pueblo HS	Teacher (Induction)	1	07.28.14 Orientation-In program 1 year		Rhesa.Olsen@tusd1.org	Took
2	032203	Jesus	Orduno	Pueblo HS	Spanish	1	01.12.15 Orientation-In Program 1 year		Jesus.Orduno@tusd1.org	Took x 2?
2	031794	Sarah	Sutton	Pueblo HS	Drama	1	01.09.13 Orientation - program for 1 year		Sarah.Sutton@tusd1.org	Took
3	033371	Hannah	Yoder	Pueblo HS	Teacher Math	0	07.17.14 Orientation-In program 2 years		hannah.yoder@tusd1.org	B x
3	030178	Rhianna	Rodriguez	Pueblo HS	Teacher English	0	09.04.14 Orientation-In program 2 years		rhianna.rodriguez@tusd1.org	Winter x
3	033804	Snyder	Sarah	Pueblo HS	Teacher Economics	0	10.30.14 Orientation-In program 2 years		Sarah.Snyder@tusd1.org	Winter/ Spring Needs Days 2-4
3	032412	Ernesto	Somoza	Pueblo HS	Teacher C.M.T. CTE	0	12.04.14 Orientation-In program 2 years		Ernesto.Somoza@tusd1.org	Took Winter/ Spring Days 3-4
3	029748	Michael	Gunnels	Pueblo HS	Teacher	0	12.04.14 Orientation-In program 2 years		Michael.Gunnels@tusd1.org	Days 3-4
3 Lorinda Pierce TM	033387	Rosie	Brown	Rincon	Math teacher	0	07.17.14 Orientation- in program 2 years		rosie.brown@tusd1.org	Fall
3	032246	Michelle	Cerepak	Rincon	Teacher English	0	07.15.14 Orientation- In program 2 Years		michelle.cerepak@tusd1.org	A
2	032148	Joseph	Farmer	Rincon	Chemistry	1	07.23.13 Orientation - in program for 1 year		Joseph.Farmer@tusd1.org	Took
3	032441	Valentino	Martin	Rincon	Teacher Automotive	0	08.12.13 Orientation - program for 1 year		valentino.martin@tusd1.org	Fall x
3	033425	John	Upston	Rincon	Teacher	0	08.19.13 Orientation - in program 1 year		John.Upston@tusd1.org	B
3	033040	Caitlin	Cardenas	Rincon	Teacher Art	0	07.24.14 Orientation - In Program 2 years		CaitlinElseYTavener.Cardenas@tusd1.org	A x 2?
2	022949	Espinoza II Christopher	Hector	Rincon	Teacher Health	1	08.11.14 Orientation -In program 1 year		Hector.Espinoza@tusd1.org	Took
3 Kimberly Comey TC	031518	r Jones	Roberts/Naylor	Roberts/Naylor	Teacher 8th Math	0	07.31.14 Orientation- In program 2 years		Corey.Jones@tusd1.org	C
3 Michelle Deeds TC	034101	Cynthia Christopher	Valencia	Roberts/Naylor	Teacher 5th	0	01.29.15 Orientation- in program 2 years		Cynthia.Valencia@tusd1.org	Needs 0
3 Megan Chavez TM	032527	r Holiman	Robins	Robins	Teacher Math 6,7,8 Teacher Spanish	0	06.26.14 Orientation- In Program 2 Years	S	christopher.holiman@tusd1.org	A x
3	033433	Sarah	Mada	Robins	Teacher	0	07.28.14 Orientation-In program 2 years	L	sarah.mada@tusd1.org	Fall x
2 Sharon Herring MC	031737	Jennifer	Robinson	Robison	5th Grade	1	02.14.13 Orientation - in program for 1 year		Jennifer.Robinson@tusd1.org	Took
2	032877	Travis Luke	Spillers	Robison	Ex Ed Teacher (Induction)	1	07.25.13 Orientation - No Mentor Exited		Travis.Spillers@tusd1.org	B x

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2	029576	Rebekah	Acosta	Rose	5th ELD	1	07.23.13 Orientation - in program for 1 year		Rebekah.Acosta@tusd1.org	Took
3	033393	Itzel	Ortiz	Rose	2nd grade	0	07.17.14 Orientation- NEEDS MENTOR		itzel.ortiz@tusd1.org	B x Needs(Prin excused from Winter/ Spring)
3	032598	Tanner	Martha	Rose	Teacher	0	08.18.14 Orientation- in program 2 years		Martha.Tanner@tusd1.org	
2 Marcella Zepp MC	029082	Shawn	Mannas	Roskruge	Ex Ed Autism	1	07.23.13 Orientation - in program for 1 year		Shawn.Mannas@tusd1.org	Took
2	033475	Eunice	Cruz	Roskruge	Temp Teacher 6th	1	11.20.14 Orientation-In program 1 year		Eunice.Cruz@tusd1.org	Spring
2	033367	Janis	Pridans	Sabino	Teacher Physics/ Ap	0	07.17.14 Orientation-In program 2 years		janis.pridans@tusd1.org	A x
2 Ilse Billings MC	031598	Tracey	Burton	Safford	1st grade	1	07.23.13 Orientation - in program for 1 year		Tracey.Burton@tusd1.org	Took
2	030333	Nalda Y	Francisco	Safford	Teacher (Induction)	1	07.17.14 Orientation- No mentor		Nalda.Francisco@tusd1.org	Took
2	031800	Sarah Ann	Johnston	Safford	Ex Ed Teacher (Induction)	1	07.21.14 Orientation- In program 1 Year		Sarah.Johnston@tusd1.org	Took x 2?
2 Tamela Thomas TM	032448	Ashley	Depugh	Sahuaro	Sports Medicine	1	10.28.13 Orientation-in program 1 year	S	Ashley.Depugh@tusd1.org	Fall
3	030298	Hillary	Engel	Sahuaro	Teacher Band	0	12.12.13 Orientation-in program 1 year	S	Hillary.Engel@tusd1.org	A x
3	033400	Heather	Evans	Sahuaro	World History Teacher	0	07.21.14 Orientation-In program 2 years	L	heather.evans@tusd1.org	B x
3 Alison Hernandez TM	033435	Rachelle	Fernandez	Santa Rita	Teacher Drama (.4)	0	12.12.13 Orientation-in program 1 year	S	rachelle.fernandez@tusd1.org	Fall x
2	032188	Bernardo	Jimenez	Santa Rita	Math	1	07.23.13 Orientation - in program for 1 year	S	Bernardo.Jimenez@tusd1.org	Took
2	032909	Joshua	Ruddick	Santa Rita	Science/Forensics/Biology	1	01.23.14 Orientation- in program 1 year	S	Joshua.Ruddick@tusd1.org	B
2	031767	Shayna	Walton	Santa Rita	Biology	1	07.23.13 Orientation - in program for 1 year	S	Shayna.Walton@tusd1.org	Took
3	033607	Joseph	Pierce	Santa Rita	Teacher Music	0	09.04.14 Orientation-In program 2 years	L	joseph.pierce@tusd1.org	Took x
2 Brenda Meneguín TM	031977	Micaiah	Schisel	Secrist	Math/Sci 6	1	07.23.13 Orientation - in program for 1 year	S	Micaiah.Schisel@tusd1.org	Took xxx
2	032303	Luke Colin Martin	van Schie	Secrist	Teacher (Induction)	1	08.07.13 Orientation- In program 1 year	S	Luke.VanSchie@tusd1.org	Took
2	025981	Heather	Carlson	Soleng Tom	Teacher 4th	0	07.14.14 Orientation- In program 2 Years		heather.carlson@tusd1.org	B
1 Sarah Hann TM	032201	Joanne	Jackson	Steele	2nd grade	1	07.23.13 Orientation - in program for 1 year	S	Joanne.Jackson@tusd1.org	Took
2 Kathleen Erickson MC	032213	Tamara	Fahrenreich	Tucson	Chemistry	1	07.23.13 Orientation - in program for 1 year		Tamara.Fahrenreich@tusd1.org	Took x
2	032078	Jacinta	Fillinger	Tucson	Geo/Algebra	1	07.23.13 Orientation - in program for 1 year		Jacinta.Fillinger@tusd1.org	Took x

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3	030393	Marissa	Garcia	Tucson	Drama	0	07.21.14 Orientation-In program 2 years		marissa.garcia@tusd1.org	Fall x
3	033536	Adam	Harrington	Tucson	Teacher Algebra 1 & 2	0	07.29.14 Orientation -In Program 2 Years		Adam.Harrington@tusd1.org	Fall x
3	033311	Sierra	Hoff	Tucson	Teacher Math	0	07.07.14 Orientation- In Program 2 Years		sierra.hoff@tusd1.org	B x
3	033312	Alexandra	Lizarribar	Tucson	Teacher Anatomy	0	07.07.14 Orientation- In Program 2 Years		alexandra.lizarribar@tusd1.org	A x
3	033350	Hillary	Lotz	Tucson	Teacher History	0	07.31.14 Orientation- In program 2 years		Hillary.Lotz@tusd1.org	C
3	033521	Matthew	Carey	Tucson	Teacher	0	08.04.14 Orientation -In program 2 years		mwcarey.email@gmail.com	Fall
2	031673	Matt	Munsey	Tucson	English	1	03.07.13 Orientation-in program 1 year		Matthew.Munsey@tusd1.org	Took
3	031764	Kevin	Nieves Pichardo	Tucson	Science	0	07.29.14 Orientation -In Program 2 Years 07.25.13 Orientation - in program for 1 year		Kevin.NievesPichardo@tusd1.org	A x
3	033377	Annette	Trinkle	Tucson	Teacher	0			Annette.Trinkle@tusd1.org	A
	031210	Cicely Althea	Richard	Tucson	Teacher (Induction)	1	10.17.13 Orientation-No Mentor Exited		Cicely.Richard@tusd1.org	C
2					Teacher Interated Science	1	01.29.15 Orientation- in program 1 year		Rachel.Higgins@tusd1.org	Needs
2	020607	Rachel	Higgins	Tucson	EX Ed Temp Teacher	1				
3	030789	Jesus	Federico	Tucson	Autism TempTeacher Interated Science	0	12.11.14 Orientation-In Program 2 Years		Jesus.Federico@tusd1.org	Spring
2	020607	Rachel	Higgins	Tucson	Science	1	01.29.15 Orientation- in program 1 year		rayraysama@aol.com	Needs
3	033743	Dawn	Myers	Tucson	Temp Teacher	0	10.20.14 Orientation-in program 2 years		Dawn.Myers@tusd1.org	Needs
2	003186	George	Meisch	Tucson	Teacher	1	07.28.14 Orientation-in program 1 year		George.Meisch@tusd1.org	Took
	031773	Judith J	Dodd	Tully	Teacher (Induction)	0.5	07.21.14 Orientation- in program 1 year		Judith.Dodd@tusd1.org	B
3 Shawn Blair MC										
2	030177	Ellan M	Price	Tully	Teacher (Induction)	1	07.25.13 Orientation - in program for 1 year		ellan.price@tusd1.org	C
2	028166	Michelle	Ruiz	Tully	Teacher	1)	7.23.13 Orientation-in program 1 year		Michelle.Ruiz@tusd1.org	Took
2	032962	Ashley	Sherry	UHS	Teacher English AP Human Geography/Governmen	0	07.14.14 Orientation- In program 2 Years		ashley.sherry@tusd1.org	C x
2	033352	Hannah	Traquair	UHS	t	0	07.14.14 Orientation- In program 2 Years		hannah.traquair@tusd1.org	Fall x
2	034008	Eva	Lankes	UHS	Teacher Physical Education	0	01.09.15 Orientation-In program 2 years		Eva.Lankes@tusd1.org	Spring
2	032839	Phillip	Dukes	UHS	Needs Dan	0	08.01.14 Orientation-in program 2 years		Phillip.Dukes@tusd1.org	Needs x
2 Jeanette Fackler TC	031576	Julie	Dougan	Utterback	7th Grade SS	1	02.19.13 Orientation-in program 1 year	L	Julie.Dougan@tusd1.org	Took x
2	027923	Julia	Matias	Utterback	Teacher Art	1	10.27.14 Orientation-In program 1 year	S	Julia.Matias@tusd1.org	Spring
2	029423	Mario	Maza III	Utterback	Temp Ex Ed	1.5	09.29.14 Orientation-in Program 1 year	S	Mario.Mazall@tusd1.org	Took

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3	033464	Cory	Allen	Utterback	Teacher	0	07.28.14 Orientation-In program 2 years	S	Cory.Allen@tusd1.org	Needs x
2	030902	Matthew	Lopez	Utterback	Temp Teacher	1	10.13.14 Orientation-in program 1 year	D	Matthew.Lopez@tusd1.org	Took
2 Ruth Parker TC	032288	Jessica	Gonzalez	Vail	Teacher Core Plus	0.5	07.31.14 Orientation- In program 2 Years	s	Jessica.Gonzalez@tusd1.org	Fall
	032864	Lucia Catherine	Hesselton	Vail	Ex Ed Teacher (Induction)				Lucia.Hesslton@tusd1.org	
1						1	07.17.14 Orientation- in program 1 year	s		Took A x
2	014711	Barbara	Thomssen	Vail	Teacher Science	0.5	08.21.14 Orientation-In Program 2 years	s	barbara.thomssen@tusd1.org	Took
1	026875	Stacey	Spahr	Vail	Teacher ASRS	1.5	08.18.14 Orientation- in program 1 year	s	Stacey.Spahr@tusd1.org	Took
3 Karen Evans TC	033074	William	Sebourn	Valencia	Teacher (Induction)	0	10.17.13 Orientation-No Mentor Exited		William.Sebourn@tusd1.org	A
2	031925	Courtney	Owens	Valencia	Teacher 6-8 PE	1	02.18.13 Orientation-in program 1 year		Courtney.Owens@tusd1.org	Took
2	029413	April	Hinds	Valencia	Teacher Social St 7th	1	11.17.14 Orientation-In program 1 year		April.Hinds@tusd1.org	Spring
2	033478	Traci	Klein	Valencia	Temp Teacher	1	01.29.15 Orientation-in program 1 year		Traci.Klein@tusd1.org	Needs
3 Jacqueline Krieg TM	033496	Angelica	Serrano	Van Buskirk	Teacher 3,4 ELD	0.5	07.31.14 Orientation- In program 2 Years	S	Angelica.Serrano@tusd1.org	Fall x
3	032919	Meghan	Briceland	Warren	Teacher 1st	0	07.14.14 Orientation- In program 2 Years		meghan.briceland@tusd1.org	C x
3	034062	Janessa	Aranda	Warren	Temp Teacher	0	01.15.15 Orientation-In program 2 years		Janessa.Aranda@tusd1.org	Needs
3	034066	Anna	Hesel	Warren	Temp Teacher	0	01.15.15 Orientation-In program 2 years		Anna.Hesel@tusd1.org	Needs
2	032211	Rebecca	Cosarba	Wheeler	5th Grade	1	07.23.13 Orientation-in program 1 year		Rebecca.Weick@tusd1.org	Took x
2	030315	Holly	Maza	Wheeler	1st grade	1.5	02.14.13 Orientation-in program 1 year		Holly.Maza@tusd1.org	Took
2	032216	Whitney	Ramsey	Wheeler	1st grade	1	07.23.13 Orientation-in program 1 year		Whitney.Ramsey@tusd1.org	Took x
3	034015	Kendra	Swatzell	Wheeler	Teacher Kinder	0	01.15.15 Orientation-In program 2 years		KendraRose.Swatzell@tusd1.org	Spring
3	034063	Haley	Rasmussen	Wheeler	Teacher ELD	0	01.15.15 Orientation-In program 2 years		Haley.Rasmussen@tusd1.org	Spring
2	027387	Andrew	Roger	White	4th grade	1	07.23.13 Orientation-in program 1 year		Andrew.Rogers@tusd1.org	Took
2	033742	Sarah	Clark	White	Teacher	1	02.01.16 Orientation-in program 2 years		Sarah.Clark@tusd1.org	Spring
3	034081	Kimberlee	Hall	White	Teacher 2nd Grade	0	01.26.15 Orientation-in program 2 years		Kimberlee.Hall@tusd1.org	Spring 0
1	032050	Brette	Hoyt	Whitmore	Ex Ed SC	1	07.13.13 Orientation-in program 1 year		Brette.Hoyt@tusd1.org	Took
Veronica Altamirano 1 TM	028723	Anna Gabrielle	Mason	Wright	Teacher (Induction)	1	In program 1 year	D to Wheeler	Anna.Mason@tusd1.org	Took
	029525	Lacey L	Petterson	Wright	Teacher (Induction)	1	07.31.14 Orientation- In program 1 year	S	lacey.petterson@tusd1.org	Took

14-15 Consolidated Lists

PTS	Employee ID	First Name	Last Name	2014-15 School	Subject/Grade	Yrs Exp		Notes	Status S=Staying at current school; D=DIT or moving to another district school ; L=Leaving District	Email	EEI
2	033061	Baily	Green	Wright	Teacher Kinder	Sub 0	N/A		S	Baily.Green@tusd1.org	Spring/ Needs Days 2-4 Took & Took Daniels on Took & Took Daniels on
2	033549	Amelia	Parris	Fine Arts	Temp Teacher String 4-8	0		11.08.14 Orientation-No Mentor Fine Arts ArtsAmelia.Parris@tusd1.org			
2 511 Removed	023791	Rose	Mazza	GATE	Temp Teacher GATE Itinerant	1		12.01.14 Orientation-In program 1 year		Rose.Mazza@tusd1.org	
	030935	Ambie	Contreras	Lawrence	Teacher Language Arts	0		07.14.14 Orientation-In program 2 Years		ambie.contreras@tusd1.org	Term ed- Needs- 8.21. Termed- 14 Needs- NOT- HIRED
	033483	Macy	Remolina	Santa Rita	Teacher Resource	1		10.10.13 Orientation in program 1 year		Macy.Remolina@tusd1.org	
	032193	Matthew	Grassmyer	Palo Verde	Chemistry	1		07.23.13 TERMED 12.19.14		Matthew.Grassmyer@tusd1.org	Took

34.07 Mentors needed

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
2	A. Hudson	033572	Avramis	Stefan	Teacher 3rd Grade	Dietz	1	01.29.15 Orientation-In program 1 year	Stefan.Avramis@tUSD1.org	Took Spring 2015	2015	White		
3	A. Hudson	034704	Reyna	Suzannah	Teacher 2nd Grade	Dietz	0	Orientation 7.16.15-in program 2 years	Suzannah.Reyna@tUSD1.org	2015 Ind D	2015	White		
3	A. Hudson	034587	Manak	Rachel	Teacher 7th/8th Science	Dietz	0	Orientation 7.16.15-in program 2 years	Rachel.Manak@tUSD1.org	2015 Ind B	2015	White		
2	A. Hudson	032775	Pecora	Michelle	Temp Teacher 5th	Dietz	1	01.29.15 Orientation-In program 1 year	Michelle.Pecora@tUSD1.org	Took Spring 2015	2015	White		
3	A. Hudson	034725	Wolfe	Rachel	Teacher 4th Grade	Dietz	0	Orientation 7.20.15-in program 2 years on plan with Dawn	Rachel.Wolfe@tUSD1.org	Needs Medical Leave	Needs	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
1	A. Hudson	033059	Boerner	Jessica	Teacher 4th	Lineweaver	1	07.10.14 Orientation- In program 1 year	jessica.boerner@tusd1.org	Took Ind 2014	2014	White		
2	A. Hudson	034571	Simpson	Elizabeth	Teacher Kinder	Lineweaver	0	Orientation 7.16.15-in program 2 years	Elizabeth.Simpson@tusd1.org	2015 Ind D	2015	White		
2	A. Hudson	034721	Matsumoto	Jonathan	Teacher 4/5 Combo	Lineweaver	0	8.3.15	Jonathan.Matsumoto@tusd1.org	Needs	Needs	Asian		
2	A. Hudson	034101	Valencia	Cynthia	Teacher 5th	Roberts/Naylor	1	01.29.15 Orientation- in program 1 year	Cynthia.Valencia@tusd1.org	Needs	Needs	AMIND		
2	A. Hudson	034824	Brzeski	Lauren	Teacher 3rd Grade	Roberts/Naylor	1		Lauren.Brzeski@tusd1.org	Needs	Needs	White		
2	A. Hudson	034818	Flores Garcia	Javier	Teacher	Roberts/Naylor	30 in Mex	AP will pick up, Spanish speaker	Javier.FloresGarcia@tusd1.org	Needs	Needs	White		
3	A. Hudson	033978	Singletary	Amy	Teacher 2nd Grade	Roberts/Naylor	0.5	1.5.15	Amy.Singletary@tusd1.org	Took Spring 2015	2015	White		
3	A. Hudson	033945	Desmond	Clay	Teacher 6th Math	Roberts/Naylor	0	8.5.15	Clayton.Desmond@tusd1.org	Needs	Needs	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White
3	A. Hudson	034580	Barraza	Yshelle	Teacher ELD	Roberts /Naylor	0	Sub taking test	Yshelle.Barraza@tusd1.org	Needs	Needs	White	
3	A. Hudson	400601	Anger	Shelby	Teacher	Wheeler	0	1.6.16	Shelby.Anger@tusd1.org	Needs	Needs	White	
1	C. Ross	031391	Franco	Juan	Teacher 5th Grade	Borton	1	1.6.14-in program 1 year	Juan.FrancoJr@tusd1.org	Took Ind 2014	2014	Hispanic	
2	C. Ross	034572	Olson	Melissa	Teacher ELD 1st/2nd Grade	Borton	0	Orientation 7.16.15-in program 2 years	Melissa.Olson@tusd1.org	2015 Ind B	2015	White	
3	C. Ross	034829	Robertson	Michael	Teacher 9th	Cholla	0	8.17.15-in program 2 years	Michael.Robertson@tusd1.org	2015 Ind D	2015	Black	
3	C. Ross	034850	Padilla	Jorge	Welding	Cholla	0	8.20.15 Orientation-in program 2 years	Jorge.Padilla@tusd1.org	Needs 3 & 4 missed Winter	2015	White	
3	C. Ross	034700	Shafer	David	IB Environmental Systems & Society, Forensic	Cholla	0	7.28.15-in program 2 years	David.Shafer@tusd1.org	2015 Ind C	2015	Undesignated	
2	C. Ross	034687	Abbott	Katelynn	Teacher 5th	Holladay	0	7.28.15-in program 2 years	Katelynn.Abbott@tusd1.org	2015 Ind A	2015	Black	

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth
2	C. Ross	034484	Wojtak	Tiffany	Teacher Kinder	Holladay	0	7.28.15-in program 2 years	Tiffany.Wojtak@tusd1.org	2015 Ind D	2015	White
2	C. Ross	034512	Millard	Kellie	Teacher 2nd Grade	Lynn/Ur guides	1.5	Orientation 6.25.15-in program 1 year	Kellie.Millard@tusd1.org	2015 Ind B	2015	White
2	C. Ross	028488	Tautimer	Anjelina	Teacher 1st Grade	Lynn/Ur guides	1	01.29.15 Orientation--in program 1 year	Anjelina.Tautimer@tusd1.org	Needs EEI	Needs? Parapro?	White
3	C. Ross	034612	Dominguez	Vianey	Teacher ELD 2nd/3rd	Lynn/Ur guides	0	Orientation 7.20.15-in program 2 years		2015 Ind A	2015	White
2	C. Ross	023093	Sanders	Zenia	Teacher ELD 1st Grade	McCorkle	1	Orientation 8.3.15-in program 1 year	zenia.sanders@tusd1.org	Needs EEI	Needs	White
3	C. Ross	018430	Gomez-Peralta	Ximena	Teacher 1st Grade	Mission View	0	9.21.15-in program 2 years	Ximena.GomezPeralta@tusd1.org	Needs EEI	Needs? Parapro?	Hispanic
3	C. Ross	032490	Perez	Jesse	Temp Teacher 4th	Oyama	0.5	12.11.14 Orientation-In program 2 years	Jesse.Perez@tusd1.org	Took Winter 2015	2015	White

White | 014718

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
3	C. Ross	034178	Taylor	Alison	Teacher 1st Grade	Oyama	0	Orientation 7.9.15-in program 2 years	Alison.Taylor@tusd1.org	2015 Ind D	2015	White		
2	C.Zbonack	017555	Folsom	Frank	Student & Family Support Liason	Catalina	1	01.08.15 Orientation-In program 1 year	Frank.Folsom@tusd1.org	Took Spring 2015 ReHIRED for 2016-17	Needs	White		
1	C.Zbonack	034248	Wilcox	Cate	Teacher AVID	Doolen	1	12.15.14-in program 1 year	Catherine.Wilcox@tusd1.org	D	2015	White		
1	C.Zbonack	033969	Anderson	Caleb	7th Grade SS	Doolen	0	7.28.15-in program 2 years Itinerant	Caleb.Anderson@tusd1.org	Fall 2-4 C	2015	White		
2	C.Zbonack	400575	Duron	Jamie (Ann)	Teacher 1st/2nd	Holladay	0	Jan-16	Jamie.Duron@tusd1.org	Needs	Needs	White		
2	C.Zbonack	400564	Empens	Shelby	Teacher 3rd	Holladay	0	Jan-16	Shelby.Empens@tusd1.org	Needs	Needs	White		
2	C.Zbonack	033315	Orduno	Nidia	Teacher 1st grade	Myers/Ganoun g	1	Intern 1.5.15-in program 1 year	Nidia.Orduno@tusd1.org	Spring 2015	2015	Hispanic		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
3	C.Zbonack	034044	Rankin	Arric	Teacher 5th	Myers/Ganoun g	0	Orientation 6.18.15-in program 2 years	Arric.Rankin@tusd1.org	2015 Ind B	2015	White		
3	C.Zbonack	007693	Mortensen	Ada	Teacher 2nd Grade	Robison	0	10.09.15-in program 2 years	Ada.Mortensen@tusd1.org	Needs	Needs	Hispanic		
3	C.Zbonack	030528	Ayers	Rebecca	Teacher Kinder	Robison	0	12.16.15	Rebecca.Ayers@tusd1.org	Needs	Needs	White		
3	C.Zbonack	034861	Johnson	Julie	Teacher Science	TAP	0	8.24.15-in program 2 years	Julie.Johnson@tusd1.org	Needs	Needs	White		
2	C.Zbonack	034460	Cashin	Michael	Teacher 8th Grade Math	Utterback	1	Orientation 6.04.15-in program 1 year	Michael.Cashin@tusd1.org	2015 Ind A	2015	White		
3	C.Zbonack	400211	DeMaestri	Darin	Teacher Social Studies	Utterback	0	10.5.15-in program 2 years	Darin.Demaestri@tusd1.org	Winter 2016	Needs	White		
1	C.Zbonack	026875	Spahr	Stacy	Teacher ELA	Vail	1.5	8.4.14-in program 1 year	Stacey.Spahr@tusd1.org	Took 2012	N/A	White		
2	C.Zbonack	034127	Rivenbark	Melissa	Teacher Art	Vail	0	7.30.15 Orientation-in program 2 years	Melissa.Rivenbark@tusd1.org	Needs	Needs	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White
3	D.Chapin	034569	Johnson	Jesse	HS Math	Cholla	0	7.28.15	Jesse.Johnson@tusd1.org	2015 Ind D	2015	White	
3	D.Chapin	034846	Rubin	David	Teacher SS	Cholla	0	8.21.15	David.Rubin@tusd1.org	Needs	Needs	White	
3	D.Chapin	400638	Byrne	Patrick	Teacher Marine Biology	Cholla	0	1.4.16 REHired FOR 2016-17	Patrick.Byrne@tusd1.org	Needs	Needs	White	
2	D.Chapin	033736	Hill	Cassidy	Teacher 3rd	Grijalva	1	10.13.14-in program 1 year	Cassidy.Hill@tusd1.org	2015 Ind C	2015	White	
3	D.Chapin	034594	Valenzuela	Kate	Teacher 3rd Grade	Grijalva	0	Orientation 5.28.15-in program 2 years	Kate.Valenzuela@tusd1.org	Needs	Day 1 Induction Only 2015	Undesignated	
3	D.Chapin	010970	Salcido	Eddie	Teacher K	Grijalva	0	Long term	Edmundo.Salcido@tusd1.org	Needs	Needs	Hispanic	
3	D.Chapin	400465	Nubes	Manuela	Teacher 1st Dual Language	Grijalva	0	1.3.15 Parapro to Teacher	Manuela.Nubes@tusd1.org	Needs	Needs	White	
2	D.Chapin	032527	Holiman	Christopher	Teacher Math 6,7,8	Robins	1	06.26.14 Orientation- In Program 1 year	christopher.holiman@tusd1.org	Took Ind 2014	2014	White	

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
2	D.Chapin	033393	Ortiz	Itzel	2nd grade	Rose	1	07.17.14 Orientation- in program 1 year	itzel.ortiz@tusd1.org	Took Ind 2014	2014	Hispanic		
3	D.Chapin	032276	Goglio	Brittany	Teacher 7th Grade	Rose	0	Orientation 6.04.15-in program 2 years	Britney.Goglio@tusd1.org	2015 Ind A	2015	White		
3	D.Chapin	034699	Sanchez	Karina	2nd grade	Rose	0	8.3.15 REHIRED for 2016-17	Karina.Sanchez@tusd1.org	Winter 2016	Needs	White		
3	D.Chapin	400686	Quintanilla	Drucilla	Teacher	Rose	0	1.16	Drucilla.Quintanilla@tusd1.org	Needs	Needs	White		
2	D.Chapin	033478	Klein	Traci	Temp Teacher	Valencia	1.5	01.29.15 Orientation-in program 1 year	Traci.Klein@tusd1.org	2015 IndB	2015	White		
2	D.Chapin	033496	Serrano	Angelica	ELD 3/4	Van Buskirck	1.5	07.31.14 Orientation- In program 1 year	Angelica.Serrano@tusd1.org	Took 2014 Fall	Needs	Hispanic		
3	D.Chapin	400553	Brooks	Jessica	Teacher Dual Language	Van Buskirck	0	12.8.15 Orientation-in program 2 years	Jessica.Brooks@tusd1.org	Needs	Needs	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White
	3 D.Chapin	400689	Kramer	Kelsey	Teacher ELD 3rd	Van Buskirk	0	Jan2016 ?	Kelsey.Kramer@tusd1.org	Needs	Needs	White	
	1 G. Delajoux	032865	Weeks	Margo	Teacher 2/3 Grade	Collier	1.5	07.28.14 Orientation-In program 1 year	Margo.Weeks@tusd1.org	Ind 2014	2014	White	
	2 G. Delajoux	012517	Smiley	Alexandria	Teacher 7th/8th SS	Magee	0	8.3.15 Sub	Alexandria.Smiley@tusd1.org	Needs	Needs	White	
	2 G. Delajoux	034409	Smith	Zachary	Teacher English	Sabino	0	Orientation 5.28.15-in program 2 years	Zachary.Smith@tusd1.org	2015 Ind D	2015	White	
	1 J. Jaeger	032539	Molesworth	Victoria	Teacher 1st Grade	Johnson	1	7.22.14-in program 1 year	Victoria.Martinez@tusd1.org	2014 Ind B	2014	Hispanic	
	2 J. Jaeger	031504	Valenzuela	Amanda	Teacher 1st Grade	Johnson	0	Orientation 5.28.15-in program 2 years	Amanda.Valenzuela@tusd1.org	2015 Ind C	2015	Hispanic	
	2 J. Jaeger	034506	Robinson	Ryan	Teacher 7th/8th	Lawrence	1	Orientation 7.2.15-in program 1 year	Ryan.Robinson@tusd1.org	2015 Ind D	2015	White	

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
3	J. Jaeger	034003	Hancock	Duke	Teacher 4th Grade	Lawrence	0.5	01.09.15 Orientation-In program 1 year	Duke.Hancock@tusd1.org	2015 Spring	2015	White		
3	J. Jaeger	034483	John	Sherile	Teacher 4th Grade	Lawrence	0	Orientation 6.18.15-in program 2 years	Sherile.John@tusd1.org	2015 Ind A	2015	AMIND		
2	J. Jaeger	026678	Shemroske	Corey	Teacher 3rd Grade	Maldonado	1	07.17.14 Orientation-In program 1 year	Corey.Shemroske@tusd1.org	2014 Fall	2015	White		
3	J. Jaeger	033071	Wilhite	Melissa	Teacher 5th Grade	Maldonado	0.5	02.05.15 Orientation -In Program 2 years	Melissa.Wilhite@tusd1.org	2015 Winter	2015	White		
2	J. Jaeger	029302	Gomez	Jahnie Dee	Teacher	Miller	1	07.10.14 Orientation- In program 1 year	jahniedee.gomez@tusd1.org	2014 Ind A	2014	Hispanic		
2	J. Jaeger	033372	Urman	Anna	4th grade	Miller	1	07.17.14 Orientation- in program 1 year	anna.urman@tusd1.org	2014 Ind A	2014	White		
3	J. Jaeger	400634	Landi	Jacob	OMA	Miller/Dunham	0	1.8.16	Jacob.Landi@tusd1.org	Needs	Needs	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth
												White
2	J. Jaeger	031207	Macias	Megan	Teacher SS 6th	Pistor	1	7.23.15 Orientation-inprogram 2 years	Megan.Macias@tUSD1.org	2015 Ind C	2015	Hispanic
3	J. Jaeger	034400	Rowan	Benjamin	Teacher Art	Pistor	0	Orientation 5.28.15-in program 2 years	Benji.Rowan@tUSD1.org	2015 Ind D	2015	White
2	J. Jaeger	032919	Briceland	Meghan	Teacher 5th Grade ELD	Vesey	1	07.14.14 Orientation- In program 1 year	meghan.briceland@tUSD1.org	2014 Ind C	2014	White
3	J. Jaeger	034675	Dublin	Tammy	Teacher 4th Grade	Vesey	0	7.28.15-in program 2 years	Tammy.Dublin@tUSD1.org	2015 Ind A	2015	White
3	J. Jaeger	034141	Duran	Johanna	Teacher 1st Grade	Warren	0	Orientation 6.11.15-in program 2 years	Johanna.Duran2@tUSD1.org	2015 Ind A	2015	White
1	J. Krieg	034557	Famoso	Leah	Teacher 1st Grade	Erickson	1	Orientation 7.2.15-in program 1 year	Leah.Famoso@tUSD1.org	2015 Ind C	2015	White

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth
												White
2	J. Krieg	034570	Jelle	Shannon	Teacher 4th Grade	Erickson	0	Orientation 6.18.15-in program 2 years	Shannon.Jelle@tusd1.org	2015 Ind B	2015	White
2	J. Krieg	025277	Morales	Melissa	Teacher 2nd	Erickson	0	7.28.15	Melissa.Morales@tusd1.org	2015 Ind C	2015	Hispanic
2	J. Krieg	033981	Burnett	Julia	Teacher 4th Grade	Ford	0.5	12.11.14 Orientation-in program 1 year	Julia.Burnett@tusd1.org	2015 Spring	2015	White
2	J. Krieg	034796	Veltre	Cassie	Teacher 1st Grade	Ford	0	Orientation 8.16.15-in program 2 years	Cassie.Veltre@tusd1.org	Needs	Needs	White
2	J. Krieg	034606	Miller	Stephanie	Teacher SS	Palo Verde	1	Orientation 7.20.15-in program 1 year	Stephanie.Miller@tusd1.org	2015 Ind B	2015	Black
2	J. Krieg	032537	Urcadez	Miguel	Spanish	Palo Verde	1	09.14.14 Orientation -In program 1 year	Miguel.Urcadez@tusd1.org	2015 Winter	Needs	Hispanic

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
2	J. Krieg	033387	Brown	Rosie (Margaret)	Math teacher	Rincon	1	07.17.14 Orientation- in program 1 year	Margaret.Brown@tusd1.org	2014 Fall	Needs	White		
2	J. Krieg	032246	Cerepak	Michelle	Teacher English	Rincon	1	07.15.14 Orientation- In program 1 year	michelle.cerepak@tusd1.org	2014 Ind A	2014	White		
2	J. Krieg	032441	Martin	Val	Auto	Rincon	1	7.28.14-in program 1 year	Valentino.Martin@tusd1.org	2014 Fall	Needs	AMIND		
3	J. Krieg	034521	Greenwell	Sean	Teacher Gov/Econ /Amer His	Rincon	0	Orientation 7.2.15-in program 2 years	Sean.Greenwell@tusd1.org	2015 Ind B	2015	White		
3	J. Krieg	034738	Thompson	Kenzie	Biology & AP Biology	Rincon	0	07.27.15 Orientation- Needs mentor 2 years	Mackenzie.Thompson@tusd1.org	Needs	Needs	White		
3	J. Krieg	030900	Fackelman	Jeri	ELD	Rincon	0	7.28.15-in program 2 years	Jeri.Fackelman@tusd1.org	2015 Ind B	2015	White		
2	J. Krieg	033040	Cardenas	Caitlin	Teacher Art	Rincon	1	07.24.14 Orientation - In Program 1 year	CaitlinEseyTavener.Cardenas@tusd1.org	2014 Ind A	2014	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White
								07.24.14 Orientation - In Program 1 year	rachelle.fernandez@tusd1.org	2014 Fall	2015	Hispanic	
2	J. Krieg	033435	Fernandez	Rachelle	Teacher Drama (.8)	Santa Rita	1						
3	J. Krieg	400622	St Clair	Richard	Teacher	Secrist	0	1.19.16	Richard.StClair@tusd1.org	Needs	Needs	White	
3	J. Krieg	400732	Grantham	Jonathan	Teacher Art	Secrist	0	1.31.16	Jonathan.Grantham@tusd1.org	Needs	Needs	Black	
								07.24.14 Orientation- In Program 1 year	skyler.shenk@tusd1.org	Took 2014 Ind	2014	Hispanic	
2	K. Esquerra	025247	Shenk	Skyler	Teacher 2nd	Cavett	1						
2	K. Esquerra	032373	Varelas	Sarah	Teacher 1st	Cavett	1		Sarah.Varelas@tusd1.org	2015 Ind D	2015	Hispanic	
2	K. Esquerra	034688	Davis	Steven	6th - 8th ELA	Hollinger	1		Steven.Davis@tusd1.org	2015 Ind C	2015	White	
								07.29.14 Orientation -In Program 1 year	Karilyn.Sharp@tusd1.org	Took Ind 2014	2014	Undesignated	
2	K. Esquerra	032859	Sharp	Karilyn	6th - 8th Math	Hollinger	1						
								07.27.15 Orientation- Needs mentor 1 year	Nikki.Molina@tusd1.org	Took Winter 2014	Needs	White	
2	K. Esquerra	032460	Molina	Nikki	Kinder ELD	Hollinger	1						

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
3	K. Esquerro	034736	Ruiz	Elia	Teacher - Kinder ELD	Hollinger	0	Sub	Elaine.Ruiz@tUSD1.org	Needs	Needs	White		
3	K. Esquerro	034626	Casillas	Sandra	Teacher 1st Grade	Hollinger	0	7.28.15	Sandra.Casillas@tUSD1.org	2015 Ind A	2015	White		
3	K. Esquerro	400242	Sanchez	Victoria	Teacher Mariachi	Hollinger	0	10.14.15 Orientation	Victoria.Sanchez2@tUSD1.org	Needs	Needs	Undesignated		
3	K. Esquerro	034554	Soto	Arianna	Teacher 4th	Ochoa	0	7.28.15	Arianna.Soto@tUSD1.org	2015 Ind D	2015	White		
3	K. Esquerro	033733	Loya III	Bruno	9th-12th Folklorico	Tucson	0	7.28.15	Bruno.LoyalIII@tUSD1.org	2015 Ind D	2015	White		
3	K. Esquerro	034430	Rivera	Luis	Teacher ELA	Tucson	0	Orientation 6.04.15-in program 2 years	Luis.RiveraIII@tUSD1.org	2015 Ind C	2015	Undesignated		
3	K. Esquerro	034444	Szwez	Larissa	9th-12th MATH	Tucson	0	7.28.15	Larissa.Szwez@tUSD1.org	2015 Ind D	2015	White		
2	K. Esquerro	033464	Allen	Cory	Teacher - Band	Utterback	1	07.28.14 Orientation-In program 1 year	Cory.Allen@tUSD1.org	Needs	Needs	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
3	K. Esquerro	034403	Myers	Jennifer	Teacher GATE	Utterback	0	Orientation 5.28.15-in program 2 years	Jennifer.Myers@tusd1.org	2015 Ind C	2015	White		
3	K. Esquerro	034534	Novak	Emma	Teacher 6th Grade Science	Utterback	0	Orientation 6.25.15-in program 2 years	Emma.Novak@tusd1.org	2015 IndB	2015	White		
1	K. Paquette	014489	Mitchell	Judith	ExEd	Doolen		make the move		2014 Fall	Needs	Black		
2	K. Paquette	034135	Voelkel	Nicole	ExEd	Doolen	0	Nov 1st	Nicole.Voelkel@tusd1.org	Needs EEI	Needs	White		
3	K. Paquette	034655	Clowes	Shannon	Teacher 5th Grade	Howell	0	7.23.15 Orientation-in program 2 years	Shannon.Clowes@tusd1.org	2015 Ind A	2015	White		
3	K. Paquette	034097	Zorba	Ergis	Ex ED Teacher K2	Howell	0.5	01.29.15 Orientation-In program 2 years	Ergis.Zorba@tusd1.org	2015 Ind B	2015	White		
2	K. Paquette	030402	West	Samuel	Ex Ed Teacher	MaryMeredith	1	In program 1 year	samuel.west@tusd1.org	Took 2014 Ind A	2014	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth
2	K. Paquette	034451	Emigh	Will	Teacher SS	Pueblo Gardens	1	Orientation 6.11.15-in program 1 year	Will.Emigh@tusd1.org	2015 Ind B	2015	White
2	K. Paquette	032699	Matsko	Shelby	Teacher 3rd	Pueblo Gardens	0	7.23.15 Orientation-in program 2 years	Shelby.Matsko@tusd1.org	2015 Winter	2015	White
3	K. Paquette	034398	Bottock	Kacie	ExEd	Pueblo Gardens	0	07.01.15 Orientation-in program 1 year	kacie.bottock@tusd1.org	2015 Ind A	2015	White
3	K. Paquette	034396	Inclan	Skylar	Teacher 2nd grade	Pueblo Gardens	0	5.26.15	Skylar.Inclan@tusd1.org	2015 Ind A	2015	White
3	K. Paquette	034175	Pelt	Charmaine	ExEd	Roberts /Naylor	0	8.5.15	Charmaine.Pelt@tusd1.org	Needs EEL	Needs	Black
3	K. Paquette	034661	Molina	Mitza	Teacher ExEd	Robison	0	7.28.15	Mitza.Molina@tusd1.org	2015 Ind D	2015	White
2	K. Paquette	033009	Espinoza	Andrea	Teacher ExEd	Utterback	1	3.30.15-in program 1 year	Andrea.Espinoza@tusd1.org	2015 Ind B	2015	Asian

White

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
2	K. Paquette	034558	Funk	Brian	Teacher 8th Grade SS	Utterback	1	Orientation 5.28.15-in program 1 year	Brian.Funk@tusd1.org	2015 Ind B	2015	White		
3	K. Paquette	033556	Flores	Mareli	Teacher ExEd	Utterback	0	Orientation 5.28.15-in program 2 years	Mareli.Flores@tusd1.org	2015 Ind D	2015	Hispanic		
3	K. Paquette	034477	Flores	Karen	Teacher SS	Utterback	0	Orientation 6.18.15-in program 2 years	Karen.Flores@tusd1.org	2015 Ind B	2015	White		
3	K. Paquette	034718	Shoumaker	Elsa	Teacher Theatre Alternative Pathway	Utterback	0	7.28.15-in program 2 years	Elsa.Shoumaker@tusd1.org	Needs EEL	Needs	Hispanic		
3	K. Van Loan	034578	Arnold	Kerry	Teacher 5th Grade	Booth-Fickett	0	Orientation 7.16.15-in program 2 years	Kerry.Arnold@tusd1.org	Needs Days 2-4 C	2015	White		
3	K. Van Loan	034672	Mayer	Ryan	Teacher 3rd	Booth-Fickett	0	7.28.15-in program 2 years	Ryan.Mayer@tusd1.org	2015 Ind D	2015	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
3	K. Van Loan	034607	Soto	Anyssa	Teacher 6th Math	Booth-Fickett	0	7.28.15-in program 2 years	Anyssa.Soto@tusd1.org	2015 Ind B	2015	White		
3	K. Van Loan	400180	Maurer	Owen	Teacher	Booth-Fickett Science	0	9.29.15 Intern-in program 2 years	Owen.Maurer@tusd1.org	Needs	Needs	White		
2	K. Van Loan	034063	Rasmussen	Haley	Teacher 4th	Hudlow	1	1.15.15-in program 1 year	Haley.Rasmussen@tusd1.org	Took Spring 2015	2015	White		
2	K. Van Loan	032877	Spillers	Travis	Ex Ed Teacher	Hudlow	1.5	7.22.14-in program 1 year	Travis.Spillers@tusd1.org	2014 Ind	2014	White		
3	K. Van Loan	400003	Savin	Lisa	Teacher ELD	Rincon	0	1.16	Lisa.Savin@tusd1.org	Needs	Needs	White		
2	K. Van Loan	034701	Knutson	Kelsay	Teacher 3rd Grade	Sewell	0	8.3.15 Orientation-in program 1 year	Kelsay.Knutson@tusd1.org	Needs	Needs	White		
1	K. Van Loan	032839	Dukes	Phillip	Needs Dan	UHS	1	08.01.14 Orientation-in program 1 year	Phillip.Dukes@tusd1.org	Needs	Needs	White		
1	K. Van Loan	032962	Sherry	Ashley	Teacher English	UHS	1	07.14.14 Orientation- In program 1 year	ashley.sherry@tusd1.org	Took 2014 Ind	2014	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
1	K. Van Loan	033352	Traquair	Hannah	AP Human Geography/Government	UHS	1	07.14.14 Orientation- In program 1 year	hannah.traquair@tusd1.org	Took Fall 2014	Needs	White		
2	L. Pierce	032837	Andros	Elizabeth	Teacher	Cholla	1.5	07.17.14 Orientation-In program 1 year	Elizabeth.Andros@tusd1.org	Took 2014 Fall	Needs	White		
3	L. Pierce	034513	Botham	Bryanna	Teacher English	Cholla	0	Orientation 6.04.15-in program 2 years	Bryanna.Botham@tusd1.org	2015 Ind B	2015	White		
3	L. Pierce	034397	Champlin	Loren	Math	Cholla	0	5.26.15	Loren.Champlin@tusd1.org	2015 Ind B	2015	Asian		
3	L. Pierce	034405	Cruz	Christopher	Teacher SS	Cholla	0	Orientation 5.28.15-in program 2 years	Christopher.Cruz@tusd1.org	2015 Ind A	2015	Black		
3	L. Pierce	034476	Dewland	Tetyana	Teacher Math	Cholla	0	Orientation 6.18.15-in program 2 years	Tetyana.Dewland@tusd1.org	2015 Ind A	2015	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth
3	L. Pierce	034537	Eia	Eric	Teacher PE	Cholla	0	Orientation 7.2.15-in program 2 years	Eric.Eia@tusd1.org	2015 Ind C	2015	White
2	L. Pierce	033420	Tequida	Natiely	Spanish	Pueblo HS	1	07.21.14 Orientation- In program 1 year	natiely.munguianunez@tusd1.org	Took 2014 Ind	2014	Hispanic
2	L. Pierce	030178	Rodriguez	Rhianna	Teacher English	Pueblo HS	1	09.04.14 Orientation-In program 1 year1	rhianna.rodriquez@tusd1.org	Took Winter 2015	2015	Hispanic
3	L. Pierce	034426	Castillo	Betzi	Teacher Spanish	Pueblo HS	0	Orientation 6.04.15-in program 2 years	Betzi.Castillo@tusd1.org	2015 Ind A	2015	White
3	L. Pierce	034609	Cohen	Cary	Teacher Economic s	Pueblo HS	0	Orientation 7.20.15-in program 2 years	Cary.Cohen@tusd1.org	2015 Ind C	2015	White
3	L. Pierce	029748	Gunnels	Michael	Teacher	Pueblo HS	0.5	12.04.14 Orientation-In program 1 year	Michael.Gunnels@tusd1.org	Took Winter 2015	2015	White

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White
3	L. Pierce	032412	Somoza	Ernesto	Teacher C.M.T. CTE	Pueblo HS	0.5	12.04.14 Orientation-In program 2 years	Ernesto.Somoza@tusd1.org	Took Winter 2015	2015	Hispanic	
3	L. Pierce	034547	Vargas	Jonathan	Teacher Guitar	Pueblo HS	0	Orientation 7.9.15-in program 2 years	Jonathan.Vargas@tusd1.org	Needs 3 & 4 D	2015	Hispanic	
3	L. Pierce	033136	Gonzalez	Raul	Teacher	Pueblo HS	0	7.28.15	Raul.Gonzalez@tusd1.org	2015 Ind C	2015	Hispanic	
3	L. Pierce	034563	Meddleto n	Shanice	Teacher Biology	Pueblo HS	0	Orientation 6.18.15-in program 2 years	Shanice.Meddlet on@tusd1.org	2015 Ind B	2015	Black	
3	L. Pierce	034801	Gonzalez	Angela	Teacher	Pueblo HS	0	8.21.15 Orientation-in program 2 years	Angela.Gonzalez@tusd1.org	Winter 2016	Needs	White	
3	L. Pierce	027398	Levitz	Sandra	Health Education	Pueblo HS	0	8.3.15	Sande.Levitz@tusd1.org	Needs	Needs	Hispanic	
2	L. Till	034433	Hippner	Tinina	Teacher 2-3 ELD	Blenman	1	6.5.15-in program	Tinina.Hippner@tusd1.org	2015 Ind A	2015	White	

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
2	L. Till	034677	Dvoskin	Diane	Teacher 3rd Grade	Blenman	1	In program 1 year (taught 36 years ago)	Diane.Dvoskin@tusd1.org	2015 Ind A	2015	White		
3	L. Till	021284	Acree	Elizabeth	Teacher 1st Grade	Blenman	0	Orientation 5.28.15-in program 2 years	Elizabeth.Acree@tusd1.org	2015 Ind A	2015	White		
3	L. Till	034269	Moulton	Laurie	Teacher 4th Grade	Blenman	0	Orientation 7.20.15-in program 2 years	Laurie.Moulton@tusd1.org	Needs Days 2-4	2015	White		
3	L. Till	034410	Thomas	Megan	Teacher 3rd Grade	Blenman	0	Orientation 5.28.15-in program 2 years	Megan.Thomas@tusd1.org	2015 Ind D	2015	White		
2	L. Till	033313	Easterbrooks	Angelina	Teacher AVID	Catalina	1	07.07.14 Orientation- In Program 1 Year	angelina.easterbrooks@tusd1.org	2014 Ind C	2014	Hispanic		
2	L. Till	033278	Kornmuller	Melissa	Teacher History/Gov	Catalina	1	06.26.14 Orientation- In Program 1 Year	melissa.kornmuller@tusd1.org	2014 Ind A	2014	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White
3	L. Till	034671	Thomas	Krystal	Teacher English	Catalina	0	7.28.15-in program 2 years	Krystal.Thomas@tusd1.org	2015 Ind D	2015	White	
3	L. Till	034468	Domsky	Simon	Teacher Math	Catalina	0.5	7.28.15-in program 2 years	Simon.Domsky@tusd1.org	2015 Ind C	2015	White	
2	L. Till	034617	Delgado	Amanda	Teacher 1st Grade	Davidson	1	Orientation 7.20.15-in program 1 year	Amanda.Delgado@tusd1.org	2015 Ind C	2015	White	
3	L. Till	034764	Benchley	Megan	Teacher 4th grade	Davidson	0	8.3.15-in program 2 years	Megan.Benchley@tusd1.org	Needs	Needs	White	
3	L. Till	400399	Hall	Toni	Teacher 3rd Grade	Davidson	0	1.16	Toni.Hall@tusd1.org	Needs	Needs	White	
2	L. Till	034417	Morrisroe	Brittany	Teacher 6th Grade Science	Doolen	0	Orientation 5.28.15-in program 2 years	Brittany.Morrisroe@tusd1.org	2015 Ind B	2015	White	
2	L. Till	029434	Sherry	Asa	Teacher 6th GradeSS/LA Accelerated	Doolen	0	Orientation 7.2.15-in program 2 years	Asa.Sherry@tusd1.org	2015 Ind D	2015	White	

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEl	Ind	Eth	White	014718
	M.				Teacher Art	Cholla	0	7.28.15	Ariana.Speranza@tusd1.org	2015 Ind C	2015	White		
3	Bieberstein	034659	Speranza	Ariana	Teacher 5th	Drachman	0	11.30.15	Kristin.Ingram@tusd1.org	2016 Winter	Needs	White		
	M.		Latremouille	Julie	Teacher 1,2,3	Drachman	0	1.19.16		Needs	Needs	Needs		
3	Bieberstein	400710			Teacher Ex Ed Inclusion	Grijalva	Exp	New to ExED	Ade.Kaur@tusd1.org	Took 2012	2012	White		
	M.				Temp Ex Ed Teacher	Lawrence	1	01.29.15 Orientation- in program 1 year	Morgan.Riddle@tusd1.org	2015 Ind B	2015	White		
2	Bieberstein	034098	Riddle	Morgan	ExEd Teacher	Lawrence	1	in program 1 year	Francisco.Sarmiento@tusd1.org	Took Winter 2015	Needs	Hispanic		
	M.				Teacher Math	Pueblo HS	1	07.17.14 Orientation-In program 1 year	hannah.yoder@tusd1.org	Took Induction 2014 B	2014	White		
2	Bieberstein	033371	Yoder	Hannah	Teacher ExEd Intern	Pueblo HS	0	Orientation 6.04.15-in program 2 years	Hannah.Moen@tusd1.org	2015 Ind C	2015	White		
	M.													
3	Bieberstein	033032	Moen	Hannah										

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
	M. 3 Bieberstein	029545	Ruiz	Kristina	Teacher CBI ExEd	Pueblo HS	0	Orientation 5.28.15-in program 2 years	Kristina.Ruiz@tusd1.org	2015 Ind D	2015	Hispanic		
	M. 3 Bieberstein	034560	Vasquez	Paul	Teacher PE	Pueblo HS	0	Orientation 7.9.15-in program 2 years	Paul.Vasquez@tusd1.org	2015 Ind D	2015	White		
	M. 2 Bieberstein	030789	Federico	Jesus	EX Ed Teacher Autism	Tucson	1.5	12.11.14 Orientation-In Program 1 year	Jesus.Federico@tusd1.org	Took Spring 2015	2015	White		
	M. 2 Bieberstein	034062	Aranda	Janessa	ExEd SC K-3-on leave	Warren	1	01.15.15 Orientation-In program 1 year	Janessa.Aranda@tusd1.org	Needs EEL-On leave	Needs	White		
	M. 2 Bieberstein	034686	O'Dell	Lauren	Teacher 2nd Grade	Warren	1.5	7.28.15	Lauren.Carpenter@tusd1.org	C	2015	White		
	M. 3 Bieberstein	034066	Helsel	Anna	ExEd SC	Warren	0.5	01.15.15 Orientation-in program 2 years	Anna.Helsel@tusd1.org	Needs 2-4	2015	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
					Teacher ExEd-On leave for yr	White		Orientation 7.23.15-in program 1 year	Tracy.Baier@tusd1.org	2015 Ind D	2015	White		
2	M. Bieberstein	034651	Baier	Tracy										
3	M. Bieberstein	033657	Ludovic	Louisa	teacher 2nd	White	0	7.28.15	Louisa.Ludovic@tusd1.org	2015 Ind C	2015	White		
3	M. Bieberstein	034524	Rodriguez	Hector	Teacher 2nd Grade	White	0	Orientation 7.2.15-in program 2 years	Hector.Rodriguez@tusd1.org	2015 IndB	2015	Hispanic		
3	M. Bieberstein	034737	Ruttencutter	Ashley	Teacher 4th	White	0	8.3.15	Ashley.Ruttencutter@tusd1.org	Needs EEI	Needs	White		
1	N. Gonzalez	033410	Berkey	Adriana	Teacher 2nd Grade	Davis	1	07.21.14 Orientation-In program 1 year	adriana.berkey@tusd1.org	Took Ind 2014	2014	White		
	N. Gonzalez	033284	Nichols III	William	Teacher 6th Science	Mansfeld	1	06.26.14 Orientation- In Program 1 year	william.nicholsIII@tusd1.org	Took Ind 2014	2014			
2												White		
3	N. Gonzalez	034016	Vogel	Patricia	Teacher 8th Engineering	Mansfeld	0.5	01.09.15 Orientation-In program 2 years	Patricia.Vogel@tusd1.org	Took Spring 2015	Needs	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
3	N. Gonzalez	034541	Goett	Payton	Teacher 8th Math	Mansfeld	0	Orientation 6.18.15-in program 2 years	Payton.Goett@tusd1.org	2015 Ind A	2015	White		
3	N. Gonzalez	034662	Schumacher	Julia	6th-8th ELD	Mansfeld	0	7.28.15	julia.schumacher@tusd1.org	2015 Ind D	2015	White		
2	N. Gonzalez	010272	Holt	Kristy	Teacher	Maxwell	1	8.3.15	Kristy.Holt@tusd1.org	Needs	Needs	White		
3	N. Gonzalez	034692	Abitia	Maril	Teacher 2/3	Maxwell	0	7.28.15	Maril.Abitia@tusd1.org	2015 Ind C	2015	White		
3	N. Gonzalez	034660	Voirin	Candice	Teacher 8th	Maxwell	0	7.23.15 Orientation-inprogram 2 years	Candice.Voirin@tusd1.org	2015 Ind B	2015	White		
3	N. Gonzalez	032867	Moreno	Danielle	Teacher	Tolson	0	Orientation 7.2.15-in program 2 years	Danielle.Moreno@tusd1.org	2015 Ind B	2015	White		
2	N. Gonzalez	033536	Harrington	Adam	Teacher Algebra 1 & 2	Tucson	1	07.29.14 Orientation -In Program 1 year	Adam.Harrington@tusd1.org	Fall 2014	Needs	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
2	N. Gonzalez	033312	Lizarribar	Alexandra	Teacher Anatomy	Tucson	1	07.07.14 Orientation- In Program 1 year	alexandra.lizarribar@tusd1.org	Took Induction 2014	2014	Hispanic		
2	N. Gonzalez	033311	Hoff	Sierra	Teacher Math	Tucson	2	07.07.14 Orientation- In Program 1 year	sierra.hoff@tusd1.org	Took Ind 2014 B	2014	White		
3	N. Gonzalez	034424	Biddle	Lauren	Teacher Math	Tucson	0	Orientation 6.04.15-in program 2 years	Lauren.Biddle@tusd1.org	2015 Ind A	2015	White		
3	N. Gonzalez	034610	Muller	Edward Nicholas	Teacher	Tucson	0	7.28.15	Edward.Muller@tusd1.org	2015 Ind B	2015	White		
3	N. Gonzalez	016993	Tolton	Diana	Teacher	Tucson	0	3.7.16-was sub until Mar, in program all year	Diana.Tolton@tusd1.org	Needs 2-4 Winter 2016	N/A	White		
3	N. Gonzalez	400454	Dyke	Kathryn	Teacher 3/4	Tully	0	11.16.15	Kathryn.Dyke@tusd1.org	Needs	Needs	White		
2	R. Altamirano	031676	Eldeen	Jennifer	Teacher 1st Grade	Whitmore	0	Orientation 5.28.15-in program 2 years	Jennifer.Eldeen2@tusd1.org	2015 Ind B	2015	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
2	R. Altamirano	034622	Taub	Ryan	Teacher Art	Catalina	1	Orientation 6.18.15-in program 1 year	Ryan.Taub@tusd1.org	Needs	2015	White		
2	R. Altamirano	033305	Velgos	Alexander Joseph	World History/Amer Gov/Eco	Catalina	1	07.07.14 Orientation- In Program 1 Year	alexander.velgos@tusd1.org	Took 2014 Induction B	2014	White		
3	R. Altamirano	034443	Signorile	Deborah	10th-12th	Catalina	0	6.8.15	Deborah.Signorile@tusd1.org	Needs 2-4 D	2015	White		
1	R. Altamirano	032338	Blunt	Michael	Teacher 4th Grade	Cragin	1	09.29.14 Orientation-in program 1 year	Michael.Blunt@tusd1.org	Took Spring 2015	2015	White		
1	R. Altamirano	022361	Brady	Kyle	Dance Teacher	Cragin	1	07.17.14 Orientation- in program 1 year	kyle.brady@tusd1.org	Took 2014 Induction C	2014	White		
1	R. Altamirano	033574	Horton	Elizabeth	Teacher 2nd grade	Cragin	1	01.15.15 Orientation-in program 2 years	Elizabeth.Horton@tusd1.org	2015 Ind C	2015	White		
1	R. Altamirano	033422	Rossmeissl	Bridget	K-5 Teacher	Cragin	1	07.21.14 Orientation- In program 1 year	bridget.rossmeissl@tusd1.org	Took 2014 Fall	2015	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
	R. 1 Altamirano	034466	Lerman	Chelsie	Teacher Kinder	Cragin	1	7.28.15	Chelsie.Lerman@tusd1.org	2015 Ind C	2015	White		
	R. 2 Altamirano	033361	Chism	Scott	Teacher 6th	Dodge	0	7.28.15	Scott.Chism@tusd1.org	2015 Ind C	2015	White		
	R. 2 Altamirano	033998	Montgomery	Amanda	Teacher 5th	Hudlow	1	12.11.14 Orientation-In program 2 years	Amanda.Montgomery@tusd1.org	Took Spring 2015	2015	White		
	R. 3 Altamirano	034727	Jenkins	Lindsay	Teacher 1st Grade	Hudlow	0	Orientation 7.20.15-in program 2 years	Lindsay.Jenkins@tusd1.org	Winter 2016	Needs	White		
	R. 1 Altamirano	034401	Humphries	Lindsay	Teacher 2nd Grade	Wright	1	Orientation 5.28.15-in program 1 year	Lindsay.Humphries@tusd1.org	2015 Ind D	2015	White		
	R. 2 Altamirano	033061	Green	Baily	Teacher 2nd Grade	Wright	0	Orientation 7.16.15-in program 2 years	Baily.Green@tusd1.org	2015 Ind C	2015	White		
	1 R. Long	000767	Panunzio	Barbara	ExEd	Bloom		New to ExEd	Barbara.Panunzio@tusd1.org	2012	N/A	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
2 R. Long		028100	Rucker	Rebekah	SC ExEd 3-5	Bloom	0	7.28.15	Rebekah.Rucker@tusd1.org	2015 Ind B	2015	White		
1 R. Long		022709	Lehman	Lynette	Teacher ExEd	Bonillas		Make the Move	Lynette.Lehman@tusd1.org	2013	N/A	White		
2 R. Long		033357	Papligone	Michael	Teacher Autism 6th	Booth-Fickett	1	07.14.14 Orientation- In program 1 Year	michael.papligone@tusd1.org	2014 Ind A	2015	White		
2 R. Long		034678	Flores Gastelum	Laura	Teacher ExEd	Davidson	0	7.28.15	Laura.Flores@tusd1.org	2015 Ind D	2015	White		
2 R. Long		029982	Hasel	Amy	Ex Ed CCP K-5	Dietz/Erickson		Make the Move	Amy.Hasel@tusd1.org	2012 Ind C	N/A	White		
1 R. Long		029362	Milner	Jody	Teacher ExEd Inclusion	Gridley		New to ExEd	Jody.Milner@tusd1.org	2013	N/A	White		
2 R. Long		032434	Serna-Cubillos	Maria del Pilar	Ex ED Teacher CCP	Marshall	0.5	02.28.15 From TA to Certified- In program 2 years	Maria.SernaCubillos@tusd1.org	2015 Ind D	2015	Hispanic		
2 R. Long		029560	Tran	Vi	Teacher ExEd	Marshall	0.5	2.1.15	Vi.Tran@tusd1.org	2015 Ind D	2015	Asian		

15-16 Consolidated List

PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
2 R. Long		034054	Ruetz	Theodore	Teacher 1st Grade	Marshall	0.5	01.29.15 Orientation-In program 2 years	Theodore.Ruetz@tusd1.org	2015 Spring	2015	White		
2 R. Long		029322	Rodrigues	Michaela	ExEd 6th	Myers/Ganoung		Make the Move	Michaela.Rodrigues@tusd1.org	2012	N/A	White		
3 R. Long		034510	Holtzen	Alison	Teacher ExEd K-2	Myers/Ganoung	0	Orientation 6.25.15-in program 2 years	Alison.Holtzen@tusd1.org	2015 Ind D	2015	White		
2 R. Long		027806	Kunk	Samantha	Teacher Kinder ExEd	Whitmore	0	7.28.15	Samantha.Kunk@tusd1.org	2015 Ind D	2015	White		
1 R. Long		032878	Goldstein	Rachel A	Ex Ed Teacher	Wright	1	07.17.14 Orientation-in program 1 year	Rachel.Goldstein@tusd1.org	2014 Ind A	2014	White		
2 S. Hann		034564	O'Rourke	Jami	Teacher 3rd Grade	Bloom	0	7.28.15	Jami.ORourke@tusd1.org	2015 Ind C	2015	White		
1 S. Hann		017037	Guerra	Elsa	Teacher 3rd	Borman	5	Returned to teaching 8.3.15	Elsa.Guerra@tusd1.org	Needs	Needs	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White	014718
	2 S. Hann	034182	Fouts	Katherine	Teacher 4th Grade	Fruchth endler	0.5	02.19.15 Orientation-in program 2 years	Katherine.Fouts@tusd1.org	2015 Ind B	2015	White		
	1 S. Hann	031686	Sylvian	Nichole	Teacher 6th LA	Gridley	1.5	07.17.14 Orientation-In program 1 year	Nichole.Sylvian@tusd1.org	2014 Fall	Needs	White		
	2 S. Hann	034126	Owen	Michaela	Teacher 7th	Gridley	0	7.28.15	Michaela.Owen@tusd1.org	2015 Ind D	2015	White		
	2 S. Hann	034425	Barnett	Carolyn	Teacher 5th Grade	Henry	0	Orientation 6.04.15-in program 2 years	Carolyn.Schulter@tusd1.org	2015 Ind D	2015	White		
	2 S. Hann	034548	Doherty	Jaclyn	Teacher 2nd Grade	Kellond	0	Orientation 7.9.15-in program 2 years	Jaclyn.Doherty@tusd1.org	2015 Ind A	2015	White		
	2 S. Hann	034621	Miller	Savannah	Teacher Kinder	Kellond	0	Orientation 7.16.15-in program 2 years	Savannah.Miller@tusd1.org	2015 Ind A	2015	White		
	2 S. Hann	030298	Engel	Hillary	Teacher Band	Sahuaro	1	7.22.14-in program 1 year	Hillary.Engel@tusd1.org	2014 Ind	2014	White		

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PTS	Mentor	EMPLID	Last Name	First Name	Contract Title	School	Years Exp	Notes	TUSD Email Address	EEL	Ind	Eth	White
					Teacher Anatomy/Biology	Sahuaro-Intern		8.17.15 Orientation-inprogram 2 0 years	Devin.Veal@tusd1.org	Needs	Needs	Black	
3	S. Hann	034832	Veal	Devin									
					Teacher 2nd Grade	Steele		Orientation 6.18.15-in program 1 year	Rachel.Dunn@tusd1.org	2015 Ind C	2015	White	
1	S. Hann	034465	Dunn	Rachel									
					Teacher 3rd Grade	Steele		1.5.15-in program 1 year	Soojung.Kim@tusd1.org	Needs	Needs	Asian	
1	S. Hann	034729	Kim	Soojung									
					Teacher 2nd	Wheeler		01.15.15 Orientation-In program 2 years	KendraRose.Swatzell@tusd1.org	2015 Spring	2015	White	
2	S. Hann	034015	Swatzell	Kendra									

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 Mentors
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16-17 consolidated lists										
2	Allard	034671	Thomas	Krystal	HS English	Catalina	1		krystal.thomas@tusd1.org	
2	Allard	034468	Domsy	Simon	HS Math	Catalina	1.5		simon.domsy@tusd1.org	
2	Allard	032373	Varelas	Sarah	ES 1	Cavett	1	Intern-Pima	sarah.varelas@tusd1.org	
3	Allard	401115	Saltz	Angela	ES 3	Cavett	Group A		angela.saltz@tusd1.org	
2	Allard	034725	Wolfe	Rachel	ES 4	Dietz	1		rachel.wolfe@tusd1.org	
3	Allard	400721	Gardner	Elizabeth	Grade level ? Science	Dietz	Group A		elizabeth.gardner@tusd1.org	
1	Allard	033361	Chism	Scott	MS 6 Science	Dodge	1		scott.chism@tusd1.org	
2	Allard	401371	Keith	Hayley	MS 7 Science	Dodge	Group A		hayley.keith@tusd1.org	
2	Allard	034736	Ruiz	Elia	ES Kinder ELD	Hollinger	1	Sub-Taking test	elia.ruiz@tusd1.org	
3	Allard	401453	Jimenez	Yesenna	Grade Level ? Dual Language	Hollinger	Group A		yesenna.jimenezjimenez@tusd1.org	
3	Allard	401447	Cordova	Vanessa	Grade Level ?	Hollinger	Group A	Sub-Taking test	vanessa.cordova@tusd1.org	
3	Allard	401384	Hogan	William	HS Art	Santa Rita	0		william.white@tusd1.org	
3	Allard	034855	Spar	Tony	HS ELA	Santa Rita	0	Sub-Taking test	tony.spar@tusd1.org	
3	Allard	401762	White	Casey	HS STEM/Science	Santa Rita	0	Sub-Taking test	casey.white@tusd1.org	
2	Allard	401137	Cota	Dario	Grade Level? MS Spanish	Vail MS	Group A		dario.cota@tusd1.org	
2	Allard	401133	Small	Reid	Grade Level ? MS Science	Vail MS	Group A		reid.small@tusd1.org	
3	Bieberstein	033437	Hantout	Belinda	HS Ex Ed.	Cholla	0.5		belinda.hantout@tusd1.org	
3	Bieberstein	400766	Johnson	Daniel	Grade Level? Ex. Ed.	Hollinger	0.5		daniel.johnson@tusd1.org	
3	Bieberstein	401735	Matyas	Ashley	HS Ex. Ed.	Hollinger	0		ashley.matyas@tusd1.org	
3	Bieberstein	033945	Desmond	Clayton	Grade Level? Teacher	Lynn/Urquides	1	Intern-GCU	clayton.desmond@tusd1.org	
3	Bieberstein	027874	Diffie	Daniel	ES Ex Ed 3-5	Lynn/Urquides	Group A	Intern-GCU	daniel.diffie@tusd1.org	
3	Bieberstein	401378	Bowden	Gary	Grade Level Teacher	Lynn/Urquides	Group A		gary.bowden@tusd1.org	
2	Bieberstein	033032	Moen	Hannah	HS Ex. Ed. Intern	Pueblo	1		hannah.moen@tusd1.org	
2	Bieberstein	029545	Ruiz	Kristina	HS Ex. Ed. CBI	Pueblo	1		kristina.ruiz@tusd1.org	
3	Bieberstein	033013	Rivera	Viviana	ES Ex. Ed. K-5	Roskruge	Group A		viviana.rivera@tusd1.org	
3	Bieberstein	032705	Wells	Stephanie	HS Ex. Ed.	Tucson	0		stephanie.wells@tusd1.org	Added 12.7.16
2	Bieberstein	400211	DeMaestri	Darin	Grade Level? MS SS	Utterback	1		darin.damaestri@tusd1.org	
2	Bieberstein	034477	Flores	Karen	Grade Level? MS SS	Utterback	1		karen.flores@tusd1.org	
3	Bieberstein	023290	Woll	Katherine	ES Ex. Ed.	Van Buskirk	Group A		katherine.woll@tusd1.org	
2	Bieberstein	034524	Rodriguez	Hector	ES 2	White	1		hector.rodriguez@tusd1.org	

16-17 consolidated lists																		
2	Bieberstein	014673	Brown	Renee	ES Ex. Ed.	White	2.5	new to Ex. Ed	renee.brown@tusd1.org	Added on per Tanya she has 10 years teaching experience, but brand new to Ex. Ed.								
2	Brookshire	400862	Stott-Jones	Sydney	MS dance	Booth/Fickett	Group A	Intern-Rio Salado CC (Begin classes in Jan.)	sydney.jones@tusd1.org									
1	Brookshire	034554	Soto	Arianna	MS 6	Booth-Fickett	1		arianna.soto@tusd1.org									
2	Brookshire	401438	Ross	Jake	ES 2	Erickson	0	Intern-Rio Salado CC	jake.ross@tusd1.org									
1	Brookshire	025277	Morales	Melissa	ES 2	Erickson	1		melissa.morales@tusd1.org									
2	Brookshire	401480	Osterhoudt	Diane	ES 2	Erickson	Group A		diane.osterhoudt@tusd1.org									
2	Brookshire	401176	Govern	Katherine	ES 3	Ford	0		katherine.govern@tusd1.org									
1	Brookshire	034796	Veltre	Cassie	ES 1	Ford	1		cassie.veltre@tusd1.org									
2	Brookshire	034484	Wojtak	Tiffany	ES 2	Hudlow	1		tiffany.wojtak@tusd1.org									
3	Brookshire	400461	Villafana	Priscilla	ES 1	Hudlow	Group A	Intern-Pima	priscilla.villafana@tusd1.org									
3	Brookshire	401502	Barker	Greg	Technology Application	Santa Rita	0		greg.barker@tusd1.org									
2	Brookshire	401596	Giddings	Christian	Band/ Choir	Santa Rita	1		christian.giddings@tusd1.org									
3	Brookshire	032533	Buchin	Peter	HS Algebra	Santa Rita	Group A		peter.buchin@tusd1.org									
3	Brookshire	032954	Buchin	Faith Robin	HS Biology	Santa Rita	Group A		faithrobin.buchin@tusd1.org									
3	Brookshire	401445	Gracia	Alexander	HS Economics, Government, American History	Santa Rita	Group A		alexander.gracia@tusd1.org									
3	Chapin	400686	Quintanilla	Drucilla	Grade Level?	CE Rose	0.5		drucilla.quintanilla@tusd1.org									
2	Chapin	032276	Goglio	Britany	MS 7	CE Rose	1		britney.goglia@tusd1.org									
2	Chapin	034699	Sanchez	Karina	ES	CE Rose	1		Karina.Sanchez@tusd1.org									
3	Chapin	401321	Brunenkant	L. Andrea	ES 3	CE Rose	Group A		lucinda.brunenkant2@tusd1.org									
3	Chapin	400638	Byrne	Patrick	HS Marine Biology	Cholla	0.5		patrick.byrne@tusd1.org									
2	Chapin	034569	Johnson	Jesse	HS Math	Cholla	1		jesse.johnson@tusd1.org	Personal leave until January								

16-17 consolidated lists											
3	Chapin	400332	Elliott	Kim	HS Drama 9-12	Cholla	Group A		kim.elliott@tusd1.org		
3	Chapin	401338	Federico	Jose	Grade Level and content?	Cholla	Group A	Intern-Pima Pathways	jose.federico3@tusd1.org		
2	Chapin	034426	Castillo	Betzi	HS Spanish	Pueblo	1		betzi.castillo@tusd1.org		
2	Chapin	034801	Gonzalez	Angela	Grade Level and content?	Pueblo	1		angela.gonzalez@tusd1.org		
3	Chapin	401236	Espindola	Melissa	HS Chemistry	Pueblo	Group A		melissa.espindola@tusd1.org		
3	Chapin	401255	Wiley	Christine	HS English	Pueblo	Group A		christine.wiley@tusd1.org		
3	Chapin	401374	Anderson	Mallory	ES Kinder	Robins K-8	Group A		mallory.anderson@tusd1.org		
3	Chapin	401244	Roussey	Rachel	ES 1	Robins K-8	Group A		rachel.roussey@tusd1.org		
3	Chapin	401215	Barrera	Alejandra	ES 1	Van Buskirk	Group A		alejandra.barrera@tusd1.org		
3	Chapin	401297	Morley	Ryan	ES 3	Van Buskirk	Group A	Intern-Pima Pathways	ryan.morley@tusd1.org		
3	Dorathy	032354	Rashad	Amina	Ex. Ed. 6th -8th	Dietz	Group A		amina.rashad@tusd1.org		
3	Dorathy	034842	Davis	Rebecca	ELD 5-8	Dietz K-8	Group A		rebecca.davis@tusd1.org		
1	Dorathy	033146	Bradson-Etheridge	Amy	Ex. Ed.	Dunham	1		amy.bradesonetheridge@tusd1.org		
2	Dorathy	400327	Hembree	Alexandra	Ex. Ed.	Gridley	Group A		alexandra.hembree@tusd1.org		
3	Dorathy	401761	Zestcott	Aurora	Ex. Ed.-CCP	Hudlow	0	Intern-Pima	aurora.zestcott@tusd1.org	New to our program	
2	Dorathy	011502	Wingstrom	Kathleen	Ex. Ed.	Hudlow	1	MTM	kathleen.wingstrom@tusd1.org		
2	Dorathy	016581	Harris-Herchenroeder	Catherine	Ex. Ed.	Palo Verde	1	MTM	catherine.harris@tusd1.org	added 12.7.16	
3	Dorathy	033739	Encinas	Maria	Ex. Ed. 9-12	Palo Verde	Group A		maria.encinas@tusd1.org		
3	Dorathy	401381	Boe	Bradley	HS CTE film/TV	Palo Verde	Group A		bradley.boe@tusd1.org		
3	Dorathy	401439	Cassano	Andrew	HS US History	Palo Verde	Group A		andrew.cassano@tusd1.org		
3	Dorathy	400264	Sanderson	Kaliah	Ex. Ed.	Sahuaro	Group A	MTM-GCU	kaliah.sanderson@tusd1.org		
1	Dorathy	030783	Arce	Graciela	Ex. Ed.	Soleng Tom	1	MTM	graciela.arce@tusd1.org		
2	Dorathy	025883	Stone	Kathy	Ex. Ed. Resource Math	Vail MS	Group A		kathy.stone@tusd1.org		
2	Dorathy	400601	Anger	Shelby	Grade Level?	Wheeler	1		shelby.anger@tusd1.org		
3	Dorathy	030528	Ayers	Rebecca	ES Science	Wheeler	Group A		rebecca.ayers@tusd1.org		
3	Dorathy	032970	Robertson	Estella	Ex. Ed. K-2 Autism	Wheeler	Group A		estella.robertson@tusd1.org		
1	Elias	034572	Waters (Olson)	Melissa	ES 2	Borton	1		melissa.olson@tusd1.org		
2	Elias	401238	Evans	Jenna	ES Kinder	Borton	Group A		jenna.evans@tusd1.org		

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2	Elias	400489	Ingram	Kristin	ES 5	Drachman	1		kristin.ingram@tusd1.org			
2	Elias	400710	Latremouille/ Nye	Julie/Katherine	ES 1,2,3	Drachman	1		julie.latremouille@tusd1.org	Katherine will take over Jan. 9		
3	Elias	033262	Morales- Bonilla	Isabel	ES 1 & 3	Drachman	Group A		isabel.moralesbonilla@tusd1.org			
3	Elias	031419	Bury	Kristen	Grade Level?	Drachman	Group A		kristen.bury@tusd1.org			
2	Elias	034626	Casillas	Sandra	ES 1	Hollinger	1		sandra.casillas@tusd1.org			
2	Elias	034688	Davis	Steven	MS 6-8 ELA	Hollinger	1		steven.davis@tusd1.org			
2	Elias	018430	Gomez- Peralta	Ximena	ES 1	Mission View	1		ximena.gomezperalta@tusd1.org			
2	Elias	401147	Walczak	Chloe	2nd/ 3rd ELD	Ochoa	2		chloe.walczak@tusd1.org			
3	Elias	004696	Ortiz-Roybal	Jeannette	ES 1	Ochoa	Group A		jeannette.ortizroybal@tusd1.org			
2	Elias	007693	Mortensen	Ada	ES 2	Robison	1		ada.mortensen@tusd1.org			
3	Elias	401300	Hopwood	Kristin	ES 1	Robison	Group A		kristin.hopwood@tusd1.org			
3	Elias	401210	Mazur	Alexandra	ES 5	Robison	Group A		alexandra.mazur@tusd1.org			
3	Elias	401130	Zittlosen	Brianna	ES 3	Robison	Group A		brianna.zittlosen@tusd1.org			
2	Flannery	034662	Schumacher	Julia	MS 6-8 ELD	Mansfeld	1		julia.schumacher@tusd1.org			
2	Flannery	401129	Nakanishi	Colleen	MS 8 ELA	Mansfeld	1		colleen.nakanishi@tusd1.org			
2	Flannery	034609	Cohen	Cary	grade level and content?	Rincon	1		cary.cohen@tusd1.org			
2	Flannery	030900	Fackelman	Jeri	HS ELD	Rincon	1		jeri.fackelman@tusd1.org			
2	Flannery	401315	Burleson	Camelia	HS Math	Rincon	1.5		camelia.burleson@tusd1.org	added 11- 21-16		
3	Flannery	033886	Adams	Nikki Marie	HS Biology	Rincon	Group A		nikki.adams@tusd1.org			
3	Flannery	033066	Quigley	Jennifer	grade level and content?	Rincon	Group A		jennifer.Quigley@tusd1.org			
3	Flannery	401186	Campos	Jovana	grade level and content?	Roskruge	Group A		jovana.campos@tusd1.org			
3	Flannery	401463	Manship	Daniel	MS SS	Roskruge	Group A		robert.manship@tusd1.org			
3	Flannery	034144	Dahms	Cody	MS Science	Safford	0		cody.dahms@tusd1.org	added 12.7.16		
2	Flannery	402066	Skiba	Luke	MS Math	Safford	1		luke.skiba@tusd1.org	added 12.7.16		
2	Flannery	034861	Johnson	Julie	HS Science	TAP	1		julie.johnson@tusd1.org			
2	Flannery	033733	Loya III	Bruno	HS 9-12 Folklorico	Tucson	1	Intern- Pima	bruno.loyaIII@tusd1.org			
2	Flannery	034610	Muller	Edward Nicholas	grade level and content?	Tucson	1	Intern- Pima	edward.muller@tusd1.org			
2	Flannery	034430	Rivera	Luis	HS ELA	Tucson	1		luis.riveraIII@tusd1.org			
3	Flannery	033709	Apodaca Marrufo	Dania	HS Spanish	Tucson	Group A		danial.apodaca@tusd1.org			
2	Flannery	400657	Jones	Chelsea	HS AP Science	UHS	Group A		chelsea.jones@tusd1.org			
2	Gomez	29408	Ford	Joseph	Ex. Ed.	Catalina		MTM	joseph.ford@tusd1.org			
3	Gomez	033724	Vandivort	Valerie	Ex. Ed. CCP	Johnson	0	Intern- GCU	valerie.vandivort@tusd1.org			
2	Gomez	005460	Slonaker	Stuart	Ex. Ed CCP	Oyama	20	New to Ex. Ed.	stuart.slonaker@tusd1.org			
2	Gomez	034398	Bottock	Kacie	Ex. Ed.	Pueblo Gardens	1		kacie.bottock@tusd1.org			

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2	Gomez	034396	Inclan	Skylar	ES 2	Pueblo Gardens	1		skylar.inclan@tusd1.org			
2	Gomez	401372	Hawley	Kimberly	grade level? Music	Pueblo Gardens k-8	1		kimberly.hawley@tusd1.org			
3	Gomez	401388	Ritter	Ashley	ES 4	Pueblo Gardens k-8	Group A		ashley.ritter@tusd1.org			
2	Gomez	401730	Beard	Alexandria	ELD 2	Roberts/Naylor	1		alexandria.beard@tusd1.org			
3	Gomez	034387	Weiss	Tammy	Ex. Ed. 6-12	Roberts/Naylor	Group A		tammy.nelson2@tusd1.org			
3	Gomez	401456	Charles	Emily	Ex. Ed.	Robison	0	Intern-GCU in January	emily.charles@tusd1.org	Emergency Cert 11/2016		
2	Gomez	034661	Molina	Mitza	Ex. Ed.	Robison	1		mitza.molina@tusd1.org			
2	Gomez	031304	Hedgcock	Anne	Ex. Ed.	Robison	Group A	MTM	anne.hedgcock@tusd1.org			
2	Gomez	033732	Commerford	Heather	MS 6 ELA	Utterback	1	Intern	heather.commerford@tusd1.org			
2	Gomez	034534	Novak	Emma	MS 6 Science	Utterback	1		emma.novak@tusd1.org			
3	Gomez	401375	Beams	Benjamin	MS 7 Science	Utterback	Group A	Intern	benjamin.beams@tusd1.org	Move to Margaret/Crystal's list		
3	Gomez	401249	Dittiger	Peter	Ex. Ed.	Utterback	Group A	Intern	peter.dittiger@tusd1.org			
2	Gomez	034062	Aranda	Janessa	Ex. Ed.	Warren	2.5		janessa.aranda@tusd1.org	Added on per Tanya CCP teacher at Warren, was in the mentor program last year but went on medical leave in October and did not come back until the end of the year.		
2	Hamilton	034410	Thomas	Megan	ES 3	Blenman	1		megan.thomas@tusd1.org			
3	Hamilton	401081	Cooley	Carmelita	ES 3	Blenman	Group A	Sub needs to pass test	carmelita.cooley@tusd1.org			

16-17 consolidated lists										
2	Hamilton	401189	Charles	Simone	ES 2	Bonillas	Group A			simone.charles@tusd1.org
3	Hamilton	401989	Virgen-Sandoval	Arturo	HS Global Studies	Catalina	0	Intern-Pima		arturo.virgensandoval@tusd1.org
2	Hamilton	034443	Signorile	Deborah	HS Social Studies	Catalina	1			deborah.signorile@tusd1.org
3	Hamilton	401533	Gradowski	Michael	HS Culinary	Catalina	Group A			michael.gradowski@tusd1.org
3	Hamilton	401563	Stallkamp	Chris	HS 9-10 biology	Catalina	Group A	Sub needs to pass test		christopher.stallkamp@tusd1.org
3	Hamilton	401465	Velasco	Adam	HS 9 ELA	Catalina	Group A	Intern-GCU		adam.velasco@tusd1.org
1	Hamilton	034571	Simpson	Elizabeth	ES Kinder	Lineweaver	1			elizabeth.simpson@tusd1.org
2	Hamilton	401112	Vidaurri	Sara	ES 3	Lineweaver	Group A			sara.vidaurri@tusd1.org
3	Hamilton	401473	Sorenson	Corye	MS 6-8 ISI	Roberts/Naylor	0			corey.sorenson@tusd1.org
2	Hamilton	034580	Barraza	Yshelle	Grade Level? ELD	Roberts/Naylor	1			yshelle.barraza@tusd1.org
2	Hamilton	033978	Singleary	Amy	ES 2	Roberts/Naylor	1.5			amy.singleary@tusd1.org
3	Hamilton	401194	Sundquist	Derek	MS SS	Roberts/Naylor	Group A	Intern-Pima		derek.sundquist@tusd1.org
3	Hamilton	031619	Vera	Marla	ES 1	Roberts/Naylor	Group A	Intern-Rio Salado		marla.vera@tusd1.org
3	Hamilton	401458	Tune	Danielle	ES 4	Safford	Group A			danielle.tune@tusd1.org
3	Hamilton	400462	Attallah	Ameel	Grade level and content?	Safford	Group A	Intern-Pima		ameel.attallah@tusd1.org
1	Hernandez	034126	Owen	Michaela	MS 7	Gridley	1			michaela.owen@tusd1.org
1	Hernandez	034425	Barnett	Carolyn	ES 5	Henry	1			carolyn.barnett@tusd1.org
2	Hernandez	034832	Veal	Devin	HS Anatomy/Biology	Sahuaro	1	Intern-Pima		devin.veal@tusd1.org
3	Hernandez	025903	Davis	Lisa	Ex. Ed.	Sahuaro	Group A			lisa.davis@tusd1.org
3	Hernandez	401160	Hartman	Ashton	Grade Level and content?	Sahuaro	Group A	Intern-Pima		ashton.hartman@tusd1.org
2	Hernandez	401340	McCane	Alex	Grade Level and Content?	Sahuaro	1			alexander.mccane@tusd1.org
3	Hernandez	401239	Stevenson	Annelle	Grade Level and content?	Sahuaro	Group A	Intern-Pima		annelle.stevenson@tusd1.org
2	Hernandez	033473	Martinez	Selina	ES 1	Soleng Tom	Group A			selina.martinez@tusd1.org
2	Hernandez	034424	Biddle	Lauren	HS Math	Tucson	1			lauren.biddle@tusd1.org
2	Hernandez	034444	Szwez	Larissa	HS 9-12 MATH	Tucson	1			larissa.szwez@tusd1.org
3	Hernandez	401537	Andersen	Kelsey	HS ELA	Tucson	Group A			kelsey.andersen@tusd1.org
3	Hernandez	400395	Fleming	Erik	Grade Level and Content?	Tucson	Group A	Intern-Pima		erik.fleming@tusd1.org
3	Hernandez	400777	Vera	Marcia	HS Spanish	Tucson	Group A			marcia.vera@tusd1.org
2	Hernandez	401167	Brainerd	Jacob	HS English	Tucson	1			jacob.brainerd@tusd1.org
2	Hernandez	400385	Fennwald	James	Grade Level and Content?	Tucson	1			james.fennwald@tusd1.org
3	Hernandez	400441	Huffman	Keith	HS 11 History	Tucson	Group A			keith.huffmanjr@tusd1.org

16-17 consolidated lists										
2	Jaeger	034483	John	Sherile	ES 4	Lawrence	1		sherile.john@tusd1.org	
3	Jaeger	400547	Trowbridge	Kara	MS 7-8 ELA	Lawrence	Group A		kara.trowbridg@tusd1.org	
2	Jaeger	034402	Burhans	Androulla	ES Kinder	Maldonado	1	Sub-needs to pass test	androulla.burhans@tusd1.org	added 11/2016
3	Jaeger	401751	Macias	Matthew	ES 2	Maldonado		Sub-needs to pass test	matthew.macias@tusd1.org	added 11/2016
3	Jaeger	400487	Tobos Figueroa	Zulma	ES 5	Maldonado		Sub-needs to pass test	zulma.tobosfigueroa@tusd1.org	added 11/2016
3	Jaeger	400677	Babyak	Nicholas	ES 5	McCorkle	0.5		nicholas.babyak@tusd1.org	
3	Jaeger	400553	Brooks	Jessica	Grade Level? Dual Language	McCorkle	0.5		jessica.brooks@tusd1.org	
2	Jaeger	033071	Wilhite	Melissa	ES 5	McCorkle	1.5		melissa.wilhite@tusd1.org	
3	Jaeger	401448	Poulton	Irene	ES 4	McCorkle	Group A		irene.poulton@tusd1.org	
3	Jaeger	400952	Greenway	Ruth	ES 1	McCorkle	Group A		ruth.greenway@tusd1.org	
2	Jaeger	031207	Macias	Megan	MS 6 SS	Pistor	1.5		megan.macias@tusd1.org	
3	Jaeger	400925	Corcoran	Claire	MS 6-8 Art	Pistor	Group A		claire.corcoran@tusd1.org	
2	Jaeger	034675	Dublin	Tammy	ES 4	Vesey	1		tammy.dublin@tusd1.org	
2	Jaeger	028423	Figueroa	Diana	ES 4	Vesey	1		diana.figueroa@tusd1.org	
3	Jaeger	401365	Bolin	Elizabeth	ES Kinder	Vesey	Group A		elizabeth.bolin@tusd1.org	
2	Jaeger	034141	Duran	Johanna	ES 1	Warren	1		johanna.duran2@tusd1.org	
3	Jaeger	401432	Defoe	Amber	ES 1	Warren	Group A		amber.defoe@tusd1.org	
2	Long		Brodie	Katelyn	ES 2	Bloom	0			added 12.21.16
1	Long	028100	Rucker	Rebekah	Ex. Ed. 3-5 CCI	Bloom	1		rebekah.rucker@tusd1.org	
2	Long	032620	Boge	Sherri	Ex. Ed.	Bloom	Group A	MTM-GCU	sherri.boge@tusd1.org	
2	Long	033190	Cunningham	Lindsey	Ex. Ed. 3,4,5	Bonillas	Group A		lindsey.cunningham@tusd1.org	
2	Long	018965	Anderson-Ryan	Leslie	Ex. Ed. CSS Resource	Cragin	0.5		leslie.andersonryan@tusd1.org	
2	Long	401188	McIntosh	Laura	ES 1	Cragin	Group A		laura.mcintosh@tusd1.org	
2	Long	034678	Flores Gastelum	Laura	Ex. Ed. K-3 CCP	Davidson	1		laura.flores@tusd1.org	
2	Long	034764	Sholes (Benchley)	Megan	ES 4	Davidson	1.5		megan.sholes@tusd1.org	
1	Long	029434	Sherry	Asa	MS 6th SS/LA Accelerated	Doolen	1		asa.sherry@tusd1.org	?
2	Long	401425	Alton	Kelcie	MS 7, 8 ELA	Doolen	Group A	Ex. Ed-Intern-Pima ?	kelcie.alton@tusd1.org	
1	Long	027806	Kunk	Samantha	Ex. Ed. K-2 CCP	Whitmore	1	On leave	samantha.kunk@tusd1.org	
1	Long	401680	Rossi	Sumara	ES 1	Wright	1	Intern-Pima	samara.rossi@tusd1.org	
1	Long	033061	Green	Baily	ES 2	Wright	1	Intern-Rio Salado	baily.green@tusd1.org	
2	Long	401319	Coury	Nicole	ES 1	Wright	Group A		nicole.coury@tusd1.org	

16-17 consolidated lists																				
2	Long	033864	Larson	Jacie	Ex. Ed. K-5	Wright	Group A	Intern-Pima	jacie.larson@tusd1.org											
2	Maleski	401516	Moore	Virginia	ES 1	Grijalva	1		virginia.moore@tusd1.org											
2	Maleski	033736	Hill	Cassidy	ES 3	Grijalva	1.5		cassidy.hill@tusd1.org											
2	Maleski	401146	Thueringer	Emily	ES 1	Grijalva	1		emily.thueringer@tusd1.org											
3	Maleski	032425	Fischer	Leticia	ES 3	Grijalva	Group A		leticia.fischer@tusd1.org											
2	Maleski	034547	Vargas	Jonathan	HS Guitar	Pueblo	1		jonathan.vargas@tusd1.org											
2	Maleski	027398	Levitz	Sandra	HS Health Education	Pueblo	1		sande.levitz@tusd1.org											
2	Maleski	034563	Meddleton	Shanice	HS Biology	Pueblo	1		shanice.meddleton@tusd1.org											
2	Maleski	034560	Vasquez	Paul	HS PE	Pueblo	1		paul.vasquez@tusd1.org											
3	Maleski	401598	Bauer	Nathen	HS PE	Pueblo	Group A	Intern-Pima	nathen.bauer@tusd1.org											
3	Maleski	032592	Gradall	Karen	HS Dance	Pueblo	Group A	Intern-Pima	karen.gradall@tusd1.org											
2	Maleski	401437	Trevino	Lori	MS 8 ELA	Valencia	1	Intern-Pima	lori.trevino@tusd1.org											
3	Maleski	401038	Benavidez Benech	Carolina	MS Art	Valencia	Group A	Intern-Pima	carolina.benavidezbenech@tusd1.org											
3	Maleski	401549	Taylor	Brandon	MS 7 SS	Valencia	Group A	Sub-Taking Test	brandon.taylor@tusd1.org											
2	Maleski	401131	Hrabina	Talia	ES 4	White	1		talia.hrabina@tusd1.org											
2	Paco	034476	Dewland	Tetyana	HS Math	Cholla	1		tetyana.dewland@tusd1.org											
2	Paco	034537	Eia	Eric	HS PE	Cholla	1		eric.eia@tusd1.org											
2	Paco	034850	Padilla	Jorge	HS Welding	Cholla	1		jorge.padilla@tusd1.org											
2	Paco	034700	Shafer	David	HS IB Environmental Systems & Society, Forensic	Cholla	1		david.shafer@tusd1.org											
3	Paco	401416	Feucht	Tyler	HS 11 ELA	Cholla	Group A		tyler.feucht@tusd1.org											
3	Paco	032925	Hoy	Sarah	HS 9-12 Art	Cholla	Group A		sarah.hoy@tusd1.org											
2	Paco	034692	Abitia	Maril	ES 2/3	Maxwell	1		maril.abitia@tusd1.org											
3	Paco	401301	White-Raposo	Lynn	MS 7-8 Math	Maxwell	Group A	Intern-AZCTE.org	lynn.whiteraposo@tusd1.org											
2	Paco	034178	Taylor	Alison	ES 1	Oyama	1		alison.taylor@tusd1.org											
2	Paco	032490	Perez	Jesse	ES 4	Oyama	1.5		jesse.perez@tusd1.org											
2	Paco	032867	Moreno	Danielle	ES 1	Tolson	1		danielle.moreno@tusd1.org											
2	Paco	401331	Hipps	Nina	ES 2/3	Tully	1		nina.hipps@tusd1.org											
3	Paco	401178	Darnell	Beth	ES 1	Tully	Group A		beth.darnell@tusd1.org											
2	Paco	401376	Lapsansky	Warren	ES Kinder	Tully	1		warren.lapsansky@tusd1.org											
2	Phillips	400646	Sponsler	John	Grade Level?	Erickson	0	Sub Needs to pass test	john.sponsler@tusd1.org											
2	Phillips	400202	Krumholz	Angela	ES Kinder	Erickson	0	Intern	angela.krumholz@tusd1.org											
2	Phillips	401326	Kartchner	Karen	ES 4	Erickson	Group A		karen.kartchner@tusd1.org											
1	Phillips	034548	Doherty	Jaclyn	ES 2	Kellond	1		jaclyn.koherty@tusd1.org											
1	Phillips	034621	Miller	Savannah	ES Kinder	Kellond	1		savannah.miller@tusd1.org											
1	Phillips	034054	Ruetz	Theodore	ES 1	Marshall	1.5		Theodore.Ruetz@tusd1.org											
2	Phillips	025902	Horslund	Barrie	ES 2	Myers/Ganoung	1		barrie.horslund@tusd1.org											

16-17 consolidated lists										
2	Phillips	34044	Rankin	Arric	ES 5	Myers/Gan oung	1.5		arric.rankin@tusd1.org	
2	Phillips	401403	McDonald	Arlene	ES 2	Myers/Gan oung	1		arlene.mcdonald@tusd1.org	
2	Phillips	401179	de Roulhac	Rex	HS Math	Sabino	Group A	Intern- Pima	rex.deroulhac@tusd1.org	
2	Phillips	032277	McBrayer	Ryan	HS World History	Sabino	Group A	Intern- Pima	ryan.mcbrayer@tusd1.org	
2	Phillips	033079	Curtis	David	HS Math	Sabino	Group A	Intern- Rio Salado	david.curtis@tusd1.org	
3	Phillips	400732	Grantham	Jonathan	MS Art	Secrist	0.5		jonathan.grantham@tusd1.org	
2	Phillips	401230	Vittoria	Jennifer	MS 7 ELA	Secrist	1		jennifer.vittoria@tusd1.org	
3	Phillips	032414	Curley	Vanessa	MS 6 Science	Secrist	Group A	Intern- GCU	vanessa.curley@tusd1.org	
2	Phillips	401368	Meadows	Lauren	ES 1	Steele	1		lauren.meadows@tusd1.org	
3	Rivera	401544	Noriega	Joy	HS 10 & 12 Mexican/American Lit	Cholla	0		joy.noriega@tusd1.org	
2	Rivera	034513	Botham	Bryanna	HS English	Cholla	1	Intern- Pima	bryanna.botham@tusd1.org	
2	Rivera	034846	Rubin	David	HS SS	Cholla	1		david.rubin@tusd1.org	
3	Rivera	400465	Nubes	Manuela	ES 1 Dual Language	Grijalva	0.5	Sub needs to pass the test	manuela.nubes@tusd1.org	
2	Rivera	010970	Salcido	Eddie	ES 3	Grijalva	1	Sub needs to pass the test	edmundosalcido@tusd1.org	
3	Rivera	033749	Watts	Jamie	ES 2 ELD	Grijalva	Group A		jamie.watts@tusd1.org	
2	Rivera	019853	Quam	Tyrance	ES 2 ELD	Johnson	0		tyrance.quam@tusd1.org	
1	Rivera	031504	Valenzuela	Amanda	ES 1	Johnson	1		amanda.valenzuela@tusd1.org	
3	Rivera	401508	Gleeson	Ashley	MS 7-8 ELA	Pistor	Group A	Intern- GCU	ashley.gleeson@tusd1.org	
3	Rivera	030470	Munoz	Jennifer	MS Intervention-ISI	Pistor	Group A		jennifer.munoz@tusd1.org	
3	Rivera	400723	Ramirez	Celisa	MS 6 Math	Pistor	Group A	Sub needs to pass the test	celisa.ramirez@tusd1.org	
3	Rivera	401469	Garza	John	MS PE	Pistor	Group A	Intern ?	john.garza@tusd1.org	Emergenc y cert- needs 6 semester coursewor k hours
3	Rivera	401434	Wheatley	Jalyn	Grade Level and Content?	Pueblo	0		jalyn.wheatley@tusd1.org	

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3	Rivera	401594	Gunn	Nicholas	HS Government/American History	Pueblo		Intern-Pima	nicholas.gunn@tusd1.org			
2	Rivera	401163	Brock	Claire	Grade Level and Content?	Pueblo	1		claire.brock@tusd1.org			
2	Rivera	033136	Gonzalez	Raul	Grade Level and Content?	Pueblo	1		raul.gonzalez@tusd1.org			
2	Van Loan	401363	Winton	Katie	ES 3	Booth Fickett	Group A		katie.winton@tusd1.org			
2	Van Loan	401467	Coatsworth	David	MS Math	Booth/Fickett	Group A	Intern-Pima	david.coatsworth@tusd1.org			
2	Van Loan	034581	Sheridan	Theresa	MS Computer	Booth/Fickett	Group A	Intern-Teach Now (technology.com)	theresa.sheridan@tusd1.org			
1	Van Loan	034672	Mayer	Ryan	ES 3	Booth-Fickett	1		ryan.mayer@tusd1.org			
1	Van Loan	034607	Soto	Anysa	MS 6 Math	Booth-Fickett	1		anysa.soto@tusd1.org			
1	Van Loan	400180	Maurer	Owen	MS 6 & 8 Science	Booth-Fickett	1	Intern-Pima	owen.maurer@tusd1.org			
1	Van Loan	034175	Pelt	Charmaine	ES 3	Borman	1		charmaine.pelt@tusd1.org			
1	Van Loan	034182	Fouts	Katherine	ES 4	Fruchthendler	1.5		Katherine.Fouts@tusd1.org			
3	Van Loan	400689	Kramer	Kelsey	ES Grade?	Hudlow	0.5		kelsey.kramer@tusd1.org			
3	Van Loan	401399	Beltran	Diana	ES 5	Hudlow	Group A		diana.beltran@tusd1.org			
1	Van Loan	012517	Smiley	Alexandria	MS 7th-8th SS	Magee	1		alexandria.smiley@tusd1.org			
2	Van Loan	401901	Zavistowski	Cassandra	MS SS	Magee	1	Intern-Pima	cassandra.zavistowski@tusd1.org	Added to list 11/15/16		
1	Van Loan	034409	Smith	Zachary	HS English	Sabino	1		zachary.smith@tusd1.org			
2	Van Loan	400651	Wingert	Brandon	HS Biology	Sabino	Group A	Intern-UA Alternative Path to Secondary Certification (Borderland Consortium)	brandon.wingert@tusd1.org			
2	Van Loan	034701	Knutson	Kelsay	ES 3	Sewell	1		kelsay.knutson@tusd1.org			
2	Van Loan	034704	Reyna	Suzi	ES 1	Sewell	1		suzannah.reyna@tusd1.org			
Points												
613												
40.9	Mentors needed											

Itinerant Teacher	Item	Description	Evidence
Sal Gabaldon	Mentoring/Coaching of CR Teachers	Completed ten formal classroom visits and ten coaching conferences with my assigned teachers so far this year.	SharePoint documents folder
	Teaching/Co-Teaching/Model Instruction	Taught five periods of CR ELA during the entire month of August at Safford MS; taught one CR ELA class for three weeks at Palo Verde HS; co-taught and modeled lessons for CR teachers at Safford on multiple occasions	Outlook schedule; school attendance records;
	Student Recruitment	Helped recruit high school students by developing a PowerPoint presentation highlighting CR course offerings in ELA & SS	See Appendix A
	Teacher Recruitment	Recruited a social studies teacher for Safford K-8 School.	School documentation; Dept. attendance records for Saturday CR PD sessions
	Coordination with School Administration	Helped the principal at Safford K-8 School by meeting with parents to address (in both English and Spanish) parental concerns about faculty changes and the teacher shortage; also developed a PPT presentation for the faculty to use in teaching students about the Rights & Responsibilities Handbook	Safford K-8 log of open house attendance
	Community Outreach	Gave professional development presentations for the community organization Amistades Inc. and for the Partnership Learning Campus, a local charter school.	e-mail correspondence
	Student and Teacher Advocacy	Recruited students for a Pima College program seeking to give Latina students exposure to technology professions; provided lessons and articles to support teachers' CR instruction; encouraged teachers to make presentations at the Saturday CR PD sessions.	e-mail correspondence.
	Professional Development Presentations	Prepared and presented dozens of PPT presentations for various classes throughout the year and for CR Dept. PD sessions.	See Appendix A
Alexandro Escamilla	Mentoring/Coaching of CR Teachers	Completed 77 formal classroom visits and coaching conferences with my assigned teachers so far this year.	See Appendix A
	Teaching/Co-Teaching/Model Instruction	I have Co-taught periods 2 and 4 of CR MA Government during the entire 1 st and 2 nd Semesters at Tucson HS; taught one CR MA History class from 2 nd Quarter to the present at Santa Rita HS. Presented for on El Grito de Dolores PPT at the Hispanic Heritage Month Assembly at Santa Rita HS and @ CR classes at Cholla HS	School attendance records;
	Student Recruitment	Helped recruit and retain high school students by facilitating the MEChA chapter at Tucson HS every Tuesday during 1 st and 2 nd Semester. Also worked	Tucson High sign in sheets

Itinerant Teacher	Item	Description	Evidence
	Teacher Support/Advocacy	recruitment table at Santa Rita HS for the High School Expo. Presented at the Adelante Leadership Conference for Mexican American Student Services. Helped teachers @ Cholla and Pueblo HS and Roskruge and Mansfeld MS by providing materials and resources.	School documentation; Dept. attendance records for Saturday CR PD sessions
	Coordination with School Administration	Helped the principal at Cholla, Pueblo, Mansfeld and Roskruge by meeting with CR teachers to better understand CR pedagogy, curriculum and instruction. Santa Rita principal Mr. Palacios was invited to speak to our CR MA History class about his experiences with pachuco/cholo culture growing up in Silver City NM.	See Appendix A
	Community Outreach	Helped coordinate the Segundo de Febrero event for the community organization Amistades Inc.	e-mail correspondence
	Student and Teacher Advocacy	Recruited students for a LULAC conference @ Pima College program seeking to give Latino students leadership skills and resources and exposure to various opportunities; provided lessons and articles to support teachers' CR instruction; encouraged teachers to attend and make presentations at the Saturday CR PD sessions and at the Summer Institute.	e-mail correspondence.
	Professional Development Presentations	Prepared and presented dozens of PPT presentations for various classes throughout the year and for CR Dept. PD sessions.	See Appendix A
Teri Hollingsworth	Teaching/Co-Teaching/Model Instruction	I have co-taught several lessons with Anne Smiley, my new to teaching teacher. I have modeled one lesson with Antwan Tompkins. The others I have done presentations on the School to Prison Pipeline to, one, get the information out to students and two, model how to engage students in critical dialogue. Hollinger two 8 th grade classes– 2-13-17 and 2-17-17. Sabino – AA USH and MA ELA 12, 3-9-17, Palo Verde 12-6-16 (All day with AA USH and AA ELA 12. Palo Verde students then created posters and videos about the pipeline. Several presented them at their “Block Party” for parents. School Board Member, Kristel Ann Foster also attended this “Block Party” and asked the students to present their work to the School Board Meeting on April 25 th . The students also presented the work at the Ethnic Studies Conference at Pima Community College,	See Appendix A

Itinerant Teacher	Item	Description	Evidence
	Student recruitment	<p>Downtown Campus. I also did all day teaching on the topic of Microaggressions with Palo Verde. Students have taken this project quite a ways with YouTube videos and Instagram blasts about Microaggression.</p> <p>I began working on Course Promotion at Sabino in January. I met with the admin, asked how I could help. Suggested we do a presentation with Sophomore and Junior classes. Site admin were admit that it was not how they did things. I asked for permission to go into classrooms and let students know. They agreed and I presented in each of Mr. Smith's ELA 10 classes. I also asked the CR teachers to try to promote the classes. After a the day that students signed up for classes, Jen Marlow was called to a meeting with Jill the AP. She asked me to attend. The meeting was to discuss the promotion of classes and reprimand her for promoting in her classes because it made students believe that she would be the teacher when admin had not decided who would teach. Students were told that only three CR classes would be offered. Those same as this year. I informed Lorenzo and kept a copy of my notes dated (2-14-17). After much work, Lorenzo and I were invited back to the school to do promotions. We did three an hour in 4 classrooms on 4-4 (see schedule)</p>	See Appendix A
	Coordination with Admin on CRC issues	<p>I have worked closely with Mr. Taravati at Gridley with CR issues. Several have come up that involve parents. We have also met several times about how to bring CR to the staff at Gridley. We, Norma Gonzalez and I, did a presentation for them during PD on August 31st. I have also shared our IT University class information and readings with Mr. Taravati because of his deep interest. For most of my other Admin, I meet with them whenever I have something to share or promote, and keep them up to date with meetings and trainings through emails.</p>	See Appendix A
	Teacher recruitment	<p>This is done constantly when ever I am talking with teachers.</p>	See Appendix A
	Community outreach (encuentros, community partnerships, etc.)	<p>Have attended Hollinger (12-20-17), Vail (2-2-17), & Palo Verde (2-17-17) encuentros.</p>	See Appendix A

Itinerant Teacher	Item	Description	Evidence
	PD presentations	<p>Much of our time this year, in terms of PD presentations, has been devoted to study with Dr. Lopez and then work on translating that study to PD modules for next year's PD. I am also copying here what was written in other places in relation to PDs and Presentations.</p> <p>We, Norma Gonzalez and I, did a presentation for them during PD on August 31st</p> <p>School to Prison Pipeline to, one, get the information out to students and two, model how to engage students in critical dialogue. Hollinger two 8th grade classes– 2-13-17 and 2-17-17. Sabino – AA USH and MA ELA 12, 3-9-17, Palo Verde 12-6-16 (All day with AA USH and AA ELA 12. Palo Verde students then created posters and videos about the pipeline. Several presented them at their “Block Party” for parents. School Board Member, Kristel Ann Foster also attended this “Block Party” and asked the students to present their work to the School Board Meeting on April 25th. The students also presented the work at the Ethnic Studies Conference at Pima Community College, Downtown Campus. I also did all day teaching on the topic of Microaggressions with Palo Verde. Students have taken this project quite a ways with YouTube videos and Instagram blasts about Microaggression.</p> <p>We have also worked closely with the school to college liaisons to bring presentations to our class CR classrooms. They have presented on, Microaggressions, Identity, College, Corn, to name a few.</p>	See Appendix A
	Documentation	I try to document daily. I also upload all of our observations into sharepoint.	See Appendix A
	Mentoring/Coaching of CR teachers	This happens during each meeting. I meet with most of my CR teachers weekly, and do observations at least one time a month. We debrief each lesson I have seen during their planning or before or after school.	
Rickyana Estrada	Mentoring/Coaching of CR Teachers	Formal or informal classroom visits/observations and/or coaching conferences for each of my assigned teachers once a week. (Aug.22, 2016-current date)	See Appendix A
	Teaching/Co-Teaching/Model Instruction	Taught 2 nd quarter 11 th grade American History-Mexican American perspective class at Cholla HS	School attendance records

Itinerant Teacher	Item	Description	Evidence
		(November 1, 2016-January 9, 2017)	
	Student Recruitment	Helped recruit high school students using CRPI's PowerPoint presentation highlighting CR course offerings for Afr. Amer.-Mex. Amer. English/History. Presented at assemblies. (January 9-12, 2017)	See Appendix A
	Teacher Recruitment	Conferencing with Principals at middle school sites to increase CR classes into 7 th and 8 th grade courses. (April 11, 2017, April 12, 2017 and May 1, 2017)	See Appendix A
	Community Outreach	Presented at Mexican American Student Services, Adelante Workshop on Micro-aggressions and Stereotypes (March 4, 2017)	Session listed on brochures
	Student /Teacher Advocacy	IMPACT Tucson –Bullying, Behavior, Bravery Workshop on Bias, Micro-aggressions and Stereotypes (April 8, 2017) Provided lessons and articles to support teachers' CR instruction; encouraged teachers to make presentations at the Saturday CR PD sessions. (April 7, 2017, one of multiple dates)	e-mail correspondence, copies of lessons/articles given to teachers.
	Professional Development Presentations	Co-presented for CR Dept. Saturday PD sessions. (February 11, 2017)	See Appendix A
	Professional Development	Attended the PD presentation by Amistades Inc. and for the Partnership Learning Campus, a local charter school on "Two Nations, One Land: How History Has Inextricably Linked Mexico and the U.S." at THMS (February 2, 2017)	See Appendix A
Yolanda Sotelo	Mentoring/Coaching of CR Teachers	Attendance of AERA: Knowledge to Action, Achieving the Promise of Equal Educational Opportunity (April 27-30, 2017) I observe, document and provide feedback to the 7 teachers I mentor. I have been in the classrooms of the 7 teachers at least every week. Because of AZ Merit and the bell schedules it was difficult to see them during testing. I also help teachers find and book speakers for classes; I help teachers with fieldtrip and transportation forms.	Outlook Calendar documentation and visitor sign-in sheets at each school
	Teaching/Co-Teaching/Model Instruction	Taught a Jr. CR ELA class for three weeks at Palo Verde HS; I teach a lesson every Tuesday at Rincon HS;	Outlook Calendar documentation and visitor sign-in sheets at each

Itinerant Teacher	Item	Description	Evidence
		I help the substitute teacher at Palo Verde HS by providing model instruction for the CR ELA classes.	school
	Student Recruitment	Helped recruit high school students by providing materials to 2 students at Rincon HS to go to the classes to recruit for the CR ELA classes	See Appendix A
	Teacher Recruitment	Recruiting a soon to be former MAS Specialist to consider teaching a ELA CR class	
	Coordination with School Administration	Met with the assistant principal at Palo Verde HS varies times to discuss the ELA CR position in order to find a teacher to teach the classes	Outlook Calendar documentation and visitor sign-in sheets at each school
	Community Outreach	Met with Cholla HS AP and curriculum coach to provide support for CR curriculum and books Supported CR colleague at Amistades Inc. presentation; reached out to parents of students in CR classes on behalf of the CR teachers.	See Appendix A
	Student and Teacher Advocacy	Planned a fieldtrip to the University of Arizona to visit the Guerrero Center to inform students of the MAS classes available; asked teachers to make presentations at the Saturday CR PD sessions.	See Appendix A
	Professional Development Presentations	Prepared and presented a lesson for CR Dept. PD session.	See Appendix A
Kevan A. Kiser-Chuc	Mentoring/Coaching of CR Teachers	Completed two formal classroom visits and five coaching conferences with my assigned teachers so far this semester.	See Appendix A
	Teaching/Co-Teaching/Model Instruction	Provided model lessons and materials for instruction	school attendance records
	Teacher Recruitment	Recruited a social studies teacher and ELA teacher for Mansfeld Middle school. Discussion with possible candidates.	See Appendix A
	Coordination with School Administration	Conducted email correspondence with Principal concerning increase of CR identified classes for 2017-18 school year.	Email correspondence
	Student and Teacher Advocacy	Provided lessons and articles to support teachers' CR instruction; encouraged teachers to attend Saturday CR PD sessions; reviewed teacher lesson plans for CR tenets.	email correspondence.
Aide Silva	Teaching/Co-Teaching/Model Instruction	I have delivered lessons on the 3 levels of culture . Teacher names:	See Appendix A

Itinerant Teacher	Item	Description	Evidence
		<p>Tessa Valenzuela @ Davis Bilingual Magnet Kaye Wingfield @ Peter Howell Dates: February 2, 9, 16 Victoria Bravo @ Morgan Maxwell K-8 Dates: Feb. 7, 14, 28</p> <p>Facilitated close reading lessons with a focus on the Civil Rights movement and the role young African American</p> <p>Co-Created and Co-presented poetry lessons about self Identity.</p> <p>Teacher names: Tessa Valenzuela @ Davis Bilingual Magnet Kaye Wingfield @ Peter Howell Dates: March 2, 9, 16, 20</p> <p>I partnered with Junko Sakoi, one of the coordinators of the Multicultural Libraries in an effort to make this book collection accessible to both teacher and students. By selecting books with an African American and Mexican American focus, students engage in a variety of ways with characters and story lines they can relate to. Students encounter many aspects of their life experiences in these stories, nurturing a feeling of cultural pride.</p> <p>Additionally, I locate resources for teaches such as lessons about civil rights activists like Cesar Chavez and Dolores Huerta, Dr. MLK Jr., and Malcom X among others. These resources foster the development of students' academic identity.</p>	
	PD presentations	<p>Co-Presented on the topic of Culturally Relevant Student Engagement</p> <p>Co-Presenter: Norma Gonzalez School Site: Kellond Elementary Date: April 5, 2017 <u>Encuentros:</u></p> <p>Supported teacher in organizing an Encuentro with the focus on Cultural Identity. Teacher name: Nicole Ramirez @ Manzo Elementary</p>	See Appendix A

Itinerant Teacher	Item	Description	Evidence
		<p>Dates: December 14 and 15, 2017</p> <p><u>Co-Presented at our district's Annual Adelante Youth Conference.</u> Topic: Cultural Identity: Who Am I and where do I come from: Co-Presenters: Students from Manzo Elementary Arandaney Moreno and Irene Burnside Site: Tucson High Date: March 4th, 2017</p>	
	Mentoring/Coaching of CR teachers	<p>I first and foremost Support teachers in having good interpretation of three important documents: the Six Tenants, the Anti-Bias Standards, and our Class Observation Tool. In our reflective conversations we always refer back to these documents because it gives my teachers insights and more clarity on the reason why we must craft culturally relevant lessons. These documents also guides them in creating safe learning environments among many other imperative aspects of developing a culturally relevant and responsive practice</p> <p>Since all 5th grade teachers whose class I visit are at various proficiency levels in their skill and ability to present culturally relevant lessons, I support /model or co-teach based on teacher's needs or request for support. As I continue to grow my own background knowledge in Culturally Relevant Pedagogy and Instruction, I have identified critical areas as starting points that best support teachers. The last few months we have focused on developing the cultural and self-identity of our 5th grade students.</p>	See Appendix A
Margaret Chaney	Mentoring/Coaching of CR Teachers	Completed observations on all teachers and meet with teachers each week for resources and pedagogical advice & modeling.	See Appendix A All Year
	Teaching/Co-Teaching/Model Instruction	<p>Taught five periods of CR ELA during the first 2 weeks of school in August at Palo Verde HS; Sub taught at Vail MS - SS co-taught MA History with Mr. McElhaney & Jacobson also modeling lessons for CR teachers at Doolen & Miles on multiple occasions</p>	<p>Outlook calendar Week of 8/8 thru 10th Week of 9/19/17 4/25/17</p>
	Student Recruitment	Helped recruit high school students by developing a	See Appendix A

Itinerant Teacher	Item	Description	Evidence
		PowerPoint presentation highlighting CR course offerings in ELA & SS at Rincon high school	11/14 thru 11/16
	Teacher Recruitment	High School Expo at Santa Rita HS Spoke with 7 th grade ELA teacher at Doolen..	School documentation; Dept. attendance records for Saturday CR PD sessions 4/10/17
	Coordination with School Administration	Met with Principal's at Rincon & Catalina regarding increasing CR classes next year. Spoke to Principal at Doolen & Miles about 7th grade SS teacher	See Appendix A Outlook 3/15/17 4/10/17
	Community Outreach	Gave presentation on Micro aggressions at Palo Verde HS IMPACT event.	e-mail correspondence 4/8/17
	Student and Teacher Advocacy	Chaperoned LULAC conference with Rincon students	e-mail correspondence. 3/31/17
	Professional Development Presentations	IMPACT Tucson (Bullying, Behavior, Bravery) Tucson Adelante (Bias, Micro Aggressions)	See Appendix A 4/8/17 3/4/17
Rosario Hutchings	Mentoring/ coaching	Regular classroom visits as required and needed	Please refer to SharePoint.
	Teaching/Co-Teaching/Model Instruction	Co-teaching with Mr. Paun. Working on theme with students on self selected text. CO-teaching with Ms. Franzblau-Wirth on Socratic Seminar	Dietz- Mr. Paun 3-2-17 4-19-17
	Student recruitment	High school Expo Santa Rita	11-14-17
	Teacher recruitment	have met with Ms. Guiffre throughout the year to encourage her to take on a CRC class. We last spoke 4-24 and she stated that she was very interested in teaching a CRC class. I spoke with Principal Flores about our conversation and she said she would consider her as the next CRC teacher for 7 th grade ELA.	4-24-2017
	Student advocacy	De-escalated student behavior incident in Met with students on grades. Action Research for students to visit other campuses to	3-2-2017 2-21-17 2-27-17

Itinerant Teacher	Item	Description	Evidence
		compare educational experiences in order to make improvements on their own campuses.	Pueblo High school April 11 Tucson and Cholla April 13 Sahuaro and Palo Verde April 27
	PD presentations	Participated in PD on macroaggression and stereotype threat for Impact Tucson.	
	Coordination with Admin on CRC issues	<p>I invited Principal Palacios to share his own Chicano history with the students in reference to the period of time that was being studied, the Zoot Suit Riots. U.S. History. He came and spoke to the class on 4-27-17.</p> <p>Principal Palacios also supported student field trips to the El Rio Neighborhood Center, Downtown Tucson, and Wakefield and South Tucson to study the Xicano Murals Movement. However, the South Tucson trip was cancelled due to conflicts with student schedules.</p> <p>Mr. Palacios also supported students in their projects to create their own murals about their identities as Santa Rita students in the CRC English 6 and English 8 class. I checked in with all the principals from Booth-Fickett, Secrist, Dietz, and Magee.</p>	May 2 nd April 10 th

School_Code	School	Title1	Ethnicity	Total
179	Cragin Elementary	No	Asian American	1
179	Cragin Elementary	No	Hispanic	15
179	Cragin Elementary	No	Multiracial	2
179	Cragin Elementary	No	White/Anglo	5
179	Cragin Elementary	Yes	African American	7
179	Cragin Elementary	Yes	Asian American	1
179	Cragin Elementary	Yes	Hispanic	32
179	Cragin Elementary	Yes	Multiracial	1
179	Cragin Elementary	Yes	Native American	1
179	Cragin Elementary	Yes	White/Anglo	8
281	Lineweaver Elementary	No	African American	8
281	Lineweaver Elementary	No	Asian American	1
281	Lineweaver Elementary	No	Hispanic	33
281	Lineweaver Elementary	No	Native American	1
281	Lineweaver Elementary	No	White/Anglo	5
281	Lineweaver Elementary	Yes	African American	16
281	Lineweaver Elementary	Yes	Asian American	3
281	Lineweaver Elementary	Yes	Hispanic	101
281	Lineweaver Elementary	Yes	Multiracial	5
281	Lineweaver Elementary	Yes	Native American	4
281	Lineweaver Elementary	Yes	White/Anglo	14
287	Lynn/Urquides Elementary	No	African American	2
287	Lynn/Urquides Elementary	No	Hispanic	64

School_Code	School	Title1	Ethnicity	Total
287	Lynn/Urquides Elementary	No	Multiracial	2
287	Lynn/Urquides Elementary	No	Native American	1
287	Lynn/Urquides Elementary	Yes	African American	3
287	Lynn/Urquides Elementary	Yes	Asian American	1
287	Lynn/Urquides Elementary	Yes	Hispanic	164
287	Lynn/Urquides Elementary	Yes	Multiracial	4
287	Lynn/Urquides Elementary	Yes	Native American	10
287	Lynn/Urquides Elementary	Yes	White/Anglo	4
435	Vesey Elementary	No	Asian American	1
435	Vesey Elementary	No	Hispanic	7
435	Vesey Elementary	No	Native American	1
435	Vesey Elementary	No	White/Anglo	2
435	Vesey Elementary	Yes	African American	1
435	Vesey Elementary	Yes	Hispanic	16
435	Vesey Elementary	Yes	Multiracial	1
435	Vesey Elementary	Yes	Native American	2
435	Vesey Elementary	Yes	White/Anglo	1
197	Dietz K-8	No	African American	10
197	Dietz K-8	No	Hispanic	19
197	Dietz K-8	No	Multiracial	2
197	Dietz K-8	No	White/Anglo	17
197	Dietz K-8	Yes	African American	18
197	Dietz K-8	Yes	Asian American	1
197	Dietz K-8	Yes	Hispanic	27
197	Dietz K-8	Yes	Multiracial	6
197	Dietz K-8	Yes	Native American	1
197	Dietz K-8	Yes	White/Anglo	43

School_Code	School	Title1	Ethnicity	Total
510	Booth-Fickett Math/Science K-8 Magnet	No	African American	14
510	Booth-Fickett Math/Science K-8 Magnet	No	Asian American	3
510	Booth-Fickett Math/Science K-8 Magnet	No	Hispanic	54
510	Booth-Fickett Math/Science K-8 Magnet	No	Multiracial	6
510	Booth-Fickett Math/Science K-8 Magnet	No	Native American	1
510	Booth-Fickett Math/Science K-8 Magnet	No	White/Anglo	28
510	Booth-Fickett Math/Science K-8 Magnet	Yes	African American	19
510	Booth-Fickett Math/Science K-8 Magnet	Yes	Asian American	2
510	Booth-Fickett Math/Science K-8 Magnet	Yes	Hispanic	62
510	Booth-Fickett Math/Science K-8 Magnet	Yes	Multiracial	11
510	Booth-Fickett Math/Science K-8 Magnet	Yes	Native American	5
510	Booth-Fickett Math/Science K-8 Magnet	Yes	White/Anglo	44
521	Morgan Maxwell K- 8	No	African American	1
521	Morgan Maxwell K- 8	No	Hispanic	14
521	Morgan Maxwell K- 8	No	Multiracial	1
521	Morgan Maxwell K- 8	No	Native American	1
521	Morgan Maxwell K- 8	No	White/Anglo	1

School_Code	School	Title1	Ethnicity	Total
521	Morgan Maxwell K-8	Yes	African American	8
521	Morgan Maxwell K-8	Yes	Hispanic	62
521	Morgan Maxwell K-8	Yes	Multiracial	1
521	Morgan Maxwell K-8	Yes	Native American	3
521	Morgan Maxwell K-8	Yes	White/Anglo	5
595	Roskruge Bilingual K-8 Magnet	No	African American	3
595	Roskruge Bilingual K-8 Magnet	No	Hispanic	13
595	Roskruge Bilingual K-8 Magnet	No	Native American	2
595	Roskruge Bilingual K-8 Magnet	No	White/Anglo	3
595	Roskruge Bilingual K-8 Magnet	Yes	African American	3
595	Roskruge Bilingual K-8 Magnet	Yes	Asian American	1
595	Roskruge Bilingual K-8 Magnet	Yes	Hispanic	59
595	Roskruge Bilingual K-8 Magnet	Yes	Multiracial	1
595	Roskruge Bilingual K-8 Magnet	Yes	White/Anglo	3
630	Pueblo Magnet High School	No	Hispanic	14
630	Pueblo Magnet High School	No	Native American	1
630	Pueblo Magnet High School	No	White/Anglo	1
630	Pueblo Magnet High School	Yes	African American	1

School_Code	School	Title1	Ethnicity	Total
630	Pueblo Magnet High School	Yes	Hispanic	41
630	Pueblo Magnet High School	Yes	Multiracial	2
630	Pueblo Magnet High School	Yes	Native American	4
630	Pueblo Magnet High School	Yes	White/Anglo	4
640	Rincon High School	No	African American	1
640	Rincon High School	No	Asian American	1
640	Rincon High School	No	Hispanic	14
640	Rincon High School	No	White/Anglo	13
640	Rincon High School	Yes	African American	18
640	Rincon High School	Yes	Hispanic	42
640	Rincon High School	Yes	Multiracial	2
640	Rincon High School	Yes	White/Anglo	15

05/22/17

**Part 2 of TUSD Responses to
SY 17-18 Draft 3 Budget
RFI's**

TUSD RFI #(s): 1300, 1318-1320
Estimated TUSD Staff Time: 10 hours
Attachment(s): Attachment 1300 SSC Imagine Learning;
Attachment 1300 SSC Imagine Learnig_ELA;
Attachment 1300 SSC Think Through Math 1.13.17

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group “Deseg.”

Request for Information

Submitted by:	Mendozas
Submission Date:	4/24/17
Subject:	Draft #3 17-18 Budget
USP or Reference	

The following RFI responses represent Part 2 of TUSD’s RFI responses to the follow-up questions posed by the Mendozas in their Draft #3 RFIs of April 24, 2017:

Mendoza

Other Reading Programs

RFI #1300 Did the District intend to refer to one of these two programs in its response? If so, which one? If not, and it is intending to implement Imagine Learning (K-6th Literary) at Ochoa and other transition schools, which Mendoza Plaintiffs believe is likely the case, there being reference to “Imagine Learning” in both the Robison transition plan and the Power Point slides

presented by Dr. Trujillo at the parties' November 2016 Tucson meeting, please provide the pertinent Student Support Criteria Form.

Response:

Attached please find Student Support Criteria Forms for the three components of Imagine Learning: Big Brainz, Think Through Math, and K-6 Literacy (ELA) (*Attachment 1300 SSC Imagine Learning; Attachment 1300 SSC Imagine Learnig_ELA; Attachment 1300 SSC Think Through Math 1.13.17*).

DAEP and ISI

RFI #1318 Mendoza Plaintiffs ask how many “recruitment and retention stipends for DAEP teachers” (Response to Mendoza Plaintiffs’ RFIs on Draft #2 at 17) are included in the Draft #3 budget and the amount of each such stipend? Will those stipends be provided to all DAEP teachers?

Response:

If these stipends will be provided, they will be included in Draft 4 (Final) 17-18 Budget.

RFI #1319 Are Mendoza Plaintiffs correct in understanding the reference to three of four DAEP teachers being highly qualified to have been made with regard to the Project More DAEP Teachers? How many of the District’s current seven DAEP teachers are highly qualified in their content areas? Will any of the above referenced DAEP stipends be used to provide incentives to the DAEP teachers who currently are not highly qualified in their content areas to obtain such certifications?

Responses below:

Are Mendoza Plaintiffs correct in understanding the reference to three of four DAEP teachers being highly qualified to have been made with regard to the Project More DAEP Teachers?

Response:

That is correct. We have three teachers that are HQ and one vacancy.

How many of the District’s current seven DAEP teachers are highly qualified in their content areas?

Response:

Currently, the District has six DAEP teachers and one DAEP vacant position. Of the six current DAEP teachers, five teachers are highly qualified. The one teacher who is not highly qualified has AZ certification in Special Education, School Counseling and Adult Ed, and she is currently taking the subject-area exam (AEPA) in a core academic area.

Will any of the above referenced DAEP stipends be used to provide incentives to the DAEP teachers who currently are not highly qualified in their content areas to obtain such certifications?

Response:

As noted in response to RFI #1318, above, if these stipends will be provided, they will be included in the Draft 4 (final) 17-18 budget. It has not yet been determined whether a stipend will be provided to any non-HQ teacher.

RFI #1320 Please explain what is meant by “all ISI teachers will participate in job-alike meetings to review best practices for replication.” (Response to Mendoza Plaintiffs RFIs on Draft #2).

Response:

At each ISI teacher training, a job-alike meeting was held afterwards where ISI teachers were asked to share strategies they have used at their sites. This provided an opportunity for best practices to be shared and adopted by sites. At the end of the 2016-17 school year all ISI teachers will take a survey which will be an additional opportunity to share their experiences with ISI including best practices.

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

BUDGET YEAR 2017-18**Program: Transition****Site(s) and/or Dep't(s): Magnet****Date of Submission: January 19, 2017****PART A – RUBRIC (To be completed by the person responsible for implementing the program)**

This program: Imagine Learning (Big Brainz)		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
1	supports and strengthens other existing programs	X			
2	duplicates services with other existing programs				X
3	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): Initial Assessment and Placement	X			
4	prioritizes the individual student's specific needs in all activities provided	X			
5	focuses primarily on improved student behavior		X		
6	focuses primarily on improved student attendance			X	
7	focuses primarily on increased academic performance	X			
8	utilizes culturally relevant instructional materials on a regular basis			X	
9	emphasizes culturally relevant practices significant to all students			X	
10	has an established a communication feedback protocol with the school day teacher	X			
11	provides regular updates to the school day teacher on student progress	X			
12	provides tutoring on a regular basis (also available from home)	X			
13	is very effective in supporting students needs		X		

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

Students in this program:					
14	are monitored on a regular basis to assess changing needs and/or mastery of material	x			
15	remain in the program all year long	x			
16	are also served by other support programs		x		
17	with limited English proficiency are represented in this program	x			
18	with limited English proficiency have adequate resources available to them to understand the content of the program	x			
19	show the greatest success when they are pulled out of class for services				X
Teachers in this program:					
20	are primarily made up of paraprofessionals				x
21	are primarily made up of certified teachers			x	
22	who are paraprofessionals are closely supervised by appropriately certified personnel				N/A
23	meet regularly as a team to coordinate student support services			x	
24	represent the ethnic/cultural backgrounds of the students they serve				N/A
Students:		>20	11-20	0-10	NA
25	are typically in classes with about ____ other students				x
26	receive, on average, about a total of ____ hours per weeks of services				x
27	receive, on average, about ____ hours per week of tutoring services specifically				x
28	receive, on average, about ____ hours of services during the school day per week				x
29	receive, on average, about ____ hours of services before or after school per week				x

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

PART B – EVALUATION (to be completed by the person responsible for implementing the program)

1	<p>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY? Students that begin that the program on level have a gain of 38% after using the program. Students that begin the program below level, have a gain of 114% after using the program. Students in the program achieve fluency 6 times faster than those that are not.</p>
2	<p>Does the program or strategy support the current programs or strategies being implemented in the school(s)? Yes, Big Brainz is designed to assist students in mastering single-digit addition and subtraction facts by the end of second grade, and multiplication and division facts by the end of third grade.</p>
3	<p>If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy. Big Brainz offers online math activities to help 2nd and 3rd grade students gain automaticity and math fluency.</p>
4	<p>Does the program or strategy focus on students' specific needs? If so, what needs? In order to meet the needs of multiple students, Big Brainz activities continually monitor student growth and provide needed intervention</p>
5	<p>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).</p>
6	<p>Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? Yes, see above.</p>
7	<p>Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices. The program is designed using the interest of the child as the context of the program. The program is formatted as an interactive video game that is controlled with the students responses. The video game has a story with interesting characters.</p>
8	<p>Does the program or strategy use a "pull-out" method? This program is not designed as a pullout however it could be used that way. The program is very flexible. It can be used in class, in a lab or even at home.</p>
9	<p>If tutoring is involved, who provides the tutoring? No How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.</p>
10	<p>Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which are most cost effective? Could the effects be strengthened if combined w/another program? It is possible that students using this program which is highly focused on fact fluency could also be served by a program that focuses on conceptual development.</p>

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

11	<p>Are paraprofessional utilized? NO If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?</p>
12	<p>Does the program or strategy involve students with limited English proficiency? If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.</p> <p>Yes. All certified teachers in the state of Arizona must have a Structured English Immersion endorsement on their teaching certificate. SEI provides the strategies and approaches for working with ELL populations.</p>

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

BUDGET YEAR 2017-18**Program: Transition****Site(s) and/or Dep't(s): Magnet****Date of Submission: January 19, 2017****PART A – RUBRIC** (To be completed by the person responsible for implementing the program)

This program: Imagine Learning ELA		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
1	supports and strengthens other existing programs	X			
2	duplicates services with other existing programs				X
3	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): Initial Assessment and Placement	X			
4	prioritizes the individual student's specific needs in all activities provided	X			
5	focuses primarily on improved student behavior		X		
6	focuses primarily on improved student attendance			X	
7	focuses primarily on increased academic performance	X			
8	utilizes culturally relevant instructional materials on a regular basis			X	
9	emphasizes culturally relevant practices significant to all students			X	
10	has an established a communication feedback protocol with the school day teacher	X			
11	provides regular updates to the school day teacher on student progress	X			
12	provides tutoring on a regular basis (also available from home)	X			
13	is very effective in supporting students needs		X		

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

Students in this program:					
14	are monitored on a regular basis to assess changing needs and/or mastery of material	x			
15	remain in the program all year long	x			
16	are also served by other support programs		x		
17	with limited English proficiency are represented in this program	x			
18	with limited English proficiency have adequate resources available to them to understand the content of the program	x			
19	show the greatest success when they are pulled out of class for services				X
Teachers in this program:					
20	are primarily made up of paraprofessionals				x
21	are primarily made up of certified teachers			x	
22	who are paraprofessionals are closely supervised by appropriately certified personnel				N/A
23	meet regularly as a team to coordinate student support services			x	
24	represent the ethnic/cultural backgrounds of the students they serve				N/A
Students:		>20	11-20	0-10	NA
25	are typically in classes with about ____ other students				x
26	receive, on average, about a total of ____ hours per weeks of services				x
27	receive, on average, about ____ hours per week of tutoring services specifically				x
28	receive, on average, about ____ hours of services during the school day per week				x
29	receive, on average, about ____ hours of services before or after school per week				x

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

PART B – EVALUATION (to be completed by the person responsible for implementing the program)

1	<p>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY? Several states and districts have conducted independent studies to determine the effectiveness of Imagine Learning in their schools. Utah State Office of Education completed an independent study and found that ELLs, students with disabilities and low-income students experienced more growth than other student groups on the Imagine Learning program. The study also found that students who used the program regularly demonstrated growth on Imagine Learning assessments.</p> <p>The New York City Department of Education completed an independent study of 45 schools using the Imagine Learning program and found that students enrolled in the program for 20- 26 weeks experienced growth in Vocabulary, Letter Knowledge, Phonemic Awareness and Oral Production. Students enrolled in the program for 27 weeks or more, experienced a higher percentage of growth in three of the aforementioned areas — Vocabulary, Letter Knowledge and Oral Production.</p>
2	<p>Does the program or strategy support the current programs or strategies being implemented in the school(s)? Yes, Imagine Learning incorporates the five essential components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Also, as students read literature and informational text adapted to their skill level, they learn reading strategies and receive guidance along the way. When answering common comprehension questions, students receive immediate, instructive feedback.</p>
3	<p>If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy. Imagine Learning offers online literacy activities to help Pre-K through sixth grade students increase knowledge in the five core areas of literacy: Comprehension; Phonics; Vocabulary; Fluency; and Phonemic Awareness.</p>
4	<p>Does the program or strategy focus on students' specific needs? If so, what needs? In order to meet the needs of multiple students, Imagine Learning program begins with an assessment that identifies each student's weakness as well as strengths. Based on the initial assessment, students are individually assigned by the program to specific interactive games and activities based on their performance on the assessment.</p>
5	<p>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). See above.</p>
6	<p>Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?</p> <p>Yes, see above. As well, Imagine Learning places a big emphasis on providing instruction to meet the needs of ELLs students. Students who are learning English have the ability to use native language support, which provides scaffolding in the student's native language. This scaffolding decreases and eventually disappears as the student progresses in English. Certain skills, such as rhyming, are initially taught in the student's language and later in English. As the student's English skills improve, native language instruction will reduce over time. Currently, Imagine Learning offers native language support in 15 languages including Spanish, Haitian Creole, Marshallese, Hmong and</p>

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

	Somali.
7	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices. Imagine Learning is designed to use the interest of the child as part of the activities it offers. These activities encourage self-expression to keep students engaged. Students earn virtual currency by completing lessons, games and activities and use this currency to purchase accessories for the "Imagine Learning Museum." The program incorporates art, music, sports and multi-disciplinary subject matter while focused on literacy skills.
8	Does the program or strategy use a "pull-out" method? This program is not designed as a pullout however it could be used that way. The program is very flexible. It can be used in class, in a lab, or even at home.
9	If tutoring is involved, who provides the tutoring? No. How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.
10	Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which are most cost effective? Could the effects be strengthened if combined w/another program? It is possible that students using this literacy program could also be served by a program that focuses on conceptual development.
11	Are paraprofessionals utilized? No. If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?
12	Does the program or strategy involve students with limited English proficiency? If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses. Yes. All certified teachers in the state of Arizona must have a Structured English Immersion endorsement on their teaching certificate. SEI provides the strategies and approaches for working with ELL populations.

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

BUDGET YEAR 2017-18

Program: Transition

Site(s) and/or Dep't(s): Magnet

Date of Submission: January 17, 2017

PART A – RUBRIC (To be completed by the person responsible for implementing the program)

This program: Think Through Math		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
1	supports and strengthens other existing programs		X		
2	duplicates services with other existing programs				X
3	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s):Online Placement Test	X			
4	prioritizes the individual student's specific needs in all activities provided	X			
5	focuses primarily on improved student behavior			X	
6	focuses primarily on improved student attendance			X	
7	focuses primarily on increased academic performance	X			
8	utilizes culturally relevant instructional materials on a regular basis			X	
9	emphasizes culturally relevant practices significant to all students			X	
10	has an established a communication feedback protocol with the school day teacher	X			
11	provides regular updates to the school day teacher on student progress	X			
12	provides tutoring on a regular basis	X			
13	is very effective in supporting students needs		X		

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

Students in this program:					
14	are monitored on a regular basis to assess changing needs and/or mastery of material	x			
15	remain in the program all year long	x			
16	are also served by other support programs	x			
17	with limited English proficiency are represented in this program	x			
18	with limited English proficiency have adequate resources available to them to understand the content of the program	x			
19	show the greatest success when they are pulled out of class for services				x
Teachers in this program:					
20	are primarily made up of paraprofessionals				x
21	are primarily made up of certified teachers		x		
22	who are paraprofessionals are closely supervised by appropriately certified personnel			x	
23	meet regularly as a team to coordinate student support services			x	
24	represent the ethnic/cultural backgrounds of the students they serve			x	
Students:		>20	11-20	0-10	NA
25	are typically in classes with about ____ other students				x
26	receive, on average, about a total of ____ hours per weeks of services				x
27	receive, on average, about ____ hours per week of tutoring services specifically				x
28	receive, on average, about ____ hours of services during the school day per week				x
29	receive, on average, about ____ hours of services before or after school per week				x

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

PART B – EVALUATION (to be completed by the person responsible for implementing the program)

1	Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY? Think Through Math is a tutorial model. Extensive research is provided on their website: https://www.thinkthroughmath.com/resources/research-based-math-instruction/
2	Does the program or strategy support the current programs or strategies being implemented in the school(s)? Yes. The program is meant to complement classroom instruction. Think Through Math combines live teacher support, student motivation techniques, and adaptive instruction in a web-based learning system.
3	If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy. All transition sites are encouraged to use Think Through Math. It is designed for grades 3 and above.
4	Does the program or strategy focus on students' specific needs? If so, what needs? The system incorporates a highly-qualified teacher that is available online to students 24 hours a day/ seven (7) days a week. This provides an interactive web-based system that covers rigorous instruction based on assessed student needs.
5	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). Student needs are assessed and rigorous instruction is planned based on each student's needs. Think Through Math incorporates student interest hosting contests, giving points, avatars, and games. Think Through Math has integrated progress monitoring and data is accessible to parents at home.
6	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? Yes, see above.
7	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices. A wide range of avatars are available to students. No other evidence was found to support cultural relevancy.
8	Does the program or strategy use a "pull-out" method?. If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their "regular" classrooms (e.g., the proportion returned after what amount of intervention). Pull-out is not necessary if technology is available in the classroom.
9	If tutoring is involved, who provides the tutoring? How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain. No tutoring is required.
10	Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which are most cost effective? Could the effects be strengthened if combined w/another program? Think Through Math is an adaptive technology program that is meant to be used as a supplement to classroom instruction.
11	Are paraprofessional utilized? No. If so, are they closely supervised by appropriately certificated personnel? Explain. What is

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

	the ratio of paraprofessional to certified personnel?
12	<p>Does the program or strategy involve students with limited English proficiency? If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.</p> <p>Yes. Think Through Math incorporates multiple means of support including visual, auditory, simple language, meaningful practice, and translation availability. The program also supports ELLs by providing lessons that are consistently structured and executed. Fluent, Spanish-speaking tutors are available through live teacher support.</p>

06/08/17

**Part 3 of TUSD Responses to
SY 17-18 Draft 3 Budget
RFI's**

TUSD RFI #(s): 1306-1307, 1313, 1334, 1366, 1368-1376

Estimated TUSD Staff Time: 35 hours

Attachment(s): Attachment RFI 1369 5th grade CRC Courses 2016-2017 10-19-16 Elem;

Attachment RFI 1374 Observation 08-18-16 Sample 1;

Attachment RFI 1374 Jan 18 2016-17 CR Observation Tool Sample 2;

Attachment RFI 1374 2016-17 CR Observation for pilot 4-20-17 3;

Attachment RFI 1375 FW chapter 5 IT Curr Dev sample 4;

Attachment 1375 Hollingsworth CRC Lesson Plan Sample 5;

Attachment RFI 1375 CRC Lesson_2 for Taylor Sample 6;

Attachment RFI #1376 SICRE 16-17 Preliminary Agenda;

Attachment RFI 1376 SICRE Program Final

-----Information above this line is to be completed by District Staff -----

RFI Instructions

1. TUSD will assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group “Deseg.”

Request for Information

Submitted by:	Mendozas, Special Master, V. Balentine
Submission Date:	4/24/17, 5/1/17, 5/8/17, 5/24/17, 5/29/17
Subject:	Draft 3 17-18 Budget, Part 3
USP or Reference	

TUSD RESPONSES (Part 3) TO SPECIAL MASTER AND PLAINTIFF RFIs
ON DRAFT #3 17-18 BUDGET

The following responses complete TUSD’s RFI responses to the follow-up questions posed by the Mendozas in their RFIs of April 24, 2017, the Parties in meeting 5/1/17, and follow-up comments to Draft 3 Budget received during the month of May 2017:

Mendoza

Self-Contained GATE

RFI #1306: Given the locations of Lineweaver and Kellond, and the nature of the proposal (which, as Mendoza Plaintiffs understand it, calls for remapping the neighborhood school boundaries to include Wheeler (Impact Doc. at 1), this raises questions for the Mendoza Plaintiffs of whether the waiting list is the best indication of the number of qualified students District-wide who might benefit from an expansion of self-contained GATE or whether remapping of the Lineweaver, Kellond, and Wheeler neighborhood boundaries is the most racially and ethnically inclusive approach to self-contained GATE class expansion. They therefore ask that a fuller analysis be undertaken, considering locations for self-contained GATE programs beyond the schools in closest proximity to Lineweaver and Kellond, if the District does indeed intend to go forward with a proposal to expand the number of self-contained GATE classrooms in the District. Mendoza Plaintiffs are in favor of expanding the opportunities for Latino and African American students to attend self-contained GATE classes and therefore also are available to participate in a telephone conversation on this topic to move this possible initiative forward. In anticipation of that discussion, they would ask that the waiting lists for all self-contained GATE elementary schools be provided as well as a breakdown by race, ethnicity and gender of all students who qualified for GATE at the 1, 2, and 3 grade levels in the last two years.

Response: The waiting list changes from day-to-day based on acceptances and declines and thus it is impossible to provide any information generally applicable to a particular year. At the present time, there are waiting lists only at Kellond and Lineweaver in grades 2 and 3, totaling twenty students (13 White, 6 Hispanic and 1 multi-racial). We currently anticipate that all of these students will be offered placement in self-contained GATE for the 2017-18 school year.

PD Assessment

RFI #1307: The March 10, 2017 PD Assessment shows a cost of \$53,550 associated with MTSS Training while the revised PD Assessment states the cost is “NAC”. (Both at page 15.) What change if any occurred in the training model or structure to account for this, or was the cost moved elsewhere?

Response: The funds were originally for substitutes so teachers could leave their classrooms for training. However, MTSS training will not be done during classroom hours but rather during non-classroom contract time.

RFI #1313: What does the District plan to do differently in the 2017-18 school year to ensure that its certificated staff all receive the mandated USP training?

Response: The District will continue to strive to effectively follow the USP training practices outlined in the 15-16 Annual Report, Section IV.B.8., pp. IV-107 through IV-118, and related appendices.

RFI #1330: CRC - IT Analysis; how you determined how many ITs were needed for the current year and next year?

Response: There are approximately 110 CRC teachers next year which translates to 11 CRC ITs at a 1:10 ratio. The District considered the anticipated requirements of time, effort and needs of CRC teachers and determined one CRC IT per 10 CRC teachers would be effective.

RFI #1334: – [Vicki Balentine] Dr. Hawley has requested I inquire about this upgrade. I assume he is referring to the DAEP Support Specialists upgrade. Is there any specific training coupled with this upgrade? I assume "yes" but wanted more specifics. Can you respond? or point me to the staff member who can respond?

Response: There will be no upgrade.

Academic Goal:

To begin in the 2017-18 school year, in magnet schools, each ethnicity will maintain or increase academic proficiency in math and ELA as measured by AzMERIT (or other state assessment) every year. Each magnet school will increase 2% annually in academic proficiency with a combined math/ELA score over 3 years and 1% thereafter for the next 4 years for a total increase in academic proficiency of 10%.

Integration Goal:

To begin in the 2017-18 school year, each magnet school will show measurable progress towards integration as mandated by the USP or an alternative diversity goal approved by the Special Master.

RFI #1366: 5/24/17 Mendoza comments on draft #3: Regardless of whether 1718 budget includes allocation for Higher Ground consulting, Mendozas request that the District provide a justification for the specific use of the program with DAEP students given that the District appears to have implemented the above-discussed “lessons” in the 16-17 SY.

Response: This question is unclear. Are you referring the use of “SEL” (as the program) in the DAEP program? If so we already provided this justification on 5/15/17 with Part 1 of our responses to Draft 3 Budget RFIs (Attachment RFI 1321 Social and Emotional Learning).

Furthermore, the use of SEL was specifically recommended by the Special Master; as outlined in the CASEL guides he provided.

RFI #1368: 5/29 Hawley comments on Teacher Mentors on 5/29: The District has yet to provide criteria by which the number of mentor teachers performing various roles can be identified. These criteria are meant to apply to CRC itinerant teachers (whose work includes a number of activities in addition to mentoring), mentors for beginning teachers, mentors for beginning teachers who are assigned to schools where students are performing below the District average, and mentors for struggling teachers. Until it provides such criteria for review and comment, 910G funds for mentor teachers should be withheld.

Response: Tucson Unified has previously responded to this question in several RFI responses:

- Criteria for: CRC itinerant teachers – See Responses to RFI 1002 and RFI 1053
- See RFI 1105, 995, Budget Narrative Draft 1 for FY18 budget for:
 - mentors for beginning teachers
 - mentors for beginning teachers who are assigned to schools where students are performing below the District average
 - mentors for struggling teachers

Mendoza Follow-up RFIs to TUSD RFI responses to April Budget meeting questions (RFI #1268-1331) (May 8, 2017)

RFI #1369: Each of the District's attachments re RFIs 1268-1269, 1270, and 1271-1272 (delivered with TUSD's May 8, 2017 RFI responses) includes course titles and enrollment in CRC courses in the 2016-17 school year and each provides data referencing six elementary schools at which CR literature has been infused to satisfy ELA content standards. However, the CRC Stipulation provides that there be a total of nine schools with such CR literature infused in the course content in the 2016-17 school year. (Doc. 1761, Exhibit 2, at 10-11.) Please confirm that in the 2016-17 school year only six elementary schools had CR literature infused in their course content and, if that is the case, please provide an explanation for why the District failed to comply with the CRC Stipulation. If that is not the case, please provide information for the three additional schools comparable to what already has been provided and is requested in this RFI and that of the Fisher Plaintiffs submitted on May 17, 2017.

Response: This request for information is incorrect. The District provided requested information on CRC classes at twelve elementary sites in the attachments provided in the RFIs listed above titled, *Culturally Relevant Pedagogy Instruction 2016-2017 ELEMENTARY SCHOOL CRC Courses*. The attachment lists nine true elementary schools and three K-8 Middle Schools. However, the teachers and classes identified in the three K-8 schools represent the elementary level (5th grade) of those sites. This modification was due to the increased capacity in the K-8 sites producing enthusiastic teachers who wished to work with CRC.

RFI #1370: The District's May 8, 2017 attachment re RFI 1271-1272 provides total enrollment of students in CRCs by school and appears to demonstrate that, for each elementary school, there is only a single class in which ELA content standards were infused with CR literature (each such school having total CRC enrollment at the 100th day of between 18 and 27

students). Why has the District not expanded CR literature to more than a single course at the referenced elementary schools?

Response: This question demonstrates a misunderstanding of elementary school structure. Elementary schools do not have courses. Elementary school teachers teach one set of students throughout the day. Elementary CRC courses are currently offered at the 5th grade level and many schools only have one 5th grade classroom. *Attachment RFI 1369 5th grade CRC Courses 2016-2017 10-19-16 Elem.*

RFI #1371: Under the CRC Stipulation, the District is to expand CRC to eight additional elementary schools in the 2017-18 school year (for a total of 17 elementary schools). Please confirm that plans to do so are in place and identify each such additional school.

Response: The District fully intends to meet its obligation of elementary CRC expansion. CRPI has worked extensively to promote the expansion of CRC to the additional elementary sites as outlined in the CRC Stipulation. However, listing of potential sites would be premature for various reasons, including; teacher mobility, student enrollment, and teacher assignment changes.

RFI #1372: For each such school, and for the existing schools please indicate how many classes at each school will deliver the CR literature infused courses?

Response: See response to RFI 1371.

RFI #1373: Mendoza Plaintiffs have attached a version of the District's attachment re RFIs 1268-1269 in which they have highlighted courses with course titles that contain no reference or indication that the course is a CRC, and that in some instances specifically appear not to be CRCs. (For example, "AP Spanish Language," "Fifth Grade," "student services," and "world cultures" on their face appear not to be CRCs.)¹ Mendoza Plaintiffs request that for each highlighted course on the left hand column of the attachment, the District provide a description of the course and its reasoning for why it believes the course is a CRC, or if that is not possible, remove it from the list.

Response: The computer generated report referenced in this query was created using specific teacher information. It relied on the school site, designated CRC teacher name, and designated CRC period. In one case (Sahuaro HS), an inactive course code appeared in the same period as the 4th period American History - MexAm View 1. This class is not a CRC and should not have appeared in this report.

Another oversight took place in the Pueblo HS section of the report. In this case, the period of the *English 7 Cul Rel MexicanAM View* class incorrectly reflected 4th period *AP Spanish Language*. It should have stated 6th period *English 7 Cul Rel MexicanAM View*.

¹ For the same reasons Mendoza Plaintiffs believe that the "CRC Global Issues" courses proposed for 2017-18 are NOT CRCs, they believe "world culture" courses are not CRCs and question the inclusion of such courses in a list of CRC classes.

As mentioned in a previous response, infusion of CR curriculum at the elementary level will not be reflected in the course title. The title will only indicate the grade level. For that reason, three classes indicating “5th grade” at the K-8 sites are in fact, elementary classes.

At Valencia MS, incorrect period documentation accounted for the listing of World Cultures in the identified teacher’s 1st and 2nd period. More accurately, the listing should have indicated 5th and 6th period “*CRC Social Studies 8*”. World Cultures is not, nor should it be included in CRC classes.

The District is in the process of revising the course catalog to reflect CRC at the middle school level. While CR curriculum was implemented, services were provided and the course was tracked as CRC, in some cases, the class title did not reflect the CRC designation. The District is taking measures to rectify this discrepancy. Prior to the population of class rosters, the sites will create and utilize the CRC designated course code.

With the exception of the World Cultures courses, middle school courses listed were CRC designated courses.

RFI #1374: Please provide evidence of the “walk-through team” evaluations and program evaluations (including the use of the evaluation instrument included in the CRC Stipulation at Exhibit 2, pages 8-9) conducted for CRC teachers in the 2016-17 school year. (Doc. 1761, Exhibit 2 at 5.)

Response: The attached documents provide evidence to the “walkthroughs” conducted by the department of CRPI:

- Attachment RFI 1374 Observation 08-18-16 Sample 1
- Attachment RFI 1374 Jan 18 2016-17 CR Observation Tool Sample 2

Program evaluations (evaluating results of walk-throughs) occur at the end of walk-throughs and at CRC Tier 1 PD. Attached please find a modified observation tool that we are currently in the process of piloting:

- Attachment RFI 1374 2016-17 CR Observation for pilot 4-20-17 3

RFI #1375: Please provide evidence of CRC itinerant teachers’ involvement in CR curriculum development in the 2016-17 school year. (In this regard, we note that attachment re RFI 1331 concerning itinerant teachers, delivered with Draft #3 budget RFI responses, does not provide such evidence).

Response: See attached files below:

- Attachment RFI 1375 FW chapter 5 IT Curr Dev sample 4
- Attachment 1375 Hollingsworth CRC Lesson Plan Sample 5
- Attachment RFI 1375 CRC Lesson _2 for Taylor Sample 6

These attachments provide evidence of ongoing curriculum development by itinerant teacher staff. Curriculum development by Itinerant Teachers (IT) takes place throughout the year. It is based on need and request by site based CR teachers. Additionally, IT works to develop curriculum, review and revise curriculum maps, and vet curricular documents during summer work outlined in the 17-18 SY budget.

RFI #1376: Please provide evidence of CRC itinerant teachers' involvement in CRC summer symposium in the 2015-16 school year and planned involvement in the 2016-17 school year. (In this regard, we note that attachment re RFI 1331 concerning itinerant teachers, delivered with Draft #3 budget RFI responses, does not provide such evidence).

Response:

- Attachment RFI #1376 SICRE 16-17 Preliminary Agenda
- Attachment RFI 1376 SICRE Program Final

These attachments are programs for the Summer Institute for Culturally Responsive Education scheduled to take place in June. Please note the participation of itinerant staff in the delivery of workshops during the conference. In addition to this curriculum development, itinerant staff serve to filter and guide the development of curriculum and workshop presentations.

Culturally Relevant Pedagogy Instruction**2016-2017 ELEMENTARY SCHOOL CRC Courses**

BLENMAN		
TEACHER	ITINERANT	# STUDENTS
Hillman, Julia	Gonzalez, Norma	25

DAVIS		
TEACHER	ITINERANT	# STUDENTS
Valencia, Tessa	Gonzalez, Norma	27

MANZO		
TEACHER	ITINERANT	# STUDENTS
Ramirez, Nicole	Gonzalez, Norma	33

MAXWELL K-8		
TEACHER	ITINERANT	# STUDENTS
Bravo, Victoria	Estrada, Rickyana	27

OCHOA		
TEACHER	ITINERANT	# STUDENTS
Elvick, Julie	Ochoa	25

TULLY		
TEACHER	ITINERANT	# STUDENTS
Esquivel, Ana	Gonzalez, Norma	21

Hollinger K-8		
TEACHER	ITINERANT	# STUDENTS
Maytorena, Brenda	Gonzalez, Norma	18

Howell		
TEACHER	ITINERANT	# STUDENTS
Kaye Wingfield	Gonzalez, Norma	25

Drachman		
TEACHER	ITINERANT	# STUDENTS
Ingram, Kristin	Gonzalez, Norma	21

Total 5th Grade Students		197
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**CULTURALLY RELEVANT PEDAGOGY AND INSTRUCTION
2016-2017 OBSERVATION & REFLECTION INSTRUMENT**

School:	Teacher:	Date:
Class/Grade/Period:	Observer:	#Students:

PLANNING AND PREPARTION: Focus on culturally relevant curriculum		OBSERVABLE BEHAVIOR
	Bases lessons on the appropriate TUSD culturally relevant curriculum.	
	Connects subject matter to historical and/or contemporary social justice issues.	
	Addresses topics from various perspectives	
	Challenges common beliefs and stereotypes through counter-stories	
	Integrates various sources of cognitively demanding print and non-print texts.	
	Incorporates community, family and students' lived experiences into classroom lessons.	
	Taps family and community cultural capital as a resource in planning lessons.	
CLASSROOM ENVIRONMENT: Focus on building relationships		OBSERVABLE BEHAVIOR
	Exhibits an interest in the wellbeing of all students, their families and communities. (Authentic Caring)	
	Fosters an academic safe space built on mutual learning.	
	Promotes academic excellence.	
	Is responsive to the logic behind atypical student responses.	
INSTRUCTION: Focus on critical consciousness		OBSERVABLE BEHAVIOR
	Incorporates family and community cultural capital as an educational resource.	
	Incorporates student voice through analytical/critical dialog to guide learning and understanding.	
	Asks open-ended questions to develop students' critical and structural consciousness of power relationships.	
	Presents lessons that maximize students' cognitive engagement by incorporating student's academic and cultural identity.	
	Motivates students using differentiated instruction, scaffolding, a variety of formative/summative assessments and other instructional strategies such as collaborative/cooperative groups.	
	Encourages student to metacognitively reflect on the moral and ethical aspects of topics studied.	
	Incorporates family and community cultural capital as an educational resource.	

2/2/16 : CULTURALLY RELEVANT PEDAGOGY AND INSTRUCTION
2016-2017 OBSERVATION & REFLECTION INSTRUMENT

School: [redacted]	Teacher: [redacted]	Date: 8/18/16
Class/Grade: 6th grade	Observer: Eickyanas Estrada	#Students: 25

CURRICULUM: The teacher...	OBSERVABLE BEHAVIOR
<input checked="" type="checkbox"/> Bases lessons on the appropriate TUSD culturally relevant curriculum.	• BW term resolution relates to humans having goals - a personal want or desire to get to in life. "student example" wait time given for BW responses.
<input type="checkbox"/> Fosters a sense of cultural integrity among students.	
<input checked="" type="checkbox"/> Addresses topics from various perspectives to challenge common belief and develop critical thinking.	
<input type="checkbox"/> Integrates various sources of information.	
<input type="checkbox"/> Promotes students' intellectual development with cognitively demanding texts.	
<input type="checkbox"/> Enriches lessons with intrinsically interesting material.	
<input type="checkbox"/> Promotes students' intellectual development with cognitively demanding texts.	
<input type="checkbox"/> Enriches lessons with intrinsically interesting material.	
<input type="checkbox"/> Connects subject matter to historical and/or contemporary social justice issues.	
<input checked="" type="checkbox"/> Encourages student reflection on the moral and ethical aspects of topics studied.	
RELATIONSHIPS The teacher...	OBSERVABLE BEHAVIOR
<input checked="" type="checkbox"/> Demonstrates <i>authentic caring</i> by interacting respectfully with students.	"gave example of will... "I have the will to be a good teacher." "you have the will to..." provided examples
<input checked="" type="checkbox"/> Exhibits an interest in the wellbeing of students, their families and community.	
<input type="checkbox"/> Incorporates students' lived experiences into classroom lessons.	
<input type="checkbox"/> Encourages deep reflection and dialog as a regular part of class discussions.	
<input type="checkbox"/> Fosters a collegial teacher-and-student relationship built on mutual learning.	
<input type="checkbox"/> Demands academic excellence as a commitment to community expectations.	
<input type="checkbox"/> Demonstrates skill in motivating students to perform at high levels.	
<input type="checkbox"/> Values student curiosity by addressing opportune questions.	
INSTRUCTION The teacher...	OBSERVABLE BEHAVIOR
<input type="checkbox"/> Incorporates family/community funds of knowledge as an educational resource.	→ teacher has calming voice which guides learning through dialog. → agreed with student and asked for elaboration → evident through student survey.
<input checked="" type="checkbox"/> Incorporates student voice through dialog to guide learning and understanding.	
<input type="checkbox"/> Uses open-ended questions to develop students' critical consciousness.	
<input type="checkbox"/> Designs lessons that maximize students' cognitive engagement.	
<input checked="" type="checkbox"/> Considers the logic behind atypical student responses.	
<input type="checkbox"/> Asks open-ended questions to gauge student opinion as well as comprehension	
<input type="checkbox"/> Provides differentiated instruction, scaffolding and other student supports.	
<input type="checkbox"/> Conducts formative/summative assessments to drive instruction.	
<input checked="" type="checkbox"/> Promotes the development of students' academic and cultural identity.	
TEACHER DISPOSITION The teacher...	OBSERVABLE BEHAVIOR
<input type="checkbox"/> Acknowledges a professional responsibility to the community.	explained the quote, but allowed students to come up with def. allowed conversation of students for goals to be nonacademic etc.
<input checked="" type="checkbox"/> Asserts that all students can learn at appropriately high levels.	
<input type="checkbox"/> Considers academic success essential to fulfilling students' personal aspirations.	
<input type="checkbox"/> Attributes his/her professional success to the extent his/her students succeed.	
<input type="checkbox"/> Empowers students to assert their skills to improve their community.	
<input checked="" type="checkbox"/> Expresses enthusiasm as crucial to student interest and enjoyment of content.	

REFLECTION

BW: working on the term Resolution tying in personal goals along with Lincoln's resolution quote. The will to succeed.

obj.: I can develop a community in my class using a student survey and notes student interests, student's favorites, student family network. Describe who you are! etc.

I appreciated getting to know about you through the prepoint. :)

Thank you for allowing me to visit your class!

M Chaney for M Taylor-ELA Miles ELC

**August
22, 2016**

Lesson Plan Title: Social Justice within Institutions

School: Miles ELC

Course: Language Arts

Grade: 6th, 7th and 8th

Date: Thursday, September 1st

Lesson Plan Title: Social Justice within Institutions**School:** Miles ELC**Course:** Language Arts**Grade:** 6th, 7th and 8th**Date:** Thursday, September 1st**LESSON PURPOSE & OVERVIEW: ETHNIC & SOCIAL IDENTITY**

Lessons	Previously Margaret Chaney presented Information on the USP Power Point. Today's lesson will review some of the slides, introduce ones not yet seen, continue discussions previously started and take students through ethnic identity activities. The goals are for the students to recognize injustice at the institutional level and develop positive social identities based on their membership in multiple groups in society.	Time Frame 90 minutes
Purpose	While viewing and discussing the USP Power Point, students will respectfully exchange ideas about ethnic injustice in an open-minded way. While participating in ethnic identity activities, students will become aware of the different ways they can be identified and how that may influence them.	
Description	<ol style="list-style-type: none"> 1). Watch and review the USP Power Point slides already seen and discuss 2). Watch unseen slides and discuss 3). Go back to slide #8: Integrated Schools. <ul style="list-style-type: none"> • Discuss the different sizes of the ethnic pieces of the pie. • Read #2 – #4 on the TUSD Registration form and discuss the different ways a parent can fill it out. • Answer the question "If your parents didn't fill it out, what ethnic group would you be put in?" • Students go stand in ethnic designated locations in the room according to how they answered the question. • Students observe the different sizes of the different ethnic groups • Discuss/answer the question, "Do the sizes of the ethnic groups in our class match the sizes on the pie chart for "Integrated Schools? Why or why not?" • Answer the question, how does it feel to be placed in an ethnic group that may or may not be the one you identify with? 4). Journal write your thoughts...discuss in table groups...discuss as a whole class. 	

ENDURING UNDERSTANDING

Lesson Plan Title: Social Justice within Institutions**School:** Miles ELC**Course:** Language Arts**Grade:** 6th, 7th and 8th**Date:** Thursday, September 1st

Environment drives the decisions and actions of individuals
 People negotiate their own identities based on multiple experiences

ESSENTIAL QUESTION/S

What does our environment reveal about our culture?
 How do economics and politics impact our environment and culture?
 How are our ethnic identities shaped by history?

LESSON - OBJECTIVES/LEARNING OUTCOMES**AZCCR Standards:**

RL.1 Cite the textual evidence in the *USP Power Point* that supports evidence of what the text says explicitly as well as inferences drawn from the text.

RL.3 Analyze the interactions between individuals, events and ideas in a text.

Anti-bias Standards:

Identity 1: Students will develop positive social identities based on their membership in multiple social groups.

Diversity 6: Students will express comfort with people who are both similar to and different from themselves.

Justice: Students will recognize injustice at the institutional level.

LESSON 2 – LEARNING PROCESS

ANTICIPATORY SET On the previous day, Margaret Chaney presented the USP Power Point and led a discussion about it. The presentation got the students ready for today's lesson

PURPOSE To continue studying the USP and discuss how it impacts us as individuals and as ethnic groups.

INSTRUCTIONAL INPUT Reviewing the slides already seen, viewing and discussing the ones not yet seen. Reading copies of the TUSD Registration Form and discussing the ethnic/racial background questions. Reviewing the "Integrated Schools" pie chart and discussing if our class matches or doesn't match the different sizes of the ethnic groups.

MODELING Use the students responses from the presentation of the previous day. Model my own response to the ethnic/racial questions on the TUSD Registration Form

- Choose an item.

Lesson Plan Title: Social Justice within Institutions**School:** Miles ELC**Course:** Language Arts**Grade:** 6th, 7th and 8th**Date:** Thursday, September 1st

CHECK FOR UNDERSTANDING Circulate through the tables, read some of the student journal responses, check that their table discussion is on track.

GUIDED PRACTICE After modeling how I would fill out the TUSD Registration Form, the students will decide which ethnic group I belong in and send me to the designated location for that group

CLOSURE- Exit ticket

Students underline the key words that they wrote about how they would ethnically identify themselves and popcorn style say the aloud

INDEPENDENT PRACTICE Students take home the copies of the #2 - #4 questions on the TUSD Registration Forms and ask their parents how they would fill it out and why.

RESOURCES

The USP Power Point
The TUSD Registration Form

ASSESSMENT

- Choose an item.
- Formative: Class discussions, location students chose for their ethnic identity, journal writing

RADING CRITERIA

- **Observation checklist**

INSTRUCTIONAL SUPPORT/DIFFERENTIATED INSTRUCTION

Resource/Inclusion: Rereading difficult words and defining them

ELL: Accelerating or decelerating the pace for students

Gifted/Advanced Learning: Enrichment activity/further research on the Culturally Relevant Curriculum

Notes

-

M Chaney for M Taylor-ELA Miles ELC

**August
22, 2016**

Lesson Plan Title: Social Justice within Institutions

School: Miles ELC

Course: Language Arts

Grade: 6th, 7th and 8th

Date: Thursday, September 1st

Cardenas, Imelda

From: Sotelo, Yolanda
Sent: Thursday, May 25, 2017 2:32 PM
To: Lopez, Lorenzo
Subject: FW: chapter 5

From: Marino, Kristine
Sent: Tuesday, April 18, 2017 11:15 AM
To: Sotelo, Yolanda
Subject: RE: chapter 5

I think it makes sense, but you can go over it with me on Thursday or later if needed.

From: Sotelo, Yolanda
Sent: Tuesday, April 18, 2017 9:49 AM
To: Marino, Kristine
Subject: RE: chapter 5

Kris,

Here is a chart for chapter 5. I decided not to create questions and instead put together this chart to show comprehension. The following are the directions. I hope they make sense. I will be sending an assignment for chapter 4 today.

YS

The chart I created for chapter 5 is focusing on the main ideas/ main points for each of the pages listed. For example, on page 73 there is a break in the narrative at the bottom of the page. The box for page 73 should only contain main points on Jesus. The box for pages 73-75 should only contain main points on Maradona. The following box for pages 75-78 should contain main points for Jesus. Use the breaks in the narrative to help you guide the students. Students need to find the main points/main ideas to write in the boxes. They should number each point or use bullet points. They should not exceed the space provided which means they need to pick the most important points.

From: Marino, Kristine
Sent: Thursday, April 13, 2017 1:47 PM
To: Sotelo, Yolanda
Subject:

SICRE 16-17 SY Agenda
Thursday June 15

- 8:00-8:10 REGISTRATION: Sign-in and Clock-in
- 8:10-8:30 Ceremonial Opening: **Nayona Smith & Calpolli Teoxicalli Jesus “Chucho” Ruiz**
- 8:30-9:00 Welcome:
Lorenzo Lopez Jr., CRPI Director
Dr. Gabriel Trujillo, Interim Superintendent, Tucson Unified School District
Dr. Ronald Marx, Dean, UA College of Education
TUSD Board Member
- 9:00-10:00 Keynote: **Dr. David Stovall**
- 10:00-10:30 Powwow Dancers
- 10:30-11:30 Breakout #1
1. Dr. David Stovall
 2. Leslie Franzblau-Wirth and Peter Blankfield: Raising the Consciousness of Middle Schoolers
 3. Dr. Teri Hollingsworth: School to Prison Pipeline
 4. Julia Hillman: 2016 Elections
 5. Jose Gonzalez
 - 6.
 - 7.
- 11:30-12:30 Lunch
- 12:30-1:30 Keynote: **Dr. Aja Martinez**
- 1:30-2:00 Barrio Mind Minds Hiphop
- 2:00-3:00 Breakout #2
1. Dr. Aja Martinez
 2. Leslie Franzblau-Wirth and Peter Blankfield: Raising the Consciousness of Middle Schoolers
 3. Dr. Teri Hollingsworth: School to Prison Pipeline
 4. Julia Hillman: 2016 Elections
 5. Jose Gonzalez
 - 6.
 - 7.
- 3:00 **Closing**

SICRE 16-17 SY Agenda
Friday June 16

8:00-8:10	REGISTRATION: Sign-in and Clock-in
8:10-8:30	Ceremonial Opening: Jesus Chucho Ruiz
8:30-8:35	Welcome: Lorenzo Lopez, Board member
8:35-9:00	CR Teacher Recognition: Angel Martinez, Jack Scott, Tiffany Munoz, Leslie Franzblau, Julie Elvick, Tyler Feucht Emerging CR Teacher/Teacher Appreciation: Tyler Feucht
9:00-10:00	Keynote: Dr. Francesca Lopez
10:00-10:30	African Percussion: Rasol African Drummers
10:30-11:30	Breakout #1 <ol style="list-style-type: none">1. Dr. Francesca Lopez2. Kevan Kiser-Chuc: A Pedagogy of Possibility: Exploring student identities through the use of expressive arts, multi-literacies, and culturally responsive practices3. Dr. Kunnie: African Studies4. Maria Federico-Brummer: A look at the Arizona's Department of Education's Culturally Inclusive Practices Guidelines5. Tyler Feucht: Media Bias & Fake News: From the Zoot Suit Riots to Today6.7.
11:30-12:30	Lunch
12:30-1:30	Keynote: Dr. Kevin Henry
1:30-2:00	Mariachi
2:00-3:00	Breakout #2 <ol style="list-style-type: none">1. Dr. Kevin Henry2. Kevan Kiser-Chuc: A Pedagogy of Possibility: Exploring student identities through the use of expressive arts, multi-literacies, and culturally responsive practices3. Dr. Kunnie: African Studies4. Maria Federico-Brummer: A look at the Arizona's Department of Education's Culturally Inclusive Practices Guidelines5. Tyler Feucht: Media Bias & Fake News: From the Zoot Suit Riots to Today6.7.
3:00	Closing

SICRE 16-17 SY Agenda
Saturday June 17

- 8:00-8:10 REGISTRATION: Sign-in and Clock-in
- 8:10-8:30 Ceremonial Opening
Jesus Chucho Ruiz
- 8:30-8:40 Welcome:
Norma Gonzalez
Board member
- 8:40-9:00 SAC Recognition and Stephanie Miller
- 9:00-10:00 Keynote: **Dr. Kris Gutierrez**
- 10:00-10:30 Ballet Folklorico Tapatio
- 10:30-11:30 Breakout #1
1. Dr. Kris Gutierrez
 2. Jim Byrne: In the Wake of the Dragon: Learning the So-called War on Drugs
 3. Dr. Raul Gonzalez: Voter ID Laws: A Return to 'Jim Crow' Politics
 4. Aide Silva
 5. Alexandro Escamilla
 - 6.
 - 7.
- 11:30-12:30 Lunch
- 12:30-1:30 Keynote: **Dr. Anthony Brown**
- 1:30-2:00 African Dance: **Barbea Williams Performance Company**
- 2:00-3:00 Breakout #2
1. Dr. Anthony Brown
 2. Jim Byrne: In the Wake of the Dragon: Learning the So-called War on Drugs
 3. Dr. Raul Gonzalez: Voter ID Laws: A Return to 'Jim Crow' Politics
 4. Aide Silva
 5. Alexandro Escamilla
 - 6.
 - 7.
- 3:00 Closing

Summer
2016

TUCSON UNIFIED
SCHOOL DISTRICT

Institute for Culturally Responsive Education

June 16-18, 2016



Sponsored by:



College
of
Education

Special Thanks:

University of Arizona: College of Education

National Panel for Culturally Responsive Curriculum and Instruction:
Chairperson: Christine Sleeter, California State University- Monterey Bay
Luis Moll, University of Arizona
Jacqueline Irvine, Emory University
Kris Gutiérrez, University of Colorado- Boulder
Anthony Brown, University of Texas- Austin
Patricia Gándara, University of California- Los Angeles
Ernest Morrell, Columbia University

Hon. Raúl Grijalva, US Representative

Hon. Richard Elías, Pima County Supervisor, District #5

Hon. Regina Romero, Tucson City Council, Ward 1

Raúl Aguirre, CEO- REA Media Group

Hon. Richard Fimbres, Tucson City Council, Ward 5

Marisol Flores-Aguirre, Director- Women's Business Center, YWCA of Southern Arizona

Barbea Williams Performing Company

Calpulli Teoxicalli

Tucson Urban League

Songhai Drummers

Mariachi Inspiración

Ballet Folklórico Los Tucsonenses de Tucson High

Department Purpose Statement:

Culturally Responsive Instruction and Culturally Relevant Curriculum centered in TUSD's Culturally Relevant Pedagogy and Instruction Department serves to spearhead the District's effort to work toward academic success for all students, in particular, its Latino and African American students. This research-based approach functions as "best practice" that counters a culturally subtractive model of education. As stated in the Cabrera Report, "This curriculum is critically important to provide opportunities that enhance student learning."



Images and Meaning



Since the dawn of civilization, societies have used images to communicate the most important aspects of culture, validating and reinforcing their values and traditions with graphic representations. For students of history and culture, a cursory examination of such images reveals that most ancient societies shared a reverence for certain universal values. Two of those values—a respect for knowledge and the wisdom of reflection—are blended in the image illustrating the logo of the Department of Culturally Relevant Pedagogy and Instruction (CRPI).

In Africa, the Great Pyramid of Giza demonstrates a remarkable knowledge of astronomy and engineering in ancient times. In Mesoamerica, the teocalli step-pyramids served as the center of social life. The dwellings of village inhabitants would be built in the fields surrounding the massive structures. Though often used for ceremony, these structures were primarily places of learning and the creation of knowledge. The study of poetry, history, astronomy, mathematics, medicine, engineering and agriculture produced discoveries that in some cases still surpass our contemporary understanding. For the people of these two regions, the pyramids mark a deep and abiding respect for knowledge and culture.

Similarly, the West African concept of Sankofa, originating with the Akan people of southern Ghana, is depicted with the image of an egret—a type of heron—posing with a backward gaze. In its beak the bird holds an egg, which represents the future. Loosely translated, the image depicts the concept of looking to the past to retain the collective memory and history of a people.

Interestingly, the image of a heron also alludes to Mexican American history and the storied land of Aztlán, identified as the original homeland of the Aztec people, somewhere in today's American Southwest. Translated from Nahuatl, Aztlán means "the place of the herons."

Our intent as educators is to ensure that students prepare for a changing world while simultaneously developing the wisdom to appreciate and sustain their cultural heritage, a heritage that enriches all students. While we recognize and value the multitude of cultural heritages represented in our community, our logo highlights the specific mission assigned to the CRPI Department: to develop and teach a curriculum centered on African American and Mexican American literature and history. The CRPI staff has taken the mission to heart and is proud to help provide our students with an education of the highest possible quality.

Summer Institute for Culturally Responsive Education
Tucson Unified School District
Annual Conference: Summer 2016
Conference Theme: *Achieving educational equity in an urban setting*
June 16th-18th, 2016

It is estimated that within a 25 year span, ethnic minorities will comprise the majority of the American population. In many parts of the country, particularly in large urban settings, that projection has already materialized. These changing demographics illuminate a structural problem that exists in the American educational system. This problem lies in the constant inability to effectively address the needs of students of color. Given the demographic shift, this failure constitutes an educational and social crisis. The disparities in academic achievement for students of color are alarming. This so called "achievement gap", or as some scholars have called the "opportunity gap", coupled with the attack on public compensatory education has caused top educational leaders to declare that "education is the civil rights issue of our generation" (Arne Duncan 2011).

Within Tucson Unified, there has been a concerted effort to directly address the issue head on. There has been a renewed and intense commitment to achieving educational equity. With a student population of 64% Latino, 6% African American and 20% White/Anglo, Tucson Unified recognizes the importance of educational equity. In this effort, the district has taken a systemic approach to address this historic shortcoming. Policies and practices have been modified and programs have been created all in an effort to kick the doors open to a brighter future for children.

Through the Summer Institute for Culturally Responsive Education, Tucson Unified, the Department of Culturally Relevant Pedagogy and Instruction (CRPI), in conjunction with the University Of Arizona- College Of Education, seek to promote innovation in addressing issues of educational equity. For this year's conference, we chose the theme "*Achieving Educational Equity in an Urban Setting*". The rampant inequities in educational outcomes have also been attributed to what some have called the "opportunity gap". The broad focus of this theme is an acknowledgement of the fact that there are many factors that contribute to this disparity. Some of these inequities include funding, disparate discipline policy implementation, a lack of culturally and historically relevant curriculum, pedagogical strategies that are unresponsive to student needs, etc.

As many educational leaders seek to find the proverbial silver bullet that will solve the issues faced in educating urban youth, participants will gain insight into the complexities of the work. These complexities are not limited to the areas of curriculum and instruction. Culturally responsive education depends on theoretical understandings as well as personal and professional dispositions of the educator. We expect this yearly conference to provide a platform for cutting edge research in culturally responsive education. Hosting this yearly event will place Tucson back on the forefront of this most critical work.

Keynote Speakers



Dr. Christine E. Sleeter

Author; Educator; Activist

Dr. Christine E. Sleeter is Professor Emerita in the College of Professional Studies at California State University Monterey Bay. She is past President of the National Association for Multicultural Education, past Vice President of Division K (Teaching and Teacher Education) of the American Educational Research Association, and a Fellow of the American Educational Research Association. Her research focuses on anti-racist multicultural education and teacher education. Dr. Sleeter has published over 140 articles in edited books and journals. She has also authored or edited 19 non-fiction books and one novel *White Bread*. Recent awards for her work include the American Educational Research Association Social Justice in Education Award, the Chapman University Paulo Freire Education Project Social Justice Award, the American Educational Research Association Division K Legacy Award, and Doctor of Humane Letters from Lewis and Clark College.

Dr. Ernest Morell

Macy Professor of Education;

Director, Institute for Urban and Minority Education

Dr. Ernest Morrell is the Macy Professor of Education and Director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. He is also a Class of 2014 Fellow of the American Educational Research Association and the President of the National Council of Teachers of English. Dr.



Morrell's research focuses on drawing upon youth's interest in popular culture and participatory media technologies to promote academic and critical literacy development, civic engagement and college access. He is also recognized nationally for developing powerful models of teaching and learning in classrooms and non-school environments and for engaging districts, schools, and communities in the project of educational reform. Dr. Morrell has written more than 50 articles that have appeared in numerous journals. He has written several book chapters and five published books focusing on how to provide youth the skills they need to succeed academically and function more powerfully as citizens in a multicultural democracy. Dr. Morrell has also received several commendations for his teaching including being recognized five times by Who's Who among America's High School teachers and receiving UCLA's Department of Education's Distinguished Teaching Award. Dr. Morrell received his Ph.D. in Language, Literacy, and Culture from the University of California, Berkeley and was the recipient of the Outstanding Dissertation award.



Dr. Antwi Akom

Professor, San Francisco State University

Dr. Antwi Akom is an Associate Professor in the Department of Africana Studies and an affiliated faculty in Educational Leadership at San Francisco State University.

Dr. Akom is a nationally and internationally recognized expert on the green economy, climate justice, racial inequality, participatory technology/GIS mapping, sustainable development, and educational equity. His research focuses on the links between race, space, place, and waste in cities and schools; the role of the green economy in facilitating pathways out of poverty for vulnerable populations and green

innovation in creating smart, sustainable, and shareable cities for all; and the role of local knowledge, participatory technology, and community engaged design in making our cities more resilient, democratic, and just so that everyday people have a voice in transforming the structures that impact their daily lives.

Dr. Akom's research and practice works to build partnerships between local residents, schools and universities, environmental and educational experts, community based organizations, labor unions, green businesses, and city planners to generate policy, planning, and community engaged design solutions that promote practices of green urbanism, environmental health, and economic mobility.

Dr. Akom is the Director of STEM Education for the \$30M Green Corridor Partnership—an innovative collaboration designed to create a thriving region of clean technology, innovation, and sustainable community development that generates high-quality green jobs and meets social and environmental goals. He is also a board member of Eco-Districts, one of the leading organizations in the country focusing on accelerating sustainable neighborhood development from the ground up.



Dr. Nolan Cabrera

Assistant Professor, University of Arizona

Dr. Nolan Cabrera is an assistant professor in the Center for the Study of Higher Education where he researches the impact on what the New Start Summer Program has on low-income, first-generation, and racial minority college students.

Dr. Cabrera graduated from UCLA where he worked on Dr. Sylvia Hurtado's NIH-funded project regarding diversifying the sciences. His dissertation, "Invisible Racism: Male Hegemonic Whiteness in Higher Education", critically analyzed White, male undergraduates racial ideologies. Dr. Cabrera's primary research interests include race/racism in higher education, Whiteness formation, diversity, and affirmative action. Prior to his graduate studies, Dr. Cabrera was the Director of a Boys & Girls Club in the San Francisco Bay Area. He earned his BA from Stanford University and is originally from McMinnville, Oregon.

Dr. Ángela Valenzuela

Author; Professor; Director, National Latino Education Research Agenda Project



Angela Valenzuela is a professor in both the Educational Policy and Planning Program Area within the Department of Educational Administration and the Cultural Studies in Education Program within the Department of Curriculum & Instruction at the University of Texas at Austin where she also serves as the director of the University of Texas Center for Education Policy.

A Stanford University graduate, her previous teaching positions were in Sociology at Rice University in Houston, Texas (1990-98), as well as a Visiting Scholar at the Center for Mexican American Studies at the University of Houston (1998-99). In 2007 as a Fulbright Scholar, she also taught in the College of Law at the University of Guanajuato in Mexico.

Valenzuela is also the author of *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring* and *Leaving Children Behind: How "Texas-style" Accountability Fails Latino Youth*.

Her most recent publication is a book that is based on her national-level work as director of the National Latino/a Education Research and Policy Project (NLERAP) titled, entitled *Growing Critically Conscious Teachers: A Social Justice Curriculum for Educators of Latino/a Youth*.

Valenzuela's research, teaching, and policy interests are in the sociology of education, race and ethnic relations, education policy, school partnerships, and urban education reform.

Dr. Bettina L. Love

Author; Professor

Dr. Bettina L. Love is an award-winning author and Associate Professor of Educational Theory & Practice at the University of Georgia. Her research focuses on the ways in which urban youth negotiate Hip Hop music and culture to form social, cultural, and political identities to create new and sustaining ways of thinking about urban education and social justice. Dr.

Love also concentrates on transforming urban classrooms through the use of non-traditional educational curricula and classroom structures. Recently,

Dr. Love was named the Nasir Jones Fellow at the W. E. B. Du Bois

Research Center at Harvard University. She began her fellowship at Harvard in the Spring of 2016,

where she will develop a multi-media Hip Hop civics curriculum for middle and high school students.



Tucson Unified School District

Governing Board

Adelita Grijalva- President
Kristel Ann Foster- Clerk
Cam Juárez, Member
Dr. Mark Stegeman, Member
Michael Hicks, Member

Superintendent

Heliodoro Torres Sánchez Ed.D

Administration

Abel Morado, Ed.D. - Deputy Superintendent (Interim) Secondary Leadership
Richard Foster - Assistant Superintendent (Interim) Curriculum and Instruction
Ana Gallegos - Assistant Superintendent of Elementary and K-8 Leadership
Eugene Butler, Jr. - Assistant Superintendent of Student Services

Karla Soto - Chief Financial Officer
Anna Maiden - Chief Human Resources Officer
Stuart Duncan - Chief Operations Officer
Scott Morrison - Chief Technology Officer
Stephanie Boe - Communications
Clarice Clash, Ph.D. – Sr. Director of Curriculum

Culturally Relevant Pedagogy and Instruction

Lorenzo López Jr., Director
María Federico-Brummer, Program Coordinator
Veronica Castro-Vega, Administrative Assistant

Staff

Itinerant Teachers

Salvador Gabaldón
José González
Corina Ontiveros
Jennifer Johnson-Marlow
Yolanda Sotelo

School to College Liaisons

Alfred Chavez
María Teresa Mejía
Mario Greene

TUCSON UNIFIED SCHOOL DISTRICT

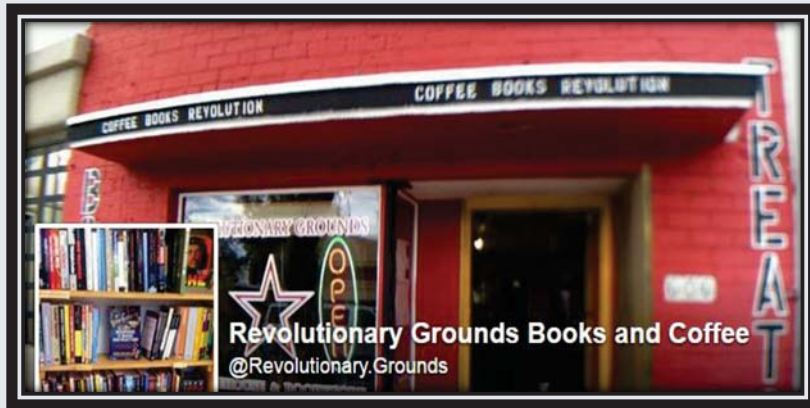
EDUCATION

Empowering
Diverse
Culturally Relevant
HISTORY
Transformative
Engaging
Identity
Multidimensional
Academically Rigorous
Research-Based
Chicano
Reflección
Ubuntu
Diaspora
Africana
Civic Engagement
English
Relationships
Liberating
Cultura
VIEWPOINTS
In Lak Ech
Sankofa
Raices
Xinachtli
Social Justice
Critical Thinking
GOVERNMENT
VALIDATING & AFFIRMING
Literature

TUCSON UNIFIED
SCHOOL DISTRICT

Barba Williams Performing Company
(BWPC)
Company "AUDITIONS"
Actors, Dancers and Drummers

Barba Williams Performing Company
School BWPC's 2016-2017 Performing Season



Mariachi Inspiración De Tucson
"Embracing our Heritage"
Booking Agent:
Lolita Romero-Yslas

520-499-0864
www.yslas92@gmail.com

The image is a business card with a blue background. It contains text for "Mariachi Inspiración De Tucson" and "Embracing our Heritage". It lists a booking agent, Lolita Romero-Yslas, with her phone number (520-499-0864) and email address (www.yslas92@gmail.com). On the right side, there is a small, stylized illustration of a mariachi musician in a black suit playing a red trumpet.

Thursday, June 16, 2016

- 7:45 A.M. - 8:00 A.M. Registration
- 8:00 A.M. - 8:15 A.M. Ceremonial Opening Calpulli Teoxicalli: Jesus Ruiz
- 8:15 A.M. - 8:55 A.M. Welcome
Lorenzo Lopez Jr., CRPI Director
Raul Aguirre, Master of Ceremony
Dr. HT Sanchez, Superintendent, Tucson Unified School District
Dr. Ron Marx, Dean, UA College of Education
Dr. Deborah Embry, Director, CEO Tucson Urban League
Hon. Adelita Grijalva, President, TUSD Governing Board
Culturally Responsive Teacher Award
- 8:55 A.M. – 9:05 A.M. Dr. Augustine Romero, Principal, Pueblo Magnet High School.
- 9:05 A.M. – 10:05 A.M. Keynote: Dr. Antwi Akom- San Francisco State University
The Green Path Out of Poverty
Dr. Akom will discuss the ways in which technological innovation is transforming the flow of information, the fluidity of social action, and is giving birth to a new forms of bottom up innovation, Dr. Akom will discuss the ways in which technological innovation is transforming the flow of information, the fluidity of social action, and is giving birth to a new forms of bottom up innovation.
- 10:05 A.M. – 10:30 A.M. African Percussion
- 10:35 A.M. – 11:35 A.M. Keynote: Dr. Christine Sleeter,
Culturally Responsive Pedagogy and the Decolonization of Education
Why does the research consistently find culturally responsive curriculum and pedagogy to make a positive impact on students? After briefly reviewing the research, Professor Sleeter will discuss the colonizing function of education, particularly curriculum and pedagogy in the classroom, and, with examples, how culturally responsive curriculum and pedagogy directly challenge that function. She will also share what the research suggests teachers need to do to prepare themselves to do this work well.
- 11:35 P.M. – 12:20 P.M. Lunch
- 12:20 P.M. – 1:15 P.M. Breakout Session I
- 1:15 P.M. – 1:45 P.M. Mariachi Inspiración

1:45 P.M. – 2:45 P.M.

Keynote: Dr. Ernest Morrell, Columbia University
Critical Literacy, Popular Culture & Educational Reform

Dr. Morrell's keynote will discuss such issues as popular culture, critical literacy, and civic engagement. How can we get all students excited about literacy learning while also imparting essential academic skills? This talk explores a socially, culturally, and technologically engaging model of literacy education that draws upon digital media and youth popular culture to engage students as civic agents while also developing powerful readers, writers, and users of emergent digital technologies.

2:50 P.M. – 3:50 P.M.

Breakout Session II

3:50 P.M. – 4:00 P.M.

Conference Survey

Thursday, June 16, 2016

Workshops

First Breakout Session I

Workshop A: Dr. Antwi Akom, "The Green Path Out of Poverty" – Room 102

In addition to extending his keynote remarks, Dr. Akom will dialog with participants on the role of the green economy in facilitating pathways out of poverty for vulnerable populations and green innovation in creating smart, sustainable, and shareable cities for all, while also giving everyday people have a voice in transforming the structures that influence their lives.

Workshop B: Dr. Christine Sleeter, "Critical Family History" – Kiva Auditorium

Teachers often wish to incorporate family history into culturally relevant curriculum. What might this work look like, and what kinds of tools are available? Dr. Christine Sleeter will discuss what makes family history "critical" and decolonizing and why this is important, then share tools and resources that are available, including some that can be used with children and youth.

Workshop C: Dr. Teri Hollingsworth, "The School-to-Prison Pipeline" - Room 257

Participants will read, analyze and discuss various explanations and critiques of the school-to-prison pipeline. Topics will include the Prison Industrial Complex (including private prisons and immigrant detention centers), the new Jim Crow reality, and the use of School Resource Officers on high school campuses.

Workshop D: Kevan Kiser-Chuc, "Using Art and Poetry to Help Students Construct an Academic Identity" - WOW Library

Through dialog based on samples of student self portraits that combine visual images and text, participants will examine ways to use art and poetry to promote students' ability to speak with authority about their cultural identity and personal experiences.

Workshop E: Katy Long, "Culturally Responsive Teaching in a Digital World" - WOW Library Classroom
A discussion focusing on the use of technology to explore the connections between subject area content and students' cultural backgrounds. Participants will examine recent technological developments that individual teachers can incorporate into the classroom to promote students' academic engagement.

Workshop F: María Federico-Brummer, "Teaching Tolerance's Anti-bias Framework: A Tool for Culturally Responsive Education" - Room 437
TUSD's English and Social Studies curricula include the Anti-bias Framework composed of twenty anchor standards and eighty grade-level outcomes organized into four domains: Identity, Diversity, Justice and Action. Participants will examine how the framework promotes reflective teaching practices and equitable learning environments.

Thursday, June 16, 2016

Workshops

Second Breakout Session II

Workshop A: Dr. Ernest Morrell, "Critical Literacy, Popular Culture & Educational Reform" - Kiva Aud.
This session will provide participants with an opportunity to follow up on Dr. Morell's keynote comments and to discuss such issues as popular culture, critical literacy, and civic engagement. Dr. Morell may also take questions about the status of controversial projects of educational reform and the growing influence of corporate technology companies in publishing instructional and testing materials.

Workshop B: Dr. Deborah Embry, President/CEO, Tucson Urban League, "Little Brother" - Room 102
Participants in this session will view and discuss a video clip from *Little Brother*, a series of 15-minute documentary films dedicated to giving black boys a unique voice. Filmmakers Nicole Franklin and Jai Tiggett interviewed boys as young as nine about the love society often denies them.

Workshop C: Teri Hollingsworth, "The School-to-Prison Pipeline" - Room 257
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Friday, June 17, 2016

7:45 A.M. - 8:00 A.M.	Registration
8:00 A.M. - 8:15 A.M.	Ceremonial Opening Calpulli Teoxicalli: Jesus Ruiz
8:15 A.M. - 8:45 A.M.	<p>Welcome:</p> <p>Raul Aguirre, Master of Ceremony</p> <p>Richard Elias, Pima County Supervisor</p> <p>Dr. Anna O’Leary, University of Arizona, Mexican American Studies</p> <p>Camiliano Juarez, TUSD Governing Board Member</p> <ul style="list-style-type: none"> • CRPI 2016 Distinguished Teacher Award
8:45 A.M. – 9:45 A.M.	<p>Keynote: Dr. Nolan Cabrera, University of Arizona</p> <p>This session will provide an overview of the historical development of Ethnic Studies, what constitutes Ethnic Studies, and the research around the efficacy of this curricular/pedagogical approach. Within this context, it will also explore a frequently invisible component of Ethnic Studies: Whiteness and White Privilege. The intersection of these two areas, Ethnic Studies and White Privilege, will serve as a critical point of dialogue in terms of developing inclusive, supportive, and academically challenging classrooms.</p>
10:00 A.M. – 10:30 A.M.	Ballet Folklorico Los Tucsonenses de Tucson High
10:35 A.M. – 11:35 A.M.	Breakout Session III
11:40 A.M. – 12:20 P.M.	Lunch
12:20 P.M. – 1:20 P.M.	<p>Keynote: Culturally Relevant Teacher Panel</p> <p>CR Pedagogy: Tap Root of Educational Empowerment</p> <p>As members of the group of Tucson educators involved in the first-in-the-nation public school ethnic studies program accredited for graduation, the panelists (Director Lorenzo Lopez, Maria Federico-Brummer, Salvador Gabaldon, Jose Gonzalez, Corina Ontiveros, Jennifer Johnson-Marlow, and Yolanda Sotelo) will share their experiences, successes, and vision for the program. Margaret Chaney, Tucson Magnet High School CRC teacher, will serve as moderator.</p>

1:30 P.M. – 2:00 P.M.	Capoeira Menino Bom
2:00 P.M. – 3:00 P.M.	Breakout Session IV
3:00 P.M. – 3:10 P.M.	Conference Survey

Friday, June 17, 2016

Workshops

First Breakout Session III

Workshop A: CRC Panel, “CR Pedagogy: Tap Root of Educational Empowerment” - Kiva Aud.

As members of the group of Tucson educators involved in the first-in-the-nation public school ethnic studies program accredited for graduation, the panelists (Director Lorenzo Lopez, Maria Federico-Brummer, Salvador Gabaldon, Yolanda Sotelo, Corina Ontiveros, Jennifer Johnson-Marlow, and Jose Gonzalez) will share their experiences, successes, and vision for the program. Margaret Chaney, Tucson Magnet High School CRC teacher, will serve as moderator.

Workshop B: Rosario Hutchings, “Historical Fiction and the Black Panther Movement” - Room 208

The presenter will discuss her experience in teaching the novel *One Crazy Summer* by Rita Williams Garcia. Participants will discuss ways of using young adult literature and media to build students understanding of history from a social justice perspective.

Workshop C: Sal Gabaldón & José González, “Critical Literacy in the Culturally Responsive Classroom” - Room - Room 312

The presenters will demonstrate a method for enhancing students’ academic writing through the use of templates and a study of sample passages from African American literature. Participants will discuss the method and its potential for promoting student writing that contains strong voice.

Workshop D: Dr. Lane Santa Cruz & Jim Byrne, “Systems of Oppression & Critical Pedagogy Classrooms” - Room 257

Following a brief presentation on the systems of oppression faced by many of our students outside and inside American public schools, the presenters will invite participants to engage in a discussion of the alternative models of instruction that have the potential to transform communities as well as schools.

Workshop E: Dr. Desiree Cueto, Director Multicultural Curriculum, “Bridges Not Borders: Building Cultural Connections through Literature, Inquiry and Dialogue” - WOW Library Classroom

This presentation outlines a collaborative action research study that documents a process of curricular development aimed at infusing diverse perspectives and supporting the academic needs of historically marginalized students in the Tucson Unified School District.

Friday, June 17, 2016

Workshops

Second Breakout Session IV

Workshop A: Dr. Nolan Cabrera, "A Frank & Open Conversation" - Kiva Aud.

Dr. Cabrera will be extending the remarks he presented in his keynote address and will welcome comments from participants. The discussion may branch out into the many other reasons of interest that he has studied, including issues of racial ideology, racism in higher education, whiteness formation, diversity, and affirmative action.

Workshop B: Rosario Hutchings, "Historical Fiction and the Black Panther Movement" - Room 208

The presenter will discuss her experience in teaching the novel *One Crazy Summer* by Rita Williams Garcia. Participants will discuss ways of using young adult literature and media to build students understanding of history from a social justice perspective.

Workshop C: Sal Gabaldón & José González, "Critical Literacy in the Culturally Responsive Classroom" - Room 312

The presenters will demonstrate a method for enhancing students' academic writing through the use of templates and a study of sample passages from African American literature. Participants will discuss the method and its potential for promoting student writing that contains strong voice.

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Workshop E: Dr. Desiree Cueto, Director Multicultural Curriculum, "Bridges Not Borders: Building Cultural Connections through Literature, Inquiry and Dialogue" - WOW Library Classroom

This presentation outlines a collaborative action research study that documents a process of curricular development aimed at infusing diverse perspectives and supporting the academic needs of historically marginalized students in the Tucson Unified School District.

Workshop F: Christy Friske-Daniels & Amy Rusk, "In Defense of Your Right to Read" - WOW Library

This session is designed to educate participants about the legal procedures to be followed when library books are challenged. Covering the history of intellectual freedom, and the legal rights and responsibilities of library patrons, the talk may also be adapted for a unit on intellectual freedom during October's Banned Book Week or February's Love of Reading Week.

Saturday, June 18, 2016

8:00 A.M. - 8:15 A.M.	Registration
8:15 A.M. - 8:30 A.M.	Ceremonial Opening Calpulli Teoxicalli: Jesus Ruiz
8:35 A.M. - 9:35 A.M.	Breakout Session V
9:45 A.M. – 10:45 A.M.	Breakout Session VI
11:00 A.M. – 12:00 P.M.	Lunch
12:00 P.M. – 12:30 P.M.	Welcome Marisol Flores-Aguirre, Mistress of Ceremony Hon. Regina Romero, City Council Isabel Garcia, Esq., Human Rights Activist Hon. Kristel Ann Foster, TUSD Governing Board Member 2016 CRPI Student Awards
12:30 P.M. – 1:30 P.M.	Keynote: Dr. Angela Valenzuela Dr. Angela Valenzuela will be presenting from her latest anthology, <i>Growing Critically Conscious Teachers: A Social Justice Curriculum for Educators of Latinola Youth</i> . It represents the culmination of years of work in developing a Grow Your Own (GYO) Latin@ teacher framework as part of the National Latino/a Education Research and Policy Project (NLERAP) that she also directs. Located in 5 cities in 5 states, it creates pathways for Latin@s into the teaching profession through a partnership model. She will describe this national effort in tandem with its application and relevance to a local, Austin, Texas, GYO initiative that she also directs in order to make this model tangible and potentially translatable to Tucson's local context.
1:30 P.M. – 2:00 P.M.	African Dance: Barba Williams Performing Company
2:00 P.M. – 3:00 P.M.	Keynote: Dr. Bettina Love Imagining Mattering: Hip Hop Civics Ed, Intersectionality, & Black Joy Dr. Love will discuss how Hip Hop Civics Ed, when linked to the framework of intersectionality, creates a space where Black lives matter and analytic sensibilities are nurtured to engage students in the work of fighting for visibility, inclusion, and justice. Her talk will end by calling for educators not only to teach students about racial violence, oppression, and how to make sustainable change in their communities through innovative and radical civic initiatives and movements, but also to expose youth to the possibilities that come with envisioning a world built on Black joy.
3:00 P.M. – 3:30 P.M.	Enrique Garcia-Naranjo: Spoken word
3:30 P.M. – 3:45 P.M.	Conference Closure and Survey

Saturday, June 18, 2016

Workshops

First Breakout Session V

Workshop A: Dr. Angela Valenzuela, “Subtractive Schooling and the Latino Teacher Pipeline” - Room 102
Dr. Valenzuela will welcome comments and questions relating to her keynote address, as well as any discussion about her areas of interest, including the concept of subtractive schooling and how education policies in Texas have negatively impacted Latino students.

Workshop B: Rickyana Estrada, “Curriculum in Action” - Room 312
In this session participants will analyze samples from the ongoing development of TUSD’s Culturally Relevant curriculum, including descriptions of course units and actual lesson plans. Participants will be encouraged to offer ideas for revisions to the curriculum and the selected course materials.

Workshop C: Dr. Raúl González, “Music of Marginalization” - Room 437
This interactive presentation focuses on designing classroom lessons that are based on music analysis. The strategy promotes student engagement and provides teachers with a way to help students understand historical marginalization. The presenter will model the mechanics of the lesson.

Workshop D: Jennifer Johnson-Marlow, “Let’s Talk about Race...ism” - WOW Library Classroom
The presenter will moderate a panel discussion involving the experiences of new and veteran teachers instructing middle and high school Culturally Relevant classes in Tucson schools. The focus of the discussion will be the topic of race and racism in literature and history, the specific instructional strategies used that impacted student learning this year, and how their students responded when engaged in frank dialog on the topic.

Workshop E: Nicole Snook, “Explicit Empathy: A Vehicle for Transforming Education” - WOW Library Classroom
Creating a culture of empathy in a teen-age world that’s “all about me” is no easy task. The presenter will discuss how Changemaker High School approaches the challenge and convinces students to refocus on service to the community as individual changemakers.

Saturday, June 18, 2016

Workshops

Second Breakout Session VI

Workshop A: Dr. Bettina Love, “The Power of Hip Hop in Classroom Instruction” - Room 102

This session will expand on Dr. Love’s keynote comments. Participants will be encouraged to share their experiences in urban education and social justice, as well as ways to transform urban classrooms through the use of non-traditional educational curricula and classroom structures.

Workshop B: Rickyana Estrada, “Curriculum in Action” - Room 312

In this session participants will analyze samples from the ongoing development of TUSD’s Culturally Relevant curriculum, including descriptions of course units and actual lesson plans. Participants will be encouraged to offer ideas for revisions to the curriculum and the selected course materials.

Workshop C: Dr. Raúl González, “Music of Marginalization” - Room 437

This interactive presentation focuses on designing classroom lessons that are based on music analysis. The strategy promotes student engagement and provides teachers with a way to help students understand historical marginalization. The presenter will model the mechanics of the lesson.

Workshop D: Maria Teresa Mejia, “Black Lives Matter in the Classroom” - WOW Library Classroom

A demonstration of an innovative classroom lesson using multimedia presentations and literature to explore and critique the *Black lives matter vs. all lives matter* debate. Participants will discuss how to organize respectful and inclusive student dialog involving controversial subjects such as racism, police brutality, and stereotyping, as well as ways to manage student interaction with material that contains adult language.

Workshop E: Nicole Snook, “Explicit Empathy: A Vehicle for Transforming Education” - WOW Library Classroom

Creating a culture of empathy in a teen-age world that’s “all about me” is no easy task. The presenter will discuss how Changemaker High School approaches the challenge and convinces students to refocus on service to the community as individual changemakers.

ATTACHMENT B

FINAL BUDGET RESPONSES

On April 10, 2017 the District submitted the Draft 3 USP Budget to the Special Master and Plaintiffs. The plaintiffs then had ten business days to send comments. The District received comments from the Fisher Plaintiffs (April 18th and 24th), the Special Master (April 19th, 20th, and 23rd), and the Mendoza Plaintiffs (April 24th).¹

On May 10, 2017, the Special Master filed his “suggestions for modification” with the Court as “Recommendations of Special Master Regarding Version 3 of 910G Budget.” (See Attachment B-1, Court Doc. 2020). The same day, the District submitted to the Special Master and plaintiffs revised magnet and transition plans.

No later than May 24, 2017, the plaintiffs were to submit “any and all ‘continuing objections’ and any objections or comments they have on the Special Master’s suggestions.” The District received Mendoza Plaintiffs’ “Objections and Comments Re: Special Master Recommendation Concerning Draft # 3 of the TUSD 2017-18 910(G) Budget and Statement of ‘Continuing Objections’” on May 24, 2017. (See Attachment B-1). The District did not receive continuing objections or objections/comments on the Special Master’s suggestions from the Department of Justice ~~or from the Fisher Plaintiffs.~~ On June 13, 2017, the Fisher Plaintiffs submitted a memo to the District in which they made several requests and stated an opposition. Although this document was not titled “continuing objections,” out of an abundance of caution and to provide full transparency, the District has attached the memo here (see Attachment B-4) and provides responses below.²

After reviewing the Mendoza and Fisher Plaintiffs’ comments and continuing objections, and the Special Master suggestions for modification, the budget process requires the District to present the “Final Proposed Budget, Special Master suggestions for modification, and Plaintiffs’ continuing objections to the Governing Board.” [Doc. 2013-1 at 5].

As required, the District provides below (with responses to each):

- I. “Suggestions for modification” submitted by the Special Master (Attachments B-1 and B-3) and the District’s responses
- II. “Continuing objections” submitted by the Mendoza Plaintiffs (Attachment B-2) and Fisher Plaintiffs

¹ The Revised Budget Development Process and Timeline was filed with the Court on April 26, 2017 [Doc 2013-1].

² The Fisher Plaintiffs ~~did, however, also~~ communicated a “continuing objection” verbally to the District regarding the proposed reduction of Student Success Specialists from the African American Student Services Department.

A. SPECIAL MASTER'S RECOMMENDATIONS (Attachments B-1 and B-2)³

RECOMMENDATIONS FOR THE COURT

Recommendation #1: Student Success Specialists. The Special Master does not object to the proposed allocation for resources for Student Success Specialists. However, the Special Master believes that the functions served by SSS could be better used. See Addendum A. This position is included here because at least one of the plaintiffs has indicated that they will oppose the District's proposal.

ADDENDUM A

The Special Master supports the District's effort to rethink how best to address the obligations outlined in Section V.E.4 of the USP, many of which are now assigned to Student Success Specialists (SSS). The comments here are meant to contribute to that effort. The comments focus on the challenges the District must meet if it is to significantly address the learning and social-emotional development needs of African American students but these ideas apply to Latino students as well. The Special Master believes strongly that the District needs to devote more attention and resources to improving outcomes for struggling students, especially African American students. However, it is not reasonable to expect a small team of under-funded, under-armed, under-paid and under-trained individuals to have a significant impact on the learning needs of over 3000 students.

In the recent discussion between the Special Master and the District, three roles were identified as summarizing much of the work of SSS: (1) organize events, (2) deliver interventions, and (3) advocate on behalf of students. One or two people can organize events. SSS, however committed they are, do not have the training or experience to deliver interventions that substantially improve academic and behavioral outcomes. When SSS serve as advocates, they take on a responsibility that should be, and the Special Master believes for the most part is, the responsibility of all teachers, administrators, counselors, and other staff. Moreover, as the experience of the District shows, advocacy—while needed sometimes--can undermine collaboration and does not, in itself, bring about change.

The Special Master does not mean to diminish the commitments or energy that is manifested the work of SSS, but there is little evidence that they have made a big difference for those students they serve. If they didn't exist now, we would not invent them. Indeed, we have even worked to ensure that tutoring was done by certified teachers. Why would we argue that SSS be responsible for tier two interventions? Presently, TUSD is implementing equity-focused practices that most districts lack both the commitment and the courage to pursue. To be sure, the District is not doing all of the things the USP requires at the highest possible level of performance. That is not surprising given the difficulty of implementing dozens of initiatives simultaneously. But, it is making progress across a broad range of interrelated actions.

To enhance and build upon the current efforts as well as to ensure that those efforts are not undermined by the sheer weight of the challenges involved while insisting that priority be given to actions that promote the success of African American and Latino students, the District might be well served by creating an office staffed by a small cadre of African American and Latino expert educators who can serve as consultants and provide oversight with respect to culturally responsive practices whether it be manifest in teaching, curriculum, coaching, administering discipline, working with families, or developing future district policies and procedures. The Special Master would have this office report directly to the Superintendent for both practical and symbolic reasons. It seems to the Special Master that the work TUSD is doing gives legitimacy to asserting TUSD's national leadership in the pursuit of equity. It is time to replace the sense that the District is in a state of siege with pride in being where other districts need to go.

³ The Special Master's "Suggestions for Modification" (Recommendations) noted: "Consistent with past practice, the Special Master makes two sets of recommendations: one for action by the Court and the other for the District. Because the District has not yet finalized its plans and budgets for magnet schools, there are no recommendations for magnet funding."

Response to Recommendation #1: The District will create an external committee of “African American and Latino expert educators who can serve as consultants and provide oversight with respect to culturally responsive practices whether it be manifest in teaching, curriculum, coaching, administering discipline, working with families, or developing future district policies and procedures.”

Recommendation #2: Best Discipline Practices Resource. It does not appear that the District has provided sufficient funds to create an online searchable file of effective practices related to student discipline. The District says this will not cost anything to develop. The Special Master does not accept this assertion and doubts that the District knows what this will cost since it does not have a plan for the development, much less for the implementation and maintenance, of such a resource. The creation and on line searchability of this resource requires a development plan and significant resource allocation.

Response to Recommendation #2: The District has developed strategies to build on its existing plan to identify, share, and replicate best practices throughout the District. For the 2017-18 school year, the District is developing an online best practices resource within the District’s internal online file sharing system, SharePoint, in the MTSS section. Every school administrator, academic leader, MTSS Facilitator, MTSS Leads, and Restorative and Positive Practices Facilitators will have access to the MTSS SharePoint.

In its initiation, this online resource will include best practices in the following areas: Discipline (conducting an investigation, applying appropriate rules and procedures for searches, analyzing discipline data and using the Data Dashboard, entering data into the Synergy Student Information System, and implementing effective ISI classroom activities tips); MTSS (meeting protocols, possible schedules, responsibilities of team members, flowcharts, successful MTSS strategies, and data templates); PBIS (exemplary Behavior Expectation Matrices, discipline flow charts, sample incentive systems, PBIS lessons, and celebrations); and Restorative Practices (strategies, etc.).

Within each section, the District will build a collection that includes descriptions of the practices, examples, form templates, and videos clips of the practice in action (where available). Under the direction of the District’s Restorative and Positive Practices Coordinator, Cathy Comstock, the development, implementation, training, and monitoring of this online resource will occur through existing staff and resources using the existing SharePoint platform. No additional funding is needed for this resource.

In addition to the SharePoint, the District will utilize the Microsoft Office 365 PLC module specifically developed for teachers and administrators to support the PLC process and to allow staff to share and collaborate effectively and efficiently. As staff identify best practices they will be able to document and share best practices, and the items will be searchable across the district within Office365. There is no additional cost for this resource provided through Office 365 and funded through M&O.

Recommendation #3: Teacher Mentors / CRC Teacher Mentors. The formula that the District has developed for determining the appropriate number of mentors for beginning teachers generally, first-year teachers serving in low-performing schools, and CRC teachers has been generally, but not explicitly, described. But it is not possible to determine whether the District has used these formulae to arrive at the budget numbers for mentors. Given that there have been differences in the past about the adequacy of the number of mentors, the budget for mentors should not be approved until the District demonstrates how it arrived at its estimates. The number of mentors budgeted should be determined using this formula and the calculations involved should be made explicit.⁴

Response to Recommendation #3: The District has determined that it will allocate funding for 11 CRC Teacher Mentors (applying a 1:10 ratio to 110 CRC teachers) and funding for 38 Teacher Mentors (applying the point-based formula developed by the District and submitted to the Special Master and plaintiffs (see response to RFI 1329). The Special Master has submitted a supplemental memo in which he indicates that these allocations “may be excessive.” The District will analyze the Special Master’s recently-received memo and will consider budget adjustments as appropriate.

Recommendation #4: Research Based Programs. No programs should be implemented that are not based on solid research or have not been demonstrated as effective in TUSD. In the case of programs found to be effective in TUSD, the District should provide the empirical evidence of such effectiveness. Asking users what they think or conducting surveys that yield problematic responses for various reasons is not sufficient evidence of effectiveness. Among the programs that appear to fail this test are: Seven Habits of Highly Effective Teens; Fred Jones classroom management; Club Z tutoring; Courageous Conversations; and Capturing Kids’ Hearts. The District should not be trying out unproven practices on its students. Moreover, the District seeks to be evidence driven. When it implements questionable practices and programs it undermines a culture of professionalism is says it want to nurture.

Response to Recommendation #4: The District will not fund Club Z tutoring, Courageous Conversations, Capturing Kids’ Hearts, or Fred Jones classroom management training from 910G funds. Though the District will use the book, Seven Habits of Highly Effective Teens, the District is not funding a program based on the book. Rather, the District is engaging students using activities from the book during their time in ISI.

⁴ On June 11, 2017 the Special Master submitted a supplemental memo outlining additional comments on the proposed allocations for teacher mentors, indicating his belief that “the number of mentors budgeted based on the district formula may be excessive” and that budgeting mentors “should be based on estimates of need for mentors in particular situations. The district formula represents a good start in this regard but needs to be improved. The improvements suggested here would actually reduce the cost of mentoring as compared to the cost derived from applying the district’s plan.” (See Attachment B-2).

Recommendation #5: Cluster GATE. The District should fund 12 additional cluster GATE programs over the next three years, with at least four new programs being introduced in each of the next two years. It is not necessary to fund programs in every grade, though this is obviously desirable. These programs will, if located strategically, significantly increase the opportunities for Latino, and especially, African American students, to participate in ALE. The District recently reduced the number of cluster GATE programs. Those should be restored—though not necessarily at the same locations. Cluster GATE is one of the most effective ways to increase the number of African American and Latino students who experience more rigorous instruction and curricula.

Response to Recommendation #5: In SY 2017-18, the District is implementing five new cluster programs at Cavett ES (89% African American and Latino), Wright ES (68% African American and Latino), Myers-Ganoung ES (75% African American and Latino), Grijalva ES (88% African American and Latino), and Maldonado ES (81% African American and Latino). The District selected these schools strategically to increase access for African American and Latino students because these schools have relatively high African American and/or Latino student populations.

RECOMMENDATIONS FOR THE DISTRICT

Recommendation #6: Seven-Period Day at Dodge. If the seven-period day is very expensive, as the District asserts in its response to the Mendoza plaintiffs' related RFI, making this investment in a high-performance school like Dodge as compared to a vulnerable magnet school or a low-performing school seems unfair and not strategic.

Response to Recommendation #6: The District is not doing a seven-period day at Dodge but will instead institute a seven-period day at Utterback middle school.

Recommendation #7: Consultants. The District should justify the employment of any outside consultant. It seems clear that many of the consultants used do not align their advice to the ongoing approaches being promoted by the District. This is abundantly clear, for example, with respect to culturally responsive pedagogy. Moreover, when consultants come in to provide workshops for 1-3 days (and the like), they often provide their own take on the topic, and there are no opportunities for follow-up. When the consultant comes to the District as a trainer of trainers dealing with an integral part of what staff are to know and be able to do, this can be valuable. However, in justifying the consultant for EEI, the District indicates that this person will provide one-on-one training. Typically, consultants are hired to build the system capacity (e.g., training trainers). TUSD seems to be proposing the opposite.

Response to Recommendation #7: The District has developed and implemented a process by which it will share with the Special Master its justification for hiring 910G-funded, outside consultants on an ongoing basis.

Recommendation #8: Self-Contained GATE. It appears that implementing a self-contained GATE program at Wheeler may have some integrative affect. This effect will be greater if this is an open GATE program like the one at Tully. A self-contained program at Roberts Naylor is unlikely to have integrative outcomes.

Response to Recommendation #8: The District will continue to implement and monitor the self-contained initiatives at Wheeler and at Roberts-Naylor. The District has submitted to the Special Master and plaintiffs a Desegregation Impact Analysis for its proposal to implement an open-access GATE program at Roberts-Naylor (starting in SY 2017-18 at 6th grade; transitioning to a magnet program in SY 2018-19 in 6th – 8th grade).

Recommendation #9: Incentives for MTSS Lead. A \$1000 incentive for MTSS Leads appears to be inadequate and to communicate that MTSS is not important. Leads seem to have substantial responsibility.

Response to Recommendation #9: The District has identified schools based on need and will assign 38 MTSS Facilitators to those sites. Other sites with less identified need already have a designated MTSS Lead. The District's proposed stipend – not an “incentive” – for MTSS Leads is designed to appropriately compensate the designated leads for the additional responsibilities. This in no way should be received as a communication that MTSS is not important. In fact, that the District is moving from a previous strategy of having unpaid MTSS designees to a strategy of compensating MTSS Leads is an indication that MTSS is important.

Recommendation #10: Summer Learning. One of the reasons why it is so difficult for the District to reduce the achievement gap is that students from low income families and communities lose achievement developed during the school year in the summer. Summer learning loss affects low income students significantly more than their better-off peers. This common problem can be addressed by a summer school program; there are many models to be implemented. This should be an extraordinarily high priority for the District, and such programs should be located in communities that have a significant number of African American children. Of course, such programs would benefit Latino children as well, but African American students, overall, are achieving at lower levels than Latino students and therefore should have priority for this proven academic intervention. It is too late to implement a previously unplanned summer program unless the staff of a given school has interest in doing this now.

Response to Recommendation #10: The District has increased funding and focus on summer programs for the summer of 2017 and will work to increase its summer offerings for the summer of 2018.

B. FISHER PLAINTIFFS' CONTINUING OBJECTIONS

Fisher Continuing Objection #1: Student Success Specialists. Fisher Plaintiffs object to the reduction of Specialists in the African American Student Services Department.

Response to Fisher Continuing Objection #1: The District will maintain the proposed reduction (supported by both the Special Master and the Mendoza Plaintiffs).

Fisher Continuing Objection #2: Program Coordinator. Fisher Plaintiffs are **ADAMANTLY OPPOSED** to the creation of a coordinator/facilitator role for two reasons. **First, the AASSD budget would be more appropriately spent in other categories to increase implementation of the mission of the department. Second, due to the size of the department, the roles and duties assigned to the director would overlap with those of the coordinator/facilitator, rendering the position superfluous.**

Response to Fisher Continuing Objection #2: The District will maintain the proposed coordinator. The Special Master's most recent position – stated in his memo of May 29, 2017 – is that “the District should be allowed broad discretion at this point in the process of its pursuit of unitary status.” Many, directors in TUSD have one or more coordinators to support development and implementation of programs, to conduct monitoring, and to support the work of various departments.⁵

In addition to the work already being performed by the AASSD, the Special Master and Plaintiffs (including the Fisher Plaintiffs) have requested that the District:

- expand summer programs and offerings,
- expand tutoring and mentoring programs,
- include the AASSD in efforts to expand Culturally Relevant Pedagogy and Instruction,
- include the AASSD in efforts to improve Tier I instruction,
- improve the impact of academic interventions, and
- expand and improve upon the implementation of efforts stemming from the African American Academic Achievement Task Force.

The proposed Program Coordinator will assist the department in moving these initiatives forward (either directly, or by supporting the Director and the department in fulfilling some of the Director's existing duties. In light of the District's efforts to expand and increase the activities of the AASSD, the District disagrees with the Fisher assertion that a program coordinator position would be “superfluous.”

⁵ For SY 2017-18, the Magnet Department will have a director supported by two coordinators; the ALE Department will have a director supported by three coordinators.

C. MENDOZA PLAINTIFFS' CONTINUING OBJECTIONS

Mendoza Continuing Objection #1: CRC Teacher Mentors (CRC Itinerant Teachers). Mendoza Plaintiffs assert a “continuing objection” to the number of Itinerant Teachers proposed in the Draft # 3 budget as not in “full compliance with the Intervention Plan’s Itinerant Teacher Model” (Doc. 1982 at 4), as required by Court order.

Response to Mendoza Continuing Objection #1: The District will maintain the proposed allocation of 11 CRC Teacher Mentors (CRC Itinerant Teachers) (supported by the Special Master who indicated that 11 “may be excessive” – see Attachment B-2).

Mendoza Continuing Objection #2: Self-Contained GATE. They also repeat as a “continuing objection” the statements they made in their April 24, 2017 comments on this proposed allocation:

Based on their current understanding, they question the overall integrative impact of a decision to place self-contained GATE at Wheeler, at least as described in the document that is itself attached to Attachment A to the District’s Responses to RFIs concerning the Budget Narrative. (Document entitled Impact of Opening Additional GATE Self-Contained Classrooms for Grades 1-3 at Wheeler and Roberts/Naylor (“Impact Doc.”).) ... They therefore ask that a fuller analysis be undertaken, considering locations for self-contained GATE programs beyond the schools in closest proximity to Lineweaver and Kellond, if the District does indeed intend to go forward with a proposal to expand the number of self-contained GATE classrooms in the District.

Response to Fisher Continuing Objection #2: The District will maintain the proposed allocations to support GATE programs at Wheeler (the District has already undertaken and analysis of additional locations “in closest proximity to Lineweaver and Kellond” and has expanded self-contained GATE to Roberts-Naylor in SY 2016-17 with further expansion planned for SY 2017-18.

Mendoza Continuing Objection #3: Self-Contained and Open-Access GATE. As Mendoza Plaintiffs understand it, there currently are no proposed allocations in the 2017-18 budget for the expansion of either self-contained and/or open GATE programs to provide additional opportunities for African American and Latino students to participate in such programs. They therefore have a “continuing objection” to the District’s failure to have moved the assessment and consideration process more expeditiously so that necessary analyses could have been concluded and GATE expansion could have been included in that budget.

Response to Mendoza Continuing Objection #3: The District is expanding self-contained GATE at Wheeler and at Roberts-Naylor in SY 2017-18; and expanding Open-Access GATE to Roberts-Naylor (for 6th grade in SY 2017-18 and for 6th through 8th grade in SY 2018-19). The District is also expanding Cluster GATE opportunities over the next three years – see response to Special Master Recommendation #5, above.

Mendoza Continuing Objection #4: No Allocation for Online Tool for Successful Site-Based Discipline Strategies. Mendoza Plaintiffs therefore have a “continuing objection” to the District’s failure to allocate any funds at all to the implementation of the replication of successful site-based strategies undertakings it has agreed to.

Response to Mendoza Continuing Objection #4: The District will not allocate funding for an activity that does not require additional funding. See response to Special Master Recommendation #2, above.

Mendoza Continuing Objection #5: Failure to Expand the Jump Start Program to Other Schools.

Mendoza Plaintiffs agree with the Special Master’s strong recommendation that the District invest more heavily in summer programs.

In that regard, although it is not specifically a summer learning program, they draw particular attention to “Jump Start”, the 10-day summer program for incoming 6th graders that is in place at Dodge and Doolen but not at other middle schools in the District. According to the Dodge magnet school plan, that program “sets guidelines and expectations” for the program at the school, “establishes relationships with teachers, and provides remediation of basic skills in core classes.” Per the Dodge plan, the cost is approximately \$16,000. Mendoza Plaintiffs object to the District’s failure to have budgeted to expand this program to other schools given what appears to be its success and urge the District to move forward as quickly as possible to expand the program, particularly at Mansfeld since there is no reason of which they are aware why such a program should not be in all middle school magnet schools.

Response to Mendoza Continuing Objection #5: The District has increased funding and focus on summer programs for the summer of 2017 and will work to increase its summer offerings for the summer of 2018. The District will consider future expansion of the “Jump Start” program for the summer of 2018.

Mendoza Continuing Objection #6: Classification of Global Issues Course as a CRC. Mendoza Plaintiffs have a “continuing objection” to the budget allocation for this activity to the extent the planned classes are categorized as CRCs.

Response to Mendoza Continuing Objection #6: The District will maintain the allocations for the new course. The question of whether or not it is “categorized as a CRC” does not have to be decided at this time.

Mendoza Continuing Objection #7: Allocations for Repair/Maintenance. Thus, beyond repairs or maintenance relating to facility safety concerns that are identified through the activities entailed in “CARE/UPKEEP,” Mendoza Plaintiffs have been given information that only suggests the “CARE/UPKEEP” allocation is supplantation of funds for activities unrelated to the USP and that the District would have to expend even in the absence of the USP. Mendoza Plaintiffs therefore have a “continuing objection” to the “CARE/UPKEEP” allocation reflected in the Draft #3 budget.

Response to Mendoza Continuing Objection #7: The District will maintain the allocation for “CARE/UPKEEP” that includes funding for repair and maintenance to related to facility safety concerns

and ongoing preventative maintenance at sites. The District allocates other available funds solely for repairing facilities, not for preventative maintenance – thus these funds do not “supplant” other funds as there are no other funds available for preventative maintenance. These funds “supplement” the limited funding available by ensuring that schools do not fall below safety thresholds on the FCI and therefore are related to the USP’s mandate to develop a plan for facilities repairs and improvements with priority on facility conditions that impact the health and safety of a school’s students and on school’s that score below a 2.0 on the FCI and/or below the District average on the ESS.

ATTACHMENT B-1

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**UNITED STATES DISTRICT COURT
DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs,

v.

United States of America,

Plaintiff-Intervenor,

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

CV 74-90 TUC DCB
(Lead Case)

Maria Mendoza, et al.,

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

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

Defendants.

CV 74-204 TUC DCB
(Consolidated Case)

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RECOMMENDATION OF SPECIAL MASTER REGARDING VERSION 3 OF 910G BUDGET

Introduction

Consistent with past practice, the Special Master makes two sets of recommendations: one for action by the Court and the other for the District. Because the District has not yet finalized its plans and budgets for magnet schools, there are no recommendations for magnet funding.

Recommendations for the Court

1. Student Success Specialists

The Special Master does not object to the proposed allocation for resources for Student Success Specialists. However, the Special Master believes that the functions served by SSS could be better used. *See* Addendum A. This position is included here because at least one of the plaintiffs has indicated that they will oppose the District’s proposal.

2. Best Discipline Practices Resource

It does not appear that the District has provided sufficient funds to create an online searchable file of effective practices related to student discipline. The District says this will not cost anything to develop. The Special Master does not accept this assertion and doubts that the District knows what this will cost since it does not have a plan for the development, much less for the implementation and maintenance, of such a resource. The creation and on line searchability of this resource requires a development plan and significant resource allocation.

3. Mentors

The formula that the District has developed for determining the appropriate number of mentors for beginning teachers generally, first-year teachers serving in low-performing schools, and CRC teachers has been generally, but not explicitly, described. But it is not possible to determine whether the District has used these formulae to arrive at the budget numbers for

1 mentors. Given that there have been differences in the past about the adequacy of the number of
2 mentors, the budget for mentors should not be approved until the District demonstrates how it
3 arrived at its estimates. The number of mentors budgeted should be determined using this
4 formula and the calculations involved should be made explicit.

5
6 4. Research-based Programs

7 No programs should be implemented that are not based on solid research or have not been
8 demonstrated as effective in TUSD. In the case of programs found to be effective in TUSD, the
9 District should provide the empirical evidence of such effectiveness. Asking users what they
10 think or conducting surveys that yield problematic responses for various reasons is not sufficient
11 evidence of effectiveness. Among the programs that appear to fail this test are: Seven Habits of
12 Highly Effective Teens; Fred Jones classroom management; Club Z tutoring; Courageous
13 Conversations; and Capturing Kids' Hearts. The District should not be trying out unproven
14 practices on its students. Moreover, the District seeks to be evidence driven. When it implements
15 questionable practices and programs it undermines a culture of professionalism is says it want to
16 nurture.
17

18 5. Cluster GATE

19 The District should fund 12 additional cluster GATE programs over the next three years,
20 with at least four new programs being introduced in each of the next two years. It is not
21 necessary to fund programs in every grade, though this is obviously desirable. These programs
22 will, if located strategically, significantly increase the opportunities for Latino, and especially,
23 African American students, to participate in ALE. The District recently reduced the number of
24 cluster GATE programs. Those should be restored—though not necessarily at the same locations.
25 Cluster GATE is one of the most effective ways to increase the number of African American and
26 Latino students who experience more rigorous instruction and curricula.
27
28

1 Recommendations for the District

2 1. Seven-Period Day at Dodge

3 If the seven-period day is very expensive, as the District asserts in its response to the
4 Mendoza plaintiffs' related RFI, making this investment in a high-performance school like Dodge
5 as compared to a vulnerable magnet school or a low-performing school seems unfair and not
6 strategic.
7

8 2. Consultants

9 The District should justify the employment of any outside consultant. It seems clear that
10 many of the consultants used do not align their advice to the ongoing approaches being promoted
11 by the District. This is abundantly clear, for example, with respect to culturally responsive
12 pedagogy. Moreover, when consultants come in to provide workshops for 1-3 days (and the like),
13 they often provide their own take on the topic, and there are no opportunities for follow-up.
14 When the consultant comes to the District as a trainer of trainers dealing with an integral part of
15 what staff are to know and be able to do, this can be valuable. However, in justifying the
16 consultant for EEI, the District indicates that this person will provide one-on-one training.
17 Typically, consultants are hired to build the system capacity (e.g., training trainers). TUSD seems
18 to be proposing the opposite.
19

20 3. Self-Contained GATE

21 It appears that implementing a self-contained GATE program at Wheeler may have some
22 integrative affect. This effect will be greater if this is an open GATE program like the one at
23 Tully. A self-contained program at Roberts Naylor is unlikely to have integrative outcomes.
24

25 4. Incentives for MTSS Lead

26 A \$1000 incentive for MTSS Leads appears to be inadequate and to communicate that
27 MTSS is not important. Leads seem to have substantial responsibility.
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5. Summer Learning

One of the reasons why it is so difficult for the District to reduce the achievement gap is that students from low income families and communities lose achievement developed during the school year in the summer. Summer learning loss affects low income students significantly more than their better-off peers. This common problem can be addressed by a summer school program; there are many models to be implemented. This should be an extraordinarily high priority for the District, and such programs should be located in communities that have a significant number of African American children. Of course, such programs would benefit Latino children as well, but African American students, overall, are achieving at lower levels than Latino students and therefore should have priority for this proven academic intervention. It is too late to implement a previously unplanned summer program unless the staff of a given school has interest in doing this now.

Respectfully submitted,

/s/

Willis D. Hawley
Special Master

Dated: May 10, 2017

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CERTIFICATE OF SERVICE

I hereby certify that on, May 10, 2017, I electronically submitted the foregoing
RECOMMENDATION OF SPECIAL MASTER REGARDING VERSION 3 OF 910G BUDGET for filing
and transmittal of a Notice of Electronic Filing to the following CM/ECF registrants:

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Andrew H. Marks for
Dr. Willis D. Hawley,
Special Master

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ATTACHMENT B-2

June 11, 2017

To: Parties

From: Bill Hawley

Re: Formula for Mentor Expenditures

Introduction

The Court has required that the District develop a formula for determining how many mentors will be needed to address the mentoring responsibilities--explicitly and implicitly--identified in the USP and related stipulations. These responsibilities apply to first and second year teachers, first year teachers serving in schools where students are performing below the District average, and CRC teachers.

The District has developed a formula for the allocation of mentors that reflect the challenges confronting those to be mentored. This makes a great deal of sense. However, there are two issues with respect to the District formula: (1) does the formula accurately deal with the challenges confronting mentees and (2) are the formulas applied in ways that yield appropriate budget expenditures?

While I believe that mentoring is a good investment, generally speaking, I believe that the number of mentors budgeted based on the District formula may be excessive. If so this jeopardizes the viability of the mentoring efforts and the programs they support because the level of expenditures that is derived from the District formula would be difficult to sustain over time.

Challenges Confronted by Mentees

The District formula is problematic in two ways. First, first year teachers who teach in racially concentrated schools do not face exceptional challenges. For example, not only do first year teachers in Carrillo, Drachman and C.E. Rose not confront large numbers of struggling students, they have the benefit of working with and learning from teachers in these highly effective schools.

Providing mentoring support to CRC teachers is premised on the accurate assumption that the approach to teaching CRC courses is unique and that teaching these courses requires a modification of content normally taught in these core courses. But these assumptions should not apply to teachers who have been teaching CRC courses for two or more years. First year CRC teachers might be mentored on a 10 to 1 ratio while second year teachers should be mentored on a 15 to 1 ratio. More experienced teachers should not be mentored. Some mentors should be provided extra time in the form of reduced mentoring responsibilities so that they can perform the other tasks required of Itinerant Teachers pursuant to the stipulation approved by the Court. This, of course, will affect the number of mentors required but at this stage of the development of the CRC initiative, it should be possible to know how many FTE are needed to perform these support and development tasks. Moreover, one would expect some mentors to be better at these tasks than their IT peers, making it possible to budget more precisely.

Budgeting Based on Future Needs Rather than Aggregated Past Experience

The District has proposed to budget mentors based on the aggregated average of the needs over the last three years. I appreciate that student enrollment varies from year to year and that this affects the number of teachers being hired for specific roles. But, aggregating the mentors across each type of

mentoring need seems likely to yield a poor fit between the number and expertise of particular teachers on the one hand and the need for support for beginning teachers on the other. The previous example regarding CR teachers is an example of this fit problem. Identifying the costs of mentors for beginning teachers serving in schools where students are performing below the District average would draw attention to this high cost of malpractice. Not only is this a high cost for mentors, it is a high cost to students whose learning opportunities are negatively affected by being taught by inexperienced teachers. Moreover, this high cost is increased in subsequent years by efforts to remediate the lower academic performance of students taught by inexperienced teachers.

Summary

Budgeting mentors should be based on estimates of the need for mentors in particular situations. The District formula represent a good start in this regard but needs to be improved. The improvements suggested here would reduce the cost of mentoring as compared to the cost derived from applying the District's plan. This, in turn, would foster confidence that support for these important mentoring activities will be supported over time.

ATTACHMENT B-3

MENDOZA PLAINTIFFS' OBJECTIONS AND COMMENTS RE: SPECIAL MASTER
RECOMMENDATION CONCERNING DRAFT # 3 OF THE TUSD 2017-18 910(G) BUDGET
AND STATEMENT OF "CONTINUING OBJECTIONS"

May 24, 2017

Pursuant to the agreed 2017-18 USP Budget Development Process (Doc. 2013), Mendoza Plaintiffs submit the within objections and comments concerning the "Recommendation of Special Master Regarding Version 3 of the 910G Budget" (Doc. 2020) ("SM Recommendation") and their statement of "continuing objections." Notwithstanding that the Special Master filed the SM Recommendation with the Court, they are not similarly filing the within document because they do not understand the agreed process to require Court filings until after the District has adopted and filed the final 910(G) budget.

They will separately address comments and objections relating to the revised transition and magnet plans.

Allocations Referenced in the SM Recommendation

Student Success Specialists (Comments/Objections to the SM Recommendation and "Continuing Objections")

Mendoza Plaintiffs previously stated that they do not object to the decision to reduce the number of Student Success Specialists (although they continue to ask that the District provide assurances with respect to its efforts to provide appropriate new positions for the individuals now holding those positions).

They also appreciate the conversation that they had with District representatives on May 11, 2017 to discuss the District's thinking concerning the roles and responsibilities of the Mexican American Student Support Department ("MASSD") and its personnel going forward and the opportunity the District provided to the Mendoza Plaintiffs for them to provide their views about the future of that Department.

Because the District has not yet made its final decisions concerning the structure, roles, and responsibilities of the student support departments, Mendoza Plaintiffs cannot yet provide their final comments and/or objections relating to the elimination of student success specialist positions and the related reduced funding of the MASSD.

For ease of reference as the District formulates its final design for the student support departments and considers the Special Master's recommendations, they include here as "continuing objections" comments/objections they offered on April 24, 2017 with respect to the Draft # 3 budget, amplified to address overlapping points made in the discussion on May 11:

Mendoza Plaintiffs are concerned that the MASSD has become almost exclusively focused on providing deficit model "support" and has strayed from both its original intent and that set forth in the USP, which had a far greater emphasis on an asset model approach. As discussed on May 11, they believe that to the extent personnel from the MASSD will be providing direct support to individual students in the future, there should be significant interaction with classroom teachers both to ensure a full understanding of the needs of the students who are to receive support and to assist the teachers in areas relating to culturally responsive pedagogy. Further, such support should be provided by certificated personnel in a manner that does not involve pulling students from their classrooms.

Mendoza Plaintiffs previously noted that they saw nothing on the web site or in the District's most recent Annual Report to suggest that the staff of the MASSD and AASSD departments have been involved in the development and implementation of District strategies to engage African American and Latino students (beyond the holding of yearly recognition/ celebratory events and quarterly information events), particularly with respect to the development of the multi-cultural curriculum and culturally responsive pedagogy, as is expressly contemplated by USP, Section V, 4, d. They therefore concur with the Special Master's suggestion (and what they understand to be the current thinking by the District) that experts in both the MASS and AASS Departments "serve as consultants and provide oversight with respect to culturally responsive practices whether it be manifest in teaching, curriculum, coaching, administering discipline, working with families, or developing future district policies and procedures." (SM Recommendation, Attachment A at 2.)

With specific reference to the family and community engagement component, Mendoza Plaintiffs remain concerned about the District's statement that the family engagement functions of the Student Support Specialists "will be supported by the newly proposed school community liaison stipend." (Response to Mendoza Plaintiffs' RFIs on Draft #2 at 4.) While they appreciate the effort to make the community liaison

role somewhat more robust, they object to the proposal to have that role replace what was intended to be a structured and centralized approach to community engagement that focuses on the specific needs of Latino families and reflects the history, experiences, and culture of Latino communities. In addition, they note that the District has proposed these \$3000 stipends for only 19 schools (Budget Narrative at 39), apparently leaving the great majority of the District's schools without anyone uniquely focused on how to engage Latino families in the education of their children.¹ Additionally, as discussed on May 11, Mendoza Plaintiffs believe that the MASSD has a role to play in ensuring that persons who are filling the role of community liaison are appropriately trained in culturally responsive practices and in serving as an on-going resource for them.

Mentors (Comments/Objections to the SM Recommendation and "Continuing Objections")

CRC "Mentors"

Mendoza Plaintiffs understand the portion of the Special Master's discussion that refers to "mentors for... CRC teachers" to be a reference to the Itinerant Teachers and the Court's order that the District "develop a meaningful itinerant teacher-CRC teacher ratio." (Order dated 12/27/2016, Doc. 1982, at 4.) They agree with the Special Master that the District has yet to provide a "program-based rationale" (*id.* at 3) for the number of Itinerant Teachers in the proposed budget, but they disagree with what appears to be the Special Master's understanding that these Itinerant Teachers are only mentors (as important as that role may be).

As Mendoza Plaintiffs stated in their comments on the Draft # 2 and Draft # 3 budgets, the Stipulation Re: Implementation of USP Section V,E,6, a, ii (Culturally Relevant Courses) (Doc. 1761) states (at page 34 of 49) that the Itinerant Teachers not

¹ Mendoza Plaintiffs have reviewed the District's responses to their RFI's on this subject, specifically, #1007 and #1129, and remain unclear whether and to what extent Title 1 staff will be performing a robust family and community engagement role in schools that do not have stipended community support liaisons or whether Title 1 staff will receive training and support in culturally responsive practices and, if so, from whom. Further they note that no reference is made to a role for MASSD or other student support departments' expertise and personnel in the review of the quality of school family engagement efforts described in the response to RFI #1129.

only are to mentor new CRC teachers by providing instructional support; they also are to teach three courses at two high school or middle school sites, and engage in the following: CR teacher and student recruitment, parent engagement and community outreach; model instruction for non-CR teachers, district wide; develop curriculum that will be available to other District teachers; develop CR curricular lessons for implementation by new and continuing CR teachers; work with site administration to provide support for CR students and families; serve on observation “walkthroughs” teams; present during CR Tier 1 PD sessions; develop comprehensive CR curriculum to present during CPRI summer symposium; and assist in bringing CR to scale.

Mendoza Plaintiffs assert a “continuing objection” to the number of Itinerant Teachers proposed in the Draft # 3 budget as not in “full compliance with the Intervention Plan’s Itinerant Teacher Model” (Doc. 1982 at 4), as required by Court order. They note a statement in response to RFI #1317 that the District “has budgeted for 12 ITs.” They will reconsider this “continuing objection” if the final version of the 910(G) budget includes an allocation for 12 ITs and is otherwise compliant with the Stipulation re: Implementation.²

Self-Contained GATE (Comments/Objections to the SM Recommendation and “Continuing Objections”)

Mendoza Plaintiffs support the creation of new opportunities for Latino and African American students to attend self-contained GATE classes; however they continue to ask whether there are alternatives to placing such a program at **Wheeler**, as the District proposes in the Draft # 3 budget, that will have a greater integrative impact. Absent more information and additional analysis they therefore object to the Special Master’s apparent agreement with that proposal based on his statement that it “may

² Mendoza Plaintiffs have reviewed the Itinerant Teacher list provided in connection with the District’s response to RFI #1331. They appreciate the information included and the level of detail but also note that (unless these are covered by descriptions that Mendoza Plaintiffs did not fully understand), there appear to be no activities relating to curriculum development, including for the CPRI summer symposium, modeling of instruction for non-CRC teachers, or participation in “walkthrough” teams.

Further, Mendoza Plaintiffs do not understand why the District plans to have a total of 10 CRCs taught by a total of 12 itinerant teachers by having some of those teachers “co-teach[] a class.” (See TUSD response to RFI # 1316.)

have some integrative effect.” They also repeat as a “continuing objection” the statements they made in their April 24, 2017 comments on this proposed allocation:

Based on their current understanding, they question the overall integrative impact of a decision to place self-contained GATE at Wheeler, at least as described in the document that is itself attached to Attachment A to the District’s Responses to RFIs concerning the Budget Narrative. (Document entitled Impact of Opening Additional GATE Self-Contained Classrooms for Grades 1-3 at Wheeler and Roberts/Naylor (“Impact Doc.”).)

They note in the first instance that the District itself states that the impact of the proposal on “ethnic distribution” at Wheeler would be small. (Impact Doc. at 1.) Mendoza Plaintiffs’ concern derives from the fact that, based on the information provided, it appears that the slight relative increase in white population and the slight relative decrease in Latino population would result from the fact that more white children than Latino children would benefit from providing self-contained GATE classes for those currently on the waiting lists at Lineweaver and Kellond. (Per the chart on page 3 of the Impact Doc. there would be a gain of 13 white children and a gain of 10 Latino children (as well as a gain of five African American children).) Given the locations of Lineweaver and Kellond, and the nature of the proposal (which, as Mendoza Plaintiffs understand it, calls for remapping the neighborhood school boundaries of Kellond and Lineweaver to include Wheeler (Impact Doc. at 1), this raises questions for the Mendoza Plaintiffs of whether the waiting list is the best indication of the number of qualified students District-wide who might benefit from an expansion of self-contained GATE or whether remapping of the Lineweaver, Kellond, and Wheeler neighborhood boundaries is the most racially and ethnically inclusive approach to self-contained GATE class expansion. They therefore ask that a fuller analysis be undertaken, considering locations for self-contained GATE programs beyond the schools in closest proximity to Lineweaver and Kellond, if the District does indeed intend to go forward with a proposal to expand the number of self-contained GATE classrooms in the District. In connection with any such analysis, they would also ask for the following information: the waiting lists for all self-contained GATE elementary schools (broken down by race and ethnicity) as well as a breakdown by race and ethnicity of all students who qualified for GATE at the 1, 2, and 3 grade levels in the last two years.

As to **Roberts-Naylor**, referenced in the SM Recommendations in which he states (at page 4) that a “self-contained program at Roberts Naylor is unlikely to have integrative outcomes.” Mendoza Plaintiffs note that on March 13, 2017, the District provided a discussion of the possible impact of opening additional GATE self-contained classrooms at Roberts/Naylor based on a redrawing of boundaries so that students in the current Kellond, White or Lineweaver neighborhoods could “opt to transfer ...to Roberts/Naylor.” (Impact Doc. at 1.) It concluded that the impact on “ethnic distribution would be small” but that there would be some small increase in the percentage of white enrollment and small decreases in the percentages of African American and Latino enrollment. (*Id.*) Thereafter, on April 10, 2017, in response to a Special Master comment (that included the observation that, in his view, there was an “argument for having an additional open access GATE program in a school that serves a significant number of African American students but the District should not count this as an integration initiative.” (Draft # 3 Cover Letter, at 13)), the District stated that it had “conducted, and is assessing, desegregation impact analyses for Roberts-Naylor as a possible site for Open-Access GATE.” (*Id.*)³ In the responses to information requests that the District provided along with the Draft # 3 Cover Letter, in response to a Mendoza Plaintiffs’ inquiry, the District stated that it was “still assessing the[] options” of expanding Open Access GATE opportunities at **Hollinger** and/or **Doolen**.

As Mendoza Plaintiffs understand it, there currently are no proposed allocations in the 2017-18 budget for the expansion of either self-contained and/or open GATE programs to provide additional opportunities for African American and Latino students to participate in such programs. They therefore have a “continuing objection” to the District’s failure to have moved the assessment and consideration process more expeditiously so that necessary analyses could have been concluded and GATE expansion could have been included in that budget.

³ Mendoza Plaintiffs understand that April statement to be a change in concept for a potential GATE program at Roberts-Naylor from the concept discussed in March to the extent the District now is suggesting, as they understand it, that the GATE program would not be developed in connection with boundary changes relating to the current Kellond and Lineweaver boundaries but, rather, that TUSD is envisioning a “boundaryless” program marketed to all District students.

Successful Site-Based Strategies (Comments/Objections to the SM Recommendation and “Continuing Objections”)

Mendoza Plaintiffs agree with the SM Recommendation statement that it “does not appear that the District has provided sufficient funds” for this effort – the District having asserted it will “not cost anything to develop.” (SM Recommendation at 2.) Indeed, the Special Master believes that the District does not know “what this will cost since it does not have a plan for the development, much less for the implementation and maintenance, of such a resource.” (*Id.*) While Mendoza Plaintiffs do not know how much it would cost to implement the plan they understand TUSD to currently be developing, they, like the Special Master, have serious doubts that any plan implementation to adequately address this USP requirement will have no associated costs.⁴ Mendoza Plaintiffs therefore have a “continuing objection” to the District’s failure to allocate any funds at all to the implementation of the replication of successful site-based strategies undertakings it has agreed to.

Summer Learning (Comments/Objections to the SM Recommendation and “Continuing Objections”)

Mendoza Plaintiffs agree with the Special Master’s strong recommendation that the District invest more heavily in summer programs.

In that regard, although it is not specifically a summer learning program, they draw particular attention to “Jump Start”, the 10 day summer program for incoming 6th graders that is in place at Dodge and Doolen but not at other middle schools in the District. According to the Dodge magnet school plan, that program “sets guidelines and expectations” for the program at the school, “establishes relationships with teachers, and provides remediation of basic skills in core classes.” Per the Dodge plan, the cost is

⁴ Mendoza Plaintiffs understand the District response to RFI #1324 (re replication of successful site-based strategies) that it “is not at the beginning of this effort – the District provided a report in September 2016 and has been engaged in this effort for years” to refer to actions that fall far short of what it agreed long ago it would do to comply with USP Section VI, F, 3 in connection with the Special Master’s 2014-15 Annual Report recommendation, as detailed in the Court’s December 27, 2017 Budget Order (Doc. 1981 at 8). In this regard, Mendoza Plaintiffs further note that it was not until the April 12-13, 2017 Tucson meeting that TUSD agreed to develop an online catalogue of best practices to be widely accessible (notwithstanding its initial agreement referenced in the December 27 Order).

approximately \$16,000. Mendoza Plaintiffs object to the District's failure to have budgeted to expand this program to other schools given what appears to be its success and urge the District to move forward as quickly as possible to expand the program, particularly at Mansfeld since there is no reason of which they are aware why such a program should not be in all middle school magnet schools. "Continuing Objections"

General

Because the District has been unable to provide a completed Form 1-A, required by the agreed budget process and intended to provide information about what non-910(G) funds will be allocated to USP-related activities, Mendoza Plaintiffs reserve their right to object to and/or comment on the District's overall commitment to and planned expenditures for all USP-related activities, particularly those for which non-910(G) funding has been provided in the past, after that information has been provided.

Magnet School Consultant

If the final 2017-18 910(G) budget contains an allocation of \$50,000 for consultants to assist in further evaluation of specific magnet programs and the development of a new magnet school as stated in the TUSD May 10, 2017 Magnet and Transition Plan Cover Letter, Mendoza Plaintiffs will withdraw the objection they previously asserted to the failure to include such an allocation in the draft budget(s).

Dual Language Expansion/Bloom

Mendoza Plaintiffs continue to object to the District's decision to budget for only one additional dual language teacher at Bloom (to bring the total of such teachers to two). In the Budget Narrative (at 31), the District wrote: "Bloom will expand their program by adding three TWDL classes for a total of four (one at kindergarten and two at first grade; one kindergarten class began in 2016-17)." But in the Cover Letter (as confirmed by the line item budget entry), the District now says (at 14): "The District is only budgeting for one additional dual-language teacher, and will adjust based on enrollment in the fall (the District is still seeking to fill four DL classes with four DL teachers)."

Budgets drive actions. Further, absent failures to fill other vacancies (and the District already has stated it plans to use "vacancy savings" to fund stipends and to fund summer activities (Cover Letter at 2), not to hire additional teachers at Bloom), there

can be no assurance funds will be available to hire the needed teachers “in the fall.” Moreover, such an approach runs counter to the District’s recently adopted TWDL Plan because it accepts the likelihood that there will be only single kindergarten and first grade classes at the school notwithstanding the commitment to design a two classroom TWDL structure to reduce programmatic isolation of the TWDL classes at a site. Further, it precludes the opportunity to send any additional teachers hired after enrollment “in the fall” (assuming any such qualified teachers are available to be hired at that time) to the summer Two-Way Bilingual Immersion Conference, attendance at which was highlighted in the District’s initial discussions of the Bloom expansion.

Given that the District will not be expanding the dual language program to Ochoa this coming year, as it had originally proposed, it should redouble its efforts to recruit students (and teachers) for the Bloom program.

Global Issues Courses

As stated in Mendoza Plaintiffs’ March 27, 2017 Draft #3 budget comments and at the April 12-13, 2017 meeting in Tucson, Mendoza Plaintiffs do not believe the “CRC Global Issues” courses planned for the 2017-18 school year comport to the USP definition of CRCs in that they are not “courses of instruction for core English and Social Studies credit.” (USP Section V, E, 6, ii; Mendoza Plaintiffs’ March 27, 2017 Comments on TUSD USP 2017-18 Draft Budget #3.) They instead are planned “as an optional/elective credit class for 9th grade students.” (Draft #2 Cover Letter at 15.) Indeed, Mendoza Plaintiffs believe the classes which are to “have a unique focus from the African-American and Mexican American perspective” (id.) more closely align to the USP definition of multicultural curriculum, that is, curriculum that “integrates racially and ethnically diverse perspectives and experiences” (USP Section V, E, 6, i), and that these courses therefore should be re-categorized as multicultural curriculum. Mendoza Plaintiffs have a “continuing objection” to the budget allocation for this activity to the extent the planned classes are categorized as CRCs.

Higher Ground Consultant

The District’s justification for its proposed allocation for consulting services from Higher Ground (Attachment RFI 1321 (“HG Justification”)) raises serious concerns regarding the appropriateness of those services for students in DAEP. The HG Justification describes two sets of Social-Emotional Learning (“SEL”) lessons

implemented during the “2nd semester of 2016-17.” (HG Justification at 1-2.) The District indicates that the lessons involve “evidence based curriculum” called “Thinking for a Change” and “Real Colors with Youth Crossroads.” (*Id.* at 2.) However, Mendoza Plaintiffs were disappointed to find that the authority the District cites to in asserting that these lessons are evidence-based describe these programs as effective with and specifically targeting youth and adults that have been involved in the criminal justice system. (See <http://nicic.gov/t4c>; http://ncti.org/programs/crossroads_juvenile.) Indeed, in connection with the later “lesson,” curricula is described as aimed at “reduc[ing] the criminogenic needs of offenders.” (See http://ncti.org/programs/crossroads_juvenile.)

Thus it appears that the services that Higher Ground has been providing in the 2016-17 school year (and that the District proposes be provided in the 2017-18 school year) are inappropriate and may result in stigmatizing DAEP students to feel that they are criminals or have committed criminal acts. Further, from a brief review of the webpages the District cites, Mendoza Plaintiffs do not see anything that suggests there exists evidence to demonstrate the programs are effective with students who may be exhibiting behavioral issues, but are not criminals and have committed no criminal act, or that there exist effective versions of the programs tailored to and targeting students with no criminal history.

Mendoza Plaintiffs therefore object to the use of 910g funds for Higher Ground in the 2017-18 school year. Regardless of whether the District’s final version of the 2017-18 budget includes an allocation for Higher Ground consulting, Mendoza Plaintiffs request that the District provide a justification for the specific use of the program with DAEP students given that the District appears to have implemented the above-discussed “lessons” in the 2016-17 school year.

Multi-Year Facilities Plan

Mendoza Plaintiffs appreciate the District’s explanation concerning the difference between the “CARE/UPKEEP” line item (for which there is a \$520,000 proposed allocation in Draft #3 budget) and Multi-Year Facilities Plan (“MYFP”) projects, the District having said it eliminated funding from the latter, but that explanation leaves unclear how “CARE/UPKEEP” activities are prioritized, if at all, and why the proposed expenditure does not constitute supplantation.

While what the District labeled RFI#1326 requested information on whether and how the District prioritizes “CARE/UPKEEP” activities, the TUSD response instead explains that “CARE/UPKEEP” activities are entirely separate from the MYFP, but that “CARE/UPKEEP” activities may result in the identification of safety concerns which then become MYFP issues that are addressed through MYFP procedures. Although helpful in Mendoza Plaintiffs’ understanding of the relationship between “CARE/UPKEEP” and MYFP, the District response does not help Mendoza Plaintiffs understand whether and to what extent the priorities mandated by USP Section IX, A, 3 apply to “CARE/UPKEEP” activities.

Further, the District indicates in its response to RFI#1327 that MYFP funding is in the [Architecture and Engineering] Project Management group [as distinct from the group managing “CARE/UPKEEP” activities], as is the management of FCI, ESS, and the MYFP monitoring and changes.” Thus, because the USP Section concerning facilities (IX, A.) **entirely** involves “the management of FCI, ESS, and the MYFP monitoring and changes,” Mendoza Plaintiffs are left confused as to why the District continues to propose the use of 910g funds for “CARE/UPKEEP.” Compounding Mendoza Plaintiffs’ confusion is the fact that notwithstanding the \$520,000 allocation for “CARE/UPKEEP” in Draft #3 budget, the District asserts in its response to RFI#1327 that those efforts have “no MYFP funding or budget.”

Thus, beyond repairs or maintenance relating to facility safety concerns that are identified through the activities entailed in “CARE/UPKEEP,” Mendoza Plaintiffs have been given information that only suggests the “CARE/UPKEEP” allocation is supplantation of funds for activities unrelated to the USP and that the District would have to expend even in the absence of the USP. Mendoza Plaintiffs therefore have a “continuing objection” to the “CARE/UPKEEP” allocation reflected in the Draft #3 budget.

ATTACHMENT B-4

Executive Summary of the African-American Student Services Department

Department Responsibility

The Fisher Committee performed, from a historical and achievement standpoint, an exhaustive analysis and review of the African-American Student Services department (hereby AASSD). This critique, which spans from inaugural director Argentina Coleman to standing director Jimmy Hart, included review of TUSD's annual reports and evaluative discussion with stakeholders and former employees. From its inception to its current state, it appears that the mission and direction of the AASSD remains stagnant regardless of the director. The responsibility for the failure of the Department's goals cannot lie solely with the Department. From Special Master Hawley in his observations on May 26th, 2017 regarding Student Success Specialist's: "it is not reasonable to expect a small team of under-funded, under-armed, under-paid and under-trained individuals to have a significant impact on over 3000 students." It is necessary to analyze the influence of the party accountable for the oversight of the AASSD in order to completely understand the nature of the Department's failures.

District Responsibility

While the AASSD has not operated efficiently, the action of the District contributed to the failure of the department to accomplish its tasks. The AASSD had an original operating budget at its discretion but annually, near the third quarter of the year, the District placed a hiring freeze on the budget and then re-appropriated remaining funds to the M&O. This was a regular occurrence that inhibited the AASSD until Judge Bury ordered an end to the supplanting. In addition, the District failed the AASSD through an overall lack of administrative oversight. Had there been vigorous administrative oversight on the part of the Superintendents and their administrative officers, potential insufficiencies and misguided efforts could have been identified and corrective, coordinated efforts could have been put in place to redirect the AASSD. Instead, indifference towards the department and a general lack of advocacy from the District allowed for continued inadequate performance of the AASSD and its directors, constituting

educational malpractice for nearly four decades. The Fisher Committee's review of the history of the AASSD and its observations put forth in the previous paragraph by no means wishes to place the failure of the AASSD exclusively on itself; the District was complicit with this road to failure.

Outlook under Current AASSD

The AASSD, under the antiquated missions and goals and with little to no influential oversight, has not changed the fact that black children in TUSD have not closed the achievement gap, continue to be disproportionately suspended and remain with lower graduation rates and higher dropout rates than the Anglo students in the district. After four decades of underachievement by the AASSD, benign neglect on the part of the District, and after spending millions of tax payer dollars, there is no valid alternative for improving the quality of education for black students with the current status of the AASSD. In sum, the longitudinal review of the failures of the District and the AASSD reveals that the plight of the black children in TUSD to achieve a quality education has not significantly changed over time.

General Recommendations for Improvement

Far-reaching, structural improvements are necessary in order to alter the course of the department and the findings and recommendations of the Fisher Committee support the necessity for drastic measures to combat the current drastic conditions and to correct past failures. Wherefore, the Fisher committee would recommend that TUSD administration declare the AASSD a new department and incorporate the attached proposal which is a restructuring of the new department along with a new mission and updated goals. In the Special Master's observations, he nearly mirrors the findings of the Fisher Committee and recommends devoting significant resources to African-American students while also concurring with some of the central tenets of the attached proposal of reorganization of the AASSD. The general proposal from the Fisher Plaintiffs comes as a result of the May 30th meeting with the District wherein an original proposal was outlined and the District apparently took notes and stated that they would respond to the Fisher Plaintiffs with observations and agreements on the

proposal originally put forth by the Fisher Plaintiffs. Due to the failure of the District to respond as assured and as time is of the essence, the Fisher Plaintiffs now submit an edited proposal for the African-American Student Services department.

African American Student Services Department

Mission

Student advocacy is a critical component of the educational system. Many students will find their own advocates and benefit greatly from those relationships. Yet, many other students will not search out their own advocates and may fall through the cracks of the current educational system. Research shows that African-American students benefit from having African-American teachers and other African-American adults in the school. The student success specialists in the African-American Student Services Department fill this role.

The purpose of the African-American Student Services Department is to insure that all African-American students in Tucson Unified School District receive a quality education and are given the opportunity to succeed. The student success specialist's role is to identify students needing targeted intervention and work with teachers and parents to intervention.

Goals of the department

1. Reduce the achievement gap for African-American students and provide direct academic and associated services to targeted elementary, middle, and high schools.
2. Reduce the rate of attrition for African-American students by collaborating with site administrators, teachers, and staff to identify African-American students at risk of dropping out, being suspended, or being expelled and providing prevention and intervention services where appropriate.
3. Assist with efforts to enhance equal access to GATE, Honors, and Advanced Placement courses for African-American students.
4. Serve as members of the MTSS teams to develop, plan and monitor progress of African-American students.
5. Work to reduce the overrepresentation of African-American students in special education classes and participate in child studies and IEP meetings.
6. Monitor the academic progress of African American students with failing grades or substandard performance on state and district assessments and work collaboratively with sites on developing student plans that are appropriately address academic deficits.

Central Tenets

1. The African-American Student Services department should be declared a new department with a new mission and procedures for supporting African-American students.
2. Once declared new, all currently employees will reapply for their jobs, including the director. In the process of hiring and restructuring, the Fisher Plaintiffs and the community wish to be involved.

3. The Fisher Plaintiffs are ADAMANTLY OPPOSED to the creation of a coordinator/facilitator role for two reasons. First, the AASSD budget would be more appropriately spent in other categories to increase implementation of the mission of the department. Second, due to the size of the department, the roles and duties assigned to the director would overlap with those of the coordinator/facilitator, rendering the position superfluous.
4. The AASSD will operate with an independent, secured budget. The budget will be overseen by an advisory committee in order to ensure money is accurately appropriated and maintained within the department.
5. The AASSD director will report to the Superintendent of the District directly.

Staff

The African-American Student Services department will be led by a Director. Additional staff will include Student Success Specialists, a Data Specialist, and an Administrative Assistant. The Student Success Specialist requires a Bachelor's degree for consideration. Those formerly employed by the African-American Student Services department before this new declaration will be given four years to earn the credit for a Bachelor's degree, provided they are proving yearly progress.

The Director will be tasked with monitoring and reporting on the success of the African-American Student Services department. Specifically, the Director will develop and facilitate the necessary trainings for the Student Success Specialists, analyze the collected data on the impact of the department, report directly to the Superintendent on the status of the department, and prepare an annual report on the department's success for the District.

Tasks for K – 8 Implementation

1. Establish a system of benchmarks to monitor growth of students on a quarterly basis to identify students not making progress in reading, mathematics and writing.
2. Work with teachers to create a plan of targeted intervention.
3. Create before and after school tutoring sessions to extend learning time
4. Foster family communication and home-school connections via telephonic contact, email messages and home visits.
5. Monitor discipline of African American students and participate as an advocate as suspension hearings.
6. Create a personalized plan for each student not making progress towards graduation.

Tasks for 9 –12 Implementation

1. Identify incoming 9th graders who are performing below grade level on AZMerits and/or did not pass all core subjects in 8th grade.
2. Set up parent conferences to review the students' middle school and/or achievement levels and develop monitoring plan.
3. Collaborate with Dropout Prevention Specialists to create regular contact with student in order to develop four year plan and review progress towards graduation.

Training

1. All Student Success Specialists will be trained in the reading, writing and math programs currently utilized in the schools where they are assigned. For example, if the school is using the "Success for All" program, Success Specialists must participate in the training of how to implement the program and then work in coordination with teachers to implement the intervention plans when necessary.
2. Student Success Specialists will be trained in strategies for in class intervention as well as out of class intervention.
3. Student Success Specialists will be trained on the differences in intervention strategies for elementary and middle school as opposed to high school intervention. (Denise Gibbs)

Expected Outcomes

1. Increased academic performance on AZMerits and other standardized assessments.
2. Increased graduation rates of African-American students and increased numbers of African American students enrolling in post-secondary education.
3. Reduced drop-out rate of African-American students.
4. Increased attendance rates of African-American students.
5. Increased communication with parents and increased African American parent participation at parent conferences, site councils and in parent-teacher associations.

ATTACHMENT C

MAGNET AND TRANSITION PLAN COVER LETTER**A. Key Budgetary Changes Between Revised Plans (May 24, 2017) and Final Revised Plans (June 8, 2017).**

The Final Revised Plans were revised using tracked changes to every revision appears on the face of the document. The District included in each transition plan a chart identifying components of each school's Title I, Deseg (beyond funds allocated directly under activity code 106), and/or ALE budget that specifically supports the transition plan.

In the magnet site plans, the District identified items that were "accelerated" (included in the budget for next year but purchases this year) in the last column "Additional Notes" with a notation that states "REALLOCATE TO 16-17 SY." At the end of each magnet site plan, the District has therefore identified the total budget that supports the plan, the amount of "Accelerated Expenditures," and the remaining total (the amount that is reflected in budget code 202).

Changes Between May 10, 2017 and June 9, 2017 Magnet Plans		
	Action	Notes
Bonillas	No change	
Booth-Fickett	No change	
Borton	No change	
Carrillo	No change	
Davis	No change	Allocations and benefits for teaching assistants and Mariachi specialist were adjusted (no FTE change)
Dodge	No change	
Drachman	No change	
Holladay	No change	Some minor adjustments for the benefits line
Mansfeld	No change	Some minor adjustments for the benefits line
Palo Verde	No change	Though the plan listed 2.0 FTE for magnet teachers on the cover page, the plan did not include this allocation and it was therefore removed from the cover page.
Roskruge	No change	Some minor adjustments for the benefits line
Tucson	No change	
Tully	No change	

Changes Between May 10, 2017 and June 9, 2017 Transition Plans		
Cholla	Increased funding for a full-time Transition Coordinator (1.0 FTE, \$34,240)	
Cholla	Increased IB Teachers from 6.0 to 7.6 FTE (\$68,480)	
Cholla	Adjusted benefits upward to match FTE increases (\$50,672)	
Cholla	Reduced ALE added-duty from \$18,750 to \$0 (Curriculum) and from \$37,500 to \$0 (Tutoring)	The District will provide added duty funding for curriculum development and tutoring through other means.
Cholla	Reduced Dues/Membership fees to support existing need	
Cholla	Outlined the total transition funding (\$234,000) and additional funding from Title I and Deseg (non-transition)(\$1,043,095).	
Ochoa	Added two instructional specialists (2 FTE, \$36,000)	Allows for add'l PLC time
Ochoa	Outlined \$115k in additional funding from Title I and Deseg (non-transition)	
Pueblo	Added additional funding for added duty for tutoring in math and ELA (\$18,056)	Note: the District revised significantly its approach to math support in the plan.
Pueblo	Outlined \$456k in additional funding from Title I and Deseg (non-transition)	
Robison	Eliminated the Transition Lead funding (.2 FTE, \$10,700)	Robison's Instructional Data and Interventionist Specialist will support the Principal in implementing and monitoring the transition plan.
Robison	Added a Technology Liaison (1.0 FTE, \$32,000)	Allows for add'l PLC time; supports technology infrastructure
Robison	Outlined \$160k in additional funding from Title I and Deseg (non-transition)	
Safford	Outlined \$228k in additional funding from Title I and Deseg (non-transition)	
Utterback	Added four elective teachers to support a seven-period day (4 FTE, \$214,000)	Will allow for add'l PLC and intervention classes; will support the seven-period day
Utterback	Added an ELA RTI teacher (1 FTE, \$57,700)	
Utterback	Outlined \$404k in additional funding from Title I and Deseg (non-transition)	

B. Responses to Special Master Comments Related to Transition and Magnet Plans

1. [SM] So far as I can determine, the District has not undertaken any analysis of whether the magnet schools met their goals for 2015-16. It seems that this data should determine the goals that schools need to focus on the related expenditures. I request that the District provide such information.

Response to #1: The District has analyzed whether magnet schools met their integration goals for 2016-17 as outlined in the 2015-16 magnet plans. Note: the academic goals for 2016-17 outlined in the 2015-16 plans are for June 2017. Thus, it is too early to complete an analysis of whether the magnet schools met their academic goals for 2016-17.

Based on the analysis of progress towards integration goals, the District identified ten magnet sites that did not substantially meet their goals. Of those ten, six will no longer be magnet schools in SY 2017-18. The other four include Holladay, Mansfeld, Roskruge, and Tucson High. Both Mansfeld and Tucson High have shown significant progress towards improving integration and therefore the District has not made significant adjustments to the goals or strategies at those sites. Although there are no significant changes to “related expenditures” that are tied directly to the integration of Holladay or Roskruge, the District (specifically the Magnet Department and the Coordinated Student Assignment committee) have prioritized marketing, outreach, and recruitment efforts for Holladay and Roskruge for the 2017-18 school year.

2. [SM] Activities with No Research Base (Club Z and Fred Jones). The District insists that it should utilize programs about which there is no definitive or reliable research. I object, therefore, to the use of 910 G funds to support Club Z tutoring and the Fred Jones classroom management program. Last year I indicated that several studies of Success Maker had been evaluated by the What Works Clearinghouse with the conclusion that there was no positive effect. Why the District would continue this program when it has identified other computer assisted programs that do show positive effects requires an explanation.

RESPONSE: The District will eliminate Club Z tutoring and Fred Jones

3. [SM] Expenditures that Do Not Contribute to Student Learning. I oppose the use of 910 G funds to support an assistant curator proposed by Tucson High.

RESPONSE: District magnet expenditures are not limited to those that directly “contribute to student learning,” they also support things like magnet theme integration, culture and climate, and efforts to improve integration. It is not reasonable to take the approach that any expenditures that do not directly contribute to student learning should be eliminated.

In this case, the District funds a part-time assistant curator to maintain the hallways, display cases, the gallery, and gymnasium gallery, and other spaces in the District's largest high school campus. This part-time position costs less than \$15,000.

Tucson High has gone without this position in the past and experienced visible and significant deterioration of these spaces, resulting in negative impacts for recruiting, parent visits, marketing and outreach, etc. This is a relatively miniscule investment in the physical appearance of the campus and the positive perceptions developed for potential families.

Last October, the school hosted over a thousand visitors at its open house to tour the campus, met teachers, and visited magnet classrooms. The school hosts potential families year-round through site visits – it gave individual tours to 69 families in SY 2016-17. Tucson High, with over 3,000 students, has made significant gains towards integration (its 9th grade class was integrated in 2016-17). The District's strategies, including the employment of a part-time assistant curator, are working at Tucson High. Eliminating this position (which costs less than \$15,000) does not seem reasonable nor desirable at this critical juncture for Tucson High – a school that is on its way to becoming integrated.

4. [SM] Adequacy of Funding. While I professed to leave to the District most funding decisions related to schools, two transitioning schools appear to be receiving funding that is so low as to raise questions about whether the commitment by the special master that was approved by the Court is being honored. That commitment was that for schools losing magnet status, necessary funding would be provided to ensure that the needs of the lowest achieving students in the schools are being met. The relatively low per-pupil funding for Pueblo and Utterback require further explanation by the District.

I do not presume to know how best to meet student needs in these two schools, but I believe that the District should explain how its proposed investments will enhance the learning outcomes for students in the two schools.

Response: The District has significantly increased funding to Utterback in its final plan to support a seven-period day, including the addition of four elective teachers and an additional RTI teacher for ELA. The District has increased funding for additional certified staff tutoring at Pueblo and has significantly revised and improved the Pueblo Transition Plan's math support components. The two revised plans outline how the total investments in those schools will enhance the learning outcomes for students (including outlining Title I and other, non-transition Deseg funds that will support learning outcomes).

5. [SM] MTSS Facilitators. The addition of positions at Safford and Utterback to perform functions that have been described as functions to be performed by MTSS Facilitators is a cause of concern. Since both Safford and Utterback will have MTSS Facilitators, I object to the funding of the Program Coordinator--previously named a Data/School Improvement Coach--at Safford and the Instruction and Interventionist Coordinator--previously named Data Coach--at Utterback until the District explains how these two new positions will enhance instruction in the two schools and not duplicate functions to be performed by MTSS Facilitators.

Response: At Safford and Utterback, the District is allocating funding to support the transition and to make improvements. The District may not allocate funding for these positions in future years but has determined them to be critical for the 2017-18 transition school year. These positions are key to building the sites' capacity to effectively implement PLCs. For example, the Program Coordinator at Safford will enhance instruction by the following (including other duties related to supporting family engagement efforts):

- **supporting the work of Tier 1 instruction and Professional Learning Committees by working directly with teachers and staff**
- **creating and analyzes data reports with PLC teams**
- **supporting and promoting a culture focused on student learning through the development of effective PLC teams**
- **continually monitoring progression of PLC smart goals and collective commitments**
- **evaluating progress of school's improvement plan**
- **overseeing tier 1 and 2 instruction school-wide**
- **collaborating with other content area specialists to provide staff professional development**
- **fulfills functions of a data coach**

The MTSS Facilitator coordinates the MTSS meetings and oversees the work of the MTSS Team – including the identification of at-risk students, the development of interventions to address specific students' needs, and monitoring the progress of academically struggling students. MTSS Facilitators do not work primarily to facilitate PLCs. MTSSFs may attend PLCs to discuss specific students who need supports or interventions.

TRANSITION PLANS

Ochoa ES

Robison ES

Safford K-8

Utterback MS

Cholla HS

Pueblo HS

Ochoa Elementary School (Transition School)

Goal for Non-Academically Proficient Students:

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

All students will improve academic performance in MATH and ELA.

1. By May 2018, Ochoa students will increase proficiency on ELA AzMERIT by 15 percentage points, from 15% in 2015-2016 School Year to 30% in 2017-2018 School Years.
2. By May 2018 Ochoa students will increase proficiency on MATH AzMERIT by 14 percentage points, from 14% in 2015-2016 School Year to 28% in 2017-2018 School Year.

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

- 0.2 FTE Transition Coordinator Lead (stipend or 6/5) (910G, ~~202106~~)
- 1.0 FTE Instructional Data and Intervention ~~Coordinator (Data Coach)~~ Specialist (910G, ~~202106~~)
- 1.0 FTE Reading Interventionist Specialist (910G, ~~202106~~)
- 1.0 FTE Math Interventionist Specialist (910G, ~~202106~~)
- 2.0 FTE Instructional Specialist (910G, 106)
- 0.5 FTE Guidance Counselor (M&O)
- 0.75 FTE Teaching Assistant (Title I)
- 1.0 FTE School Community Liaison (Title I)

**Ochoa Elementary School
Transition Plan
2017-18 School Year**

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

Section 1: School Data

Section 2: School Goals and Measureable Objectives

Section 3: Action Plan

Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Ochoa Community Magnet School is a Pre-Kindergarten through 5th grade school serving 222 students, whose staff and community has been inspired by the Reggio Philosophy. The school is located in South Tucson. The student population consists predominantly of Latino children with 194 or 87%, 17 Native American children equaling 8% as well as five (5) African American children at 2%. Ochoa also has three (3) White children at 1% and three (3) Multi-Racial children at 1% of the student population. Of the kindergarten through fifth grade children, 95% or 193 children qualify for free and reduced lunch, 31 children or 15% qualify for McKinney Vento services, 24 children or 12% receive Special Education services with another 10 or 5% awaiting evaluation for services. In addition, 45 children or 22% qualify for the English Language Development Program and another 21 children or 10% have reclassified from said program.

The Reggio Environment has been implemented successfully with welcoming learning spaces and engaging studio areas. However the Reggio Philosophy for learning has not integrated fully into the Tier I classroom instruction therefore has not impacted the achievement scores of the students.

Ochoa's recent test scores have shown that all subgroups score below district and state expectations. Ochoa needs to continue to develop strong Tier I strategies to support student achievement.

Teachers have begun to work in PLCs which allows for uniform lesson planning and focused instruction covering the grade level standards. In PLCs, teachers still need to analyze student data, create common formative assessments and design classroom instruction and needed interventions based on the data.

Inquiry Process

Task 1: Review Current Performance

1. In which grade level-content areas did the school score below district average?
In all grades and in both ELA and MATH, Ochoa students scored below District and State averages.
2. What differences do you see in subgroup performance? Include grade level and content area.

K-3 DIBELS EOY 2015-2016SY

Grade	Intensive	Strategic	Core
K	5% (2 students)	15% (6students)	80% (33 students)
1 st	54% (15 students)	14% (4 students)	32% (9 students)
2 nd	66% (25 students)	16% (6 students)	18% (7 students)
3 rd	42% (15 student)	14% (5 students)	44% (16 students)

K-3 DIBELS EOY 2015-2016 SY

- 33 **Kindergarten** students with 80% at CORE
- 6 **Kindergarten** students with 15% at STRATEGIC
- 2 **Kindergarten** students with 5% at INTENSIVE

- 28 **1st Grade** students with 32% at CORE
- 4 **1st Grade** students with 14% at STRATEGIC
- 15 **1st Grade** students with or 54% at INTENSIVE

- 7 **2nd Grade** students with 18% at CORE
- 6 **2nd Grade** students with 16% at STRATEGIC
- 25 **2nd Grade** students with 66% at INTENSIVE

- 16 **3rd Grade** students with 44% at CORE
- 5 **3rd Grade** students with 14% at STRATEGIC
- 15 **3rd Grade** students with 42% at INTENSIVE

Compared to this year's 2016-17 beginning DIBELS

Grade	Intensive	Strategic	Core
K	46% (12 students)	15% (5 students)	38% (10 students)
1 st	29% (9 students)	3% (1 students)	68% (21 students)
2 nd	44% (12 students)	4% (1 students)	52% (14 students)
3 rd	64% (18 student)	7% (2 students)	29% (8 students)

- 10 **Kindergarten** students with 38% at CORE
- 5 **Kindergarten** students with 15% at STRATEGIC
- 12 **Kindergarten** students with 46% at INTENSIVE

- 21 **1st Grade** students with 68% at CORE
- 1 **1st Grade** students with 3% at STRATEGIC
- 9 **1st Grade** students with or 29% at INTENSIVE

- 14 **2nd Grade** students with 52% at CORE
- 1 **2nd Grade** students with 4% at STRATEGIC
- 12 **2nd Grade** students with 44% at INTENSIVE

- 8 **3rd Grade** students with 29% at CORE
- 2 **3rd Grade** students with 7% at STRATEGIC
- 18 **3rd Grade** students with 64% at INTENSIVE

AzMERIT 2015-2016 2 year data/ethnicity breakdown (3rd Grade) ELA

	Total # of students 2015-2016 35	Total # of students who mastered	Percent Mastery	Total # of students 2014 - 2015 36	Total # of students by Ethnicity whom mastered 2014-2015	Percent Mastery
White	1	1	100%	1	0	0%
African American	1	0	0%	1	0	0%
Hispanic	24	5	21%	28	4	14%
Native American	7	3	43%	5	2	40%
Asian	0			0		
Multi-Racial	2	0	0%	1	0	0%

- 1 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 5 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.

- 0 African American students scored Proficient or Highly Proficient.
- 4 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.

AzMERIT 2 year data/ethnicity breakdown (4th Grade) ELA

	Total # of students 2015-2016 35	Total # of students who mastered	Percent Mastery	Total # of students 2014 - 2015 36	Total # of students 2014-2015	Percent Mastery
White	0			0		
African American	2	0	0%	0		
Hispanic	24	3	13%	25	8	14%
Native American	7	2	29%	3	0	40%
Asian	0			0		
Multi-Racial	2	1	50%	1	0	0%

On the 4th Grade AzMERIT 2016 ELA

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 3 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

On the 4th Grade AzMERIT 2015 ELA:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 8 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

AzMERIT 2 year data/ethnicity breakdown (5th Grade) ELA

	Total # of students 2015-2016 27	Total # of students who mastered	Percent Mastery	Total # of students 2014 - 2015 36	Total # of students 2014-2015	Percent Mastery
White	0			0		
African American	2	0	0%	0		
Hispanic	20	0	0%	31	1	3%
Native American	4	0	0%	5	0	0%
Asian	0			1	0	0%
Multi-Racial	1	0	0%	0	0	0%

- 0 African American students scored Proficient or Highly Proficient.
- 0 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

- 0 African American students scored Proficient or Highly Proficient.
- 1 Hispanic student scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi- Racial students scored Proficient or Highly Proficient.

AzMERIT 2-year data/ethnicity breakdown (3rd Grade) MATH

	Total # of students 2015-2016 35	Total # of students who mastered	Percent Mastery	Total # of students 2014 - 2015 36	Total # of students who mastered 2014-2015	Percent Mastery
White	1	0	0%	1	1	100%
African American	1	0	0%	1	0	0%
Hispanic	24		29%	28	4	14%
Native American	7	3	43%	5	2	40%
Asian	0			0		
Multi-Racial	2	0	0%	1	0	0%

- 0 African American students scored Proficient or Highly Proficient.
 - Hispanic students scored Proficient or Highly Proficient.
 - 3 Native American students scored Proficient or Highly Proficient.
 - 0 Multi-Racial students scored Proficient or Highly Proficient.
-
- 1 White student scored Proficient or Highly Proficient.
 - 0 African American students scored Proficient or Highly Proficient.
 - 4 Hispanic students scored Proficient or Highly Proficient.
 - 2 Native American students scored Proficient or Highly Proficient.
 - 0 Multi-Racial students scored Proficient or Highly Proficient.

AzMERIT 2-year data/ethnicity breakdown (4th Grade) MATH

	Total # of students 2015-2016 35	Total # of students who mastered	Percent Mastery	Total # of students 2014 - 2015 36	Total # of students 2014-2015	Percent Mastery
White	0			0		
African American	2	0	0%	0		
Hispanic	24	2	8%	25	1	4%
Native American	7	1	14%	3	0	0%
Asian	0			0		
Multi-Racial	2	0	0%	1	0	0%

- 0 African American students scored Proficient or Highly Proficient.
- 2 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 4th Grade AzMERIT 2015 Math:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 1 Hispanic student scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

AzMERIT 2-year data/ethnicity breakdown (5th Grade) MATH

	Total # of students 2015-2016 27	Total # of students who mastered	Percent Mastery	Total # of students 2014 - 2015 38	Total # of students 2014-2015	Percent Mastery
White	0			0		
African American	2	0	0%	0		
Hispanic	20	0	0%	32	2	6%
Native American	4	0	0%	5	1	20%
Asian	0			1	0	0%
Multi-Racial	1	0	0%	0		

- 0 African American students scored Proficient or Highly Proficient.
- 0 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

- 0 African American students scored Proficient or Highly Proficient.
- 2 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

Benchmark Data:

School City year data/ethnicity breakdown (2nd Grade) MATH

	Total # of students 2016-2017 #30	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 # 36	Total # of students 2015-2016	Percent Mastery
White	0			0		
AfAm	0			1	0	0%
Hispanic	27	5	18%	31	3	10%
NatAm	1	0	0%	4	0	0
Asian	0			0		
Multi-R	2	0	0%	0		

On the 2nd Grade School City Fall Math Benchmark 2016:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 5 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 2nd Grade School City Spring Math Benchmark 2016:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 3 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (3rd Grade) MATH

	Total # of students 2016-2017 # 30	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 # 33	Total # of students 2015-2016	Percent Mastery
White	0			1	1	100%
AfAm	2	0	0%	0	0	
Hispanic	26	4	16%	23	8	35%
NatAm	2	1	50%	7	5	71%
Asian	0			0		
Multi-R	0			2	0	0%

On the 3rd Grade School City Fall Math Benchmark 2016:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 4 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 3rd Grade School City Spring Math Benchmark 2015:

- 1 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 8 Hispanic students scored Proficient or Highly Proficient.
- 5 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (4th Grade) MATH

	Total # of students 2016-2017 # 32	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 # 35	Total # of students 2015-2016	Percent Mastery
White	1	0	0%	0		
AfAm	1	0	0%	2	0	0%
Hispanic	25	4	16%	24	2	8%
NatAm	5	0	0%	7	2	29%
Asian	0					
Multi-R	0			3	0	0%

On the 4th Grade School City Fall Math Benchmark 2016:

- 0 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 4 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 4th Grade School City Spring Math Benchmark 2015:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 2 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (5th Grade) MATH

	Total # of students 2016-2017 # 33	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 # 25	Total # of students 2015-2016	Percent Mastery
White	0			0		
AfAm	1	0	0%	1	0	0%
Hispanic	28	3	11%	20	0	0%
NatAm	4	1	25%	3	0	0%
Asian	0			0		
Multi-R	0			1	0	0%

On the 5th Grade School City Fall Math Benchmark 2016:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 3 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 5th Grade School City Spring Math Benchmark 2015,

- 0 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 0 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (2nd Grade) ELA

	Total # of students 2016-2017 #25	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 #	Total # of students 2015-2016	Percent Mastery
White	0					
AfAm	0					
Hispanic	22	6	28%			
NatAm	1	0	0%			
Asian	0					
Multi-R	2	0	0%			

On the 2nd Grade School City Fall Math Benchmark 2016:

- 0 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 6 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

*In the 2015-2016 SY this assessment was not given.

School City year data/ethnicity breakdown (3rd Grade) ELA

	Total # of students 2016-2017 # 22	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 #35	Total # of students 2015-2016	Percent Mastery
White	0			1	1	100%
AfAm	2	0	0%	1	0	0%
Hispanic	18	3	17%	24	5	21%
NatAm	2	0	0%	7	3	43%
Asian	0			0		
Multi-R	0			2	0	0%

On the 3rd Grade School City Fall ELA Benchmark 2016:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 3 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 3rd Grade School City Spring ELA Benchmark 2015,

- 1 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 5 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (4th Grade) ELA

	Total # of students 2016-2017 # 24	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 #35	Total # of students 2015-2016	Percent Mastery
White	1	0	0%	0		
AfAm	1	0	0%	2	0	0%
Hispanic	17	3	18%	24	3	13%
NatAm	5	0	0%	7	2	29%
Asian	0			0		
Multi-R	0			2	1	50%

On the 4th Grade School City Fall ELA Benchmark 2016:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 3 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.
- 1 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 3 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

School City year data/ethnicity breakdown (5th Grade) ELA

	Total # of students 2016-2017 # 25	Total # of students who mastered	Percent Mastery	Total # of students 2015 - 2016 #27	Total # of students 2015-2016	Percent Mastery
White	0			0		
AfAm	1	0	0%	2	0	0%
Hispanic	20	3	15%	20	0	0%
NatAm	4	1	25%	4	0	0%
Asian	0			0		
Multi-R	0			1	0	0%

On the 5th Grade School City Fall ELA Benchmark 2016:

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 3 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 5th Grade School City Spring ELA Benchmark 2015

- 0 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 0 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

3. Which student subgroups need the most assistance? Include grade level and content area.
 Hispanic, Native American, African-American and Multi-racial subgroups need the most assistance in 3rd, 4th and 5th grade in ELA and MATH. Our Hispanic, Native American and African-American are the largest subgroups. At Ochoa.

4. Does performance (achievement/growth) differ across content areas? Is there one content area in which performance is weaker? ELA appears slightly stronger (1%) than MATH across grade levels according to AzMERIT 2015-16.

Task 2: Identify Performance Trends

1. How is performance changing during the school year? (benchmark measures)

The end-of year DIBELS data is very similar to the beginning of the year data other than a slight drop from Kinder to 1st grade. With the exception of 2nd grade there was growth in MATH School City Benchmark data from end of the year to beginning of the year in grades 3, 4 and 5.

2. What are the trends in performance over time? (annual indicators)

Since 2015, the trends in performance over time indicate all our students' AZ Merit scores continue to drop in both Math and ELA.

Task 3 : Prioritize Concerns

1. What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)

Based on AzMERIT 15-16SY, 0% of 5th grade students scored proficient in Math or ELA.

Based on AzMERIT 15-16SY, 11% of 4th grade students scored proficient in Math.

Based on AzMERIT 15-16SY, 20% of 4th grade students scored proficient in ELA.

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
<p>Goal for Non-Academically Proficient Students: All students will improve academic performance in MATH and ELA.</p>	<p>By May 2018, Ochoa students will increase proficiency on ELA AzMERIT by 15 percentage points, from 15% in 2015-2016 School Year to 30% in 2017-2018 School Years.</p>
	<p>By May 2018 Ochoa students will increase proficiency on MATH AzMERIT by 14 percentage points, from 14% in 2015-2016 School Year to 28% in 2017-2018 School Year.</p>

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Interventions and Supplemental Services (ELA and Math)
3. High Functioning Professional Learning Communities
4. Family and Community Engagement

Strategic Focus Area #1: STRENGTHEN INSTRUCTION FOR ALL STUDENTS (Math & ELA)			
School's Priorities: Strengthen Tier I Instruction through use of effective strategies and researched based programs.			School Leader Responsible: Principal & Instructional Leaders
Desired Outcome: Students will show higher achievement scores on AzMERIT as well as TUSD Benchmarks			
Action Steps (Strategic Focus Area #1) STRENGTHEN INSTRUCTION FOR ALL STUDENTS (Math & ELA)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Use of common daily lesson plan template. Ensure teachers' lesson plans include engagement strategies, questioning strategies, differentiation, Daily Five, Balanced Literacy and how students will receive immediate and authentic feedback.	Teachers, PLC Teams, Principal, Transition coordinator	August, 2017 – May, 2018	Common Lesson Plan Template, District Curriculum (3.0), Essential Elements of Instruction (EEI),
2. Implementation of Imagine Learning and Big Brainz Technology Programs	Teachers, Transition coordinator	August, 2017 – May, 2018	Purchase of Big Brainz and Imagine Learning

<p>3. Instructional Leaders will provide teachers with written and oral feedback through walk-throughs and classroom observations using the AD HOC element section of My Learning Plan. My Learning Plan would track classroom visits to achieve inter-rater reliability amongst all administrators and instructional specialists performing walk- through visits.</p> <p>4. Information gathered from walk-throughs will be analyzed to address instructional trends challenges and weaknesses with regard to implementation of TUSD curriculum 3.0, PLC fidelity, and the usage of highly effective instructional strategies in real time, as well as the posting of objectives.</p>	Principal, District Administrators, Data Coach, Instructional Math and Reading Specialists, Transition coordinator	August 2017 – May, 2018	My Learning Plan Technology, Tablets
<p>5. Identify exemplary teachers to provide PD and resources for other teachers</p>	Principal, Instructional Specialists, District Administrators, Transition coordinator	August 2017 – May 2018	Resources
<p>6. Ensure clear learning goals and strategies for success are developed for each lesson in math and reading and communicated to students throughout the teaching of the lesson</p>	Teachers, PLC Teams, Principal, Transition coordinator	August, 2017 – May, 2018	TUSD Math Department Presentation
<p>7. Implementation of Balanced Literacy and Daily 5 in all classrooms for ELA.</p>	Teachers, PLC Teams, Reading Consultants, Reading Specialist,	August, 2017 – May, 2018	Purchase of Daily Five book

	Principal, Transition coordinator		
8. Ongoing professional development on Tier I instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies and cooperative learning structures.	Reading and Math Consultants, Principal, Math and Reading Instructional Specialists, Transition coordinator	August, 2017 and May, 2018	Consultants, TUSD Curriculum Departments
9. Ongoing professional development on Balanced Literacy, Imagine Learning, Big Brainz and Daily 5 Literacy Structure in the context of a Balanced Literacy Model.	Reading and Math Consultants, Principal, Math and Reading Instructional Specialists, Transition coordinator	August, 2017 and May, 2018	Consultants, TUSD Curriculum Departments
10. Use of common formative assessments every two weeks in all classrooms	Teachers, PLC Teams, Reading/Math Instructional Specialists, Principal, Transition coordinator	August, 2017 – May, 2018	Common Formative Assessments

<p>11.Implementation of Story Workshop in all classrooms for teaching writing</p>	<p>Teachers, Reading Instructional Specialists, Transition coordinator</p>	<p>August, 2017 – May, 2018</p>	<p>Story Workshop materials</p>
<p>12.Stories that Soar in all classrooms for teaching writing</p>	<p>Teachers, Reading Instructional Specialists, Transition coordinator</p>	<p>August, 2017 – May, 2018</p>	<p>Stories that Soar Program</p>
<p>13.The Transition coordinator, in conjunction with the principal and the transition team, will oversee the implementation and monitoring of the transition plan. The Transition coordinator will support the work of Tier 1 instruction and Professional Learning Committees by working directly with teachers and staff.</p>	<p>Transition Coordinator / Principal</p>	<p>2017-18 School Year</p>	<p>1.0 FTE (for the 2017-18 school year only, this is a one-year position)</p>

Progress Indicators (Strategic Focus Area #1) STRENGTHEN INSTRUCTION FOR ALL STUDENTS (Math & ELA)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
6/2018	AzMERIT results in Math and ELA	Principal, Data Coach, Instructional Specialists	
August, 2017- May, 2018	TUSD Benchmark results in Math and ELA	Principal, Data Coach and Instructional Specialists	
August, 2017 – May, 2018	Next Step Guided Reading Assessment (NSGRA) Results	Teachers, Principal, Data Coach	
August, 2017 – May, 2018	DIBELS Results	Teachers, Data Coach, Principal	

Strategic Focus Area #2: INTERVENTION AND SUPPLEMENTAL SERVICES (Math & ELA)			
School's Priorities: Strengthen Tier II Strategies and Interventions			School Leader Responsible: Principal and Instructional Leaders
Desired Outcome: Students will show higher achievement scores on AzMERIT as well as TUSD Benchmarks. In addition, there will be a reduction in MTSS referrals and Tier III interventions.			
Action Steps (Strategic Focus Area #2) INTERVENTION AND SUPPLEMENTAL SERVICES (Math & ELA)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Teachers will use small group instruction in Math and Big Brainz which focuses on math procedural fluency and automaticity. A schedule will be developed to use available technology (lab and COWS) for implementation of Big Brainz for Tier II and Tier III interventions.	Teachers, Math Instructional Specialists, Math Consultants, Transition coordinator	August, 2017 – May, 2018	Big Brainz Technology, Math Consultants, Instructional Math Specialists, COWS
2. Teachers will use Guided Reading small group instruction and Imagine Learning to support ELA. Tier II and Tier III student will meet daily for guided reading lessons.	Teachers, Instructional Reading Specialists, Reading Consultants, Transition coordinator	August, 2017 – May 2018	Reading Consultants, Instructional Reading Specialists, Imagine Learning Technology

<p>3. PD – Guided Reading and Small Group Instruction, Imagine Learning Reports</p>	<p>Teachers, Instructional Specialists and Consultants, Transition coordinator</p>	<p>August, 2017 – May, 2018</p>	<p>TUSD Curriculum Depts., TUSD Assessment Dept., Instructional Specialists, Reading Consultants</p>
<p>4. PD - Big Brainz</p>	<p>Teachers, Math Instructional Specialist, Transition coordinator</p>	<p>August 2017 – May 2018</p>	<p>TUSD Curriculum Departments and Math Consultants</p>

Progress Indicators (Strategic Focus Area #2) INTERVENTION AND SUPPLEMENTAL SERVICES (Math & ELA)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
June, 2018	AzMERIT results in Math and ELA	Principal, Data Coach, Instructional Specialists	
August, 2017 – May, 2018	Benchmark results in Math and ELA	Principal, Data Coach, Instructional Specialists	
August, 2017 – May, 2018	NSGRA Results	Principal Data Coach, Instructional Specialists	
August, 2017 – May, 2018	DIBELS results	Principal, Data Coach and Instructional Specialists	

Strategic Focus Area #3: HIGH FUNCTIONING PROFESSIONAL LEARNING COMMUNITIES			
School's Priorities: PLCs embedded in the school day once a week for 60 minutes.			School Leader Responsible: Principal and Instructional Leaders
Desired Outcome: Teachers will engage in the PLC process weekly for data analysis, creation of common formative assessments and needed interventions and re-teaching.			
Action Steps (Strategic Focus Area #3) HIGH FUNCTIONING PROFESSIONAL LEARNING COMMUNITIES			
	Person Completing Action	Timeline	Resources Needed / Source
1. Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Ochoa faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
2. Develop SMART (Specific, Measurable, Achievable, Realistic, and Time Bond) goals for all subject/grade levels.	Teachers, PLCs	August, 2017 – May, 2018	
3. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by the district's curriculum scope and sequence.	Teachers, PLCs	August, 2017 – May, 2018	TUSD Curriculum and Scope and Sequence
4. Use data from walk-throughs and lesson plans to determine alignment to curriculum and implementation.	Principal, Instructional Specialists and Data Coach,	August, 2017 – May, 2018	Walk-through Feedback

	Transition coordinator		
5. Develop CFA calendars for every grade level	Principal, Instructional Specialist and Data Coach, Transition coordinator	August 2017	School City, TUSD Scope and Sequence
6. Provide professional development for teachers on formatives (checks for understanding, formative and common formative assessments).	Principal, Instructional Specialists, and Data Coach, Transition coordinator	August, 2017 – May, 2018	
7. Instructional leaders monitor the curriculum, lesson planning, and formative assessment development.	Principal, Instructional Specialists and Data Coach, Transition coordinator	August, 2017 – May, 2018	
8. Utilize formative assessment data to monitor student progress, adjust instruction, develop instructional strategies, plan new lessons and identify students who need additional time and support for learning.	Teachers, PLC	August, 2017 – May, 2018	Formative Assessment Data
9. Utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.	Teachers, PLC	August, 2017 – May, 2018	Benchmark Assessment Data

<p>10. Instructional leaders monitor the analysis of benchmark data and the implementation of action plans that address student learning needs.</p>	<p>Principal, Instructional Specialists, Data Coach, Transition coordinator</p>	<p>August, 2017 – May, 2018</p>	
<p>11. Provide PD for Long-Term Substitutes in PBIS, PLCs, and TUSD Disciplinary Policy</p>	<p>Principal, TUSD Departments, Transition coordinator</p>	<p>1st quarter 2017</p>	<p>TUSD Departmental Professional Developments, Ochoa</p>

Progress Indicators (Strategic Focus Area #3) HIGH FUNCTIONING PROFESSIONAL LEARNING COMMUNITIES			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
August 2017	CFA calendar for every grade level completed	Principal, Instructional Specialist, Data Coach	
August 2017 - ongoing	Teacher lesson plans show alignment of instruction to curriculum standards and CFA Calendar	Principal, PLCs, Instruc Specialists,	
August, 2017	Professional Development Calendar	Principal, Data Coach, Instruct Specialists,	

		PLCs	
August, 2017-ongoing	School PLC Agenda and Minutes (PLC Guide p.33)	Principal, PLCs, Instruct Specialists	
August, 2017 - ongoing	Analyzing Student Work (PLC Guide p.43)	PLCs, Instruc Specialists, Data Coach	
	Students scheduled for Tier 2 intervention	Teachers, Data Coach	

Strategic Focus Area #4: Family and Community Engagement			
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.			School Leader Responsible: Principal
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
1. Maintain School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	<ul style="list-style-type: none"> Funding to pay for 1.0 FTE Space for Liaison
2. Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses,	Liaison	By end of Quarter 1, 2, and 3	<ul style="list-style-type: none"> Family Engagement Added Duty for

agencies, and cultural and civic organizations.			<ul style="list-style-type: none"> certified staff members as needed Family Engagement Supplies as needed
3. Participate in community events, including but not limited to; Healthy South Tucson Coalition, John Valenzuela Youth Center, Southern Arizona Optimist Club, Casa Maria, Southside Presbyterian Church community.	Community Representative, Principal	August 2017 - May 2018	<ul style="list-style-type: none"> Liaison Principal
4. Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal, and Transition Coordinator	By end of each Quarter	<ul style="list-style-type: none"> FACE point-of-contact
5. Actively and regularly involve Site Council in review of Transition Plan implementation.	Liaison, Site Council	Monthly	<ul style="list-style-type: none"> Site Council point-of-contact
6. Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	<ul style="list-style-type: none"> Principal
7. Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, Cafecitos, and clearly defined systems that allows for home-school communication).	Principal, Liaison, Teachers, Parents	August 2017- May 2018	<ul style="list-style-type: none"> Webmaster Office Manager
8. Coordinate resources to support students and families with basic needs.	Community Representative	August 2017 - May 2018	<ul style="list-style-type: none"> PD TUSD Family Engagement Department

			<ul style="list-style-type: none"> Family Resource Centers as well as County and City
9. Coordinate resources for furthering educational opportunities for parents (Math and Literacy Workshops and Community Educational Opportunities).	Community Representative, Instructional Specialist, Principal	August 2017 - May 2018	<ul style="list-style-type: none"> PD TUSD Family Engagement Department Family Resource Centers as well as County and City
10. Strategize attendance dilemmas, family check-ins, home visits.	Community Rep, Attendance Technician, Data Coach, Principal	August 2017 - May 2018	<ul style="list-style-type: none"> Synergy Records TUSD protocol and resources

Progress Indicators (Strategic Focus Area #4): Family and Community Engagement			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
By Sept 2017	<ul style="list-style-type: none"> Position Control for Liaison 	Principal, Office Manager	
By the end of Quarters 1, 2, and 3	<ul style="list-style-type: none"> Advertisements/Fliers documenting three family and community events Sign-in sheets documenting attendance during three family and community events 	Liaison	
August-May 2018	<ul style="list-style-type: none"> Fliers documenting community events Event participation log, maintained by Liaison 	Liaison	

May 2018	<ul style="list-style-type: none"> Log: Maintained by Liaison, documenting communication with FACE representative 	Liaison	
May 2018	<ul style="list-style-type: none"> Site Council agendas documenting transition plan progress 	Site Council Secretary, Liaison	
May 2018	<ul style="list-style-type: none"> Sign in sheets documenting Site Council (and other school committee) participation Agendas documenting items relevant to family and community engagement 	Liaison	
May 2018	<ul style="list-style-type: none"> Samples of communication with family and community 	Liaison, Webmaster, Office Manager	
April 2018	<ul style="list-style-type: none"> Letters of support from family, community, and partners (updated annually) 	Liaison, Transition Coordinator	
May 2018	<ul style="list-style-type: none"> Log of referrals for parents / families needing assistance 	Liaison	
	<ul style="list-style-type: none"> List of educational opportunities made available to parents Sign-in sheets for each class 	Liaison Instructor	
August 2017- May 2018	<ul style="list-style-type: none"> Attendance data and trend analysis 	Liaison Transition Coordinator Principal	

SECTION 4: IMMEDIATE ACTIONS

Teacher Vacancies

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 School Year and the fall of the 2017-18 School Year.

	Action	Person Responsible	Timeline
1	Inform teachers, staff, parents and the community of the Transition Plan that is designed to increase student achievement.	Principal, Community Representative,	July 2017
2	Continue to build Professional Learning Communities (PLCs) in order to create a culture of continuous learning and working collaboratively to unpack the highly leveraged standards, developing common formative assessments, and using data to support instruction.	Principal, Instructional Specialist, PLC Teachers	August 2017
3	Assemblies, Professional Developments and Cafecitos to recognize child, community and/or staff accomplishments.	Principal	August 2017
4	Recruiting accurate configuration for Kindergarten.	Principal	August 2017
6	Provide PD for Long-Term Substitutes in PBIS, PLCs, and TUSD Disciplinary Policy	District	October 2017

Ochoa Transition Plan Budget				
Description	Deseg Amount	Purpose	Reference Strategy #	Source of Funding
1.0 FTE – Instructional Data and Intervention Specialist	\$42,800	Analyze data; communicate with faculty and staff; identify at-risk students; train teachers and administrators on data collection and analysis; monitor student progress in Tier II and III interventions; coordinate with leadership/transition team	1, 2 and 3	Deseg
1.0 FTE - Reading <u>Interventionist } Specialist}</u>	\$42,800	Support the Balanced Literacy program, Guided Reading and Daily Five implementation	1, 2 ,3, 4 and 5	Deseg
1.0 FTE –Math} <u>Inerventionist } Specialist}</u>	\$42,800	Support the teaching of high quality, engaging math curriculum and assist with math interventions	1, 2 ,3, 4 and 5	Deseg
.2 FTE Transition Coordinator	\$8,560	Support transition Plan Initiatives	1, 2, 3, 4 and 5	Deseg
<u>2.0 2.0-FTE Instructional Specialist Teachers</u>	<u>\$36,000</u>	Ochoa will hire two certified specialist teacher in order to provide a master schedule which builds in weekly PLC time for staff. This will allow staff to address achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely.		Deseg
Professional Development Materials	\$5,000	Support ELA, Math and Family Engagement	1, 2 and 5	Deseg

Added Duty	\$10,000	Professional Development for Teachers and Long Term-Substitutes	1,2,3, 4 and 5	Deseg
Benefits	34,240 <u>\$43,240</u>			
Total: <u>-5.2 FTE</u>	<u>\$186,200</u> <u>\$231,200</u>			

Components of the Title I Budget that Specifically Support the Ochoa Transition Plan				
Description	Other Amount	Purpose	Reference Strategy #	Source of Funding
0.5 FTE Counselor	<u>\$21,400</u>	Support the 194 children qualifying for free and reduced lunch, of those, 31 receiving McKinney Vento services. Teach lessons in the classrooms and assist with the implementation of the embedded PLCs one hour a week during the school day.	1, 2, 4 and 5	Title I
1.0 FTE School Community Liaison	<u>\$34,000</u>	Support Family and Community Engagement	1,3, and 5	Title I
<u>0.75 Teaching Assistant</u>	<u>\$15,000</u>	Teacher Assistants will provide classroom teacher with additional support. TAs 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. Teacher Assistants will provide teachers the opportunity to provide targeted Tier II interventions during ELA and math instruction.		<u>Title I</u>
Benefits	\$17,600			
Total: 2.25 FTE	\$88,000			

Ochoa Deseg, Other				
Imagine Learning Literacy	\$20,000	Support ELA interventions.	1, 2 ,3 and 4	Deseg Central
Imagine Learning Big Brainz	\$5,000	Support MATH interventions.	1, 2 ,3 and 4	Deseg Central
Fees, Taxes	\$2,025			Deseg Central
Total:	\$27,025			

Ochoa		
Budget	FTE	Amount
Deseg Transition	<u>5.2 FTE</u>	<u>\$231,200</u>
Title I	<u>2.25 FTE</u>	<u>\$88,000</u>
Deseg, Other		<u>\$27,025</u>
Total	<u>7.45 FTE</u>	<u>\$346,225</u>

Robison Elementary (Transition School)

Goal for Non-Academically Proficient Students:

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

Increase all student learning and achievement in ELA.

1. By May of 2018, students in 3rd- 5th grade will increase by 14 percentage points from 18% to 32% proficient in ELA as measured by AzMERIT.
2. By May of 2018, the reclassification rate of English Language Learners will exceed our current rate of 25% as measured by AZELLA.
3. By May of 2018, students who are Hispanic in 3rd-5th grade will increase by 14 percentage points from 18% to 32% proficient in ELA as measured by AzMERIT.

Increase all student learning and achievement in math.

1. By May of 2018, students in 3rd-5th grade will increase by 14 percentage points from 23.3% to at least 37.3% proficient in math as measured by AzMERIT.
2. By May of 2018, students who are ELL in 3rd-5th grade will increase 14 percentage points from 0% to at least 14% proficient in math as measured by AzMERIT.

By May of 2018, students who are Hispanic in 3rd-5th grade will increase by 14 percentage points from 24% to 38% proficient in math as measured by AzMERIT.

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

- ~~0.2 FTE Transition Lead (910G, 202)~~
- 1.0 FTE Instructional Data and Intervention ~~Coordinator (Data Coach)~~ Specialist (910G, ~~202~~106)
- 1.0 FTE Technology Liaison (910G, 202106)
- 1.0 FTE School Community Liaison (910G, ~~202~~106)
- 2.0 FTE ~~Magnet~~ Teachers (910G, ~~202~~106)
- 1.0 FTE Curriculum Service Provider (910G, ~~202~~106)
- 1.0 FTE Teacher (Reading Recovery) (910G, ~~202~~-other)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Assistant (M&O)
- 0.75 FTE Instructional Specialist (Title I)
- 1.0 FTE MTSSF (910G, other)

Robison Elementary School Transition Plan 2017-18 School Year

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

Section 1: School Data

Section 2: School Goals and Measureable Objectives

Section 3: Action Plan

Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Robison Elementary School is a unique community. In addition to neighborhood students, Robison attracts many magnet (open-enrollment) students. Many of these students are a part of generations of families who have attended Robison.

The student population at Robison is racially and culturally diverse. Robison serves a high number of students living in poverty with a free and reduced lunch eligibility rate of 93%. Currently, 19% of Robison students are classified as English Language Learners with seven (7) languages being represented and 6% of Robison students are classified as refugees. Robison has issues with student attendance, a 13% mobility rate, and 22% of students currently have an Individualized Education Plans (IEP). All of these risk factors contribute to the necessity for programs and systems which support student achievement for all students.

Inquiry Process

Task 1: Review Current Performance

1. *In which grade level-content areas did the school score below district average?*

Robison was below district average on ELA and Math in every grade level.

2. *What differences do you see in subgroup performance? Include grade level and content area. Per AzMERIT 2015-2016:*

- In 3rd grade math, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 40% proficient
 - African American 0% proficient
 - Hispanic 38% proficient
 - Multi 0% proficient
- In 3rd grade ELA, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 20% proficient
 - African American 0% proficient
 - Hispanic 12% proficient
 - Multi-racial not tested
- In 4th grade math, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 43% proficient
 - African American 0% proficient
 - Hispanic 20% proficient
 - Multi-racial 33% proficient
- In 4th grade ELA, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 29% proficient
 - African American 13% proficient
 - Hispanic 29% proficient
 - Multi-racial 33% proficient
- In 5th grade math, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 0% proficient

- Hispanic 14% proficient
- African American 0% proficient
- Multi-racial 0% proficient
- In 5th grade ELA, the following shows a discrepancy between ethnicities at Robison:
 - Anglo 0% proficient
 - Hispanic 19% proficient
 - African American 0% proficient
 - Multi-racial 0% proficient

3. *Which student subgroups need the most assistance? Include grade level and content area.* Though African American groups have the lowest N size, they are the lowest performers across all content areas. Hispanics scored lower in 3rd grade ELA and in 4th grade math.

4. *Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?* Our average percent passing for 3rd, 4th, and 5th grade math was 23.3%, compared with the district average that was 36% as measured by the 2016 AzMERIT. The average ELA was 18% compared with the district average of 36% as measured by the 2016 AzMERIT. Therefore both ELA and math were lower than the district average and need targeted attention.

Task 2: Identify Performance Trends

1. *How is performance changing during the school year? (benchmark measures)*

In looking at SY14-15 ATI as well as SY 15-16 School City data on math, all subgroups did increase in math academic performance across each quarter in every grade level. However, Robison’s AzMERIT performance was 23.2% in math which was below the district average of 36.1% proficiency in Math.

In looking at our SY 14-15 ATI as well as SY 15-16 School City data on ELA there were inconsistencies in progress for all ethnicities. There were fluctuations in progress from quarter to quarter.

2. *What are the trends in performance over time? (annual indicators) AzMERIT student proficient percentages:*

ELA 2015 AzMERIT 3rd grade ELA 20% 4th grade ELA 11% 5th grade ELA 16%	ELA 2016 AzMERIT 3rd grade 13% 4th grade 25% 5th grade 16%
Math 2015 AzMERIT 3rd grade 25% 4th grade 10% 5th grade 25%	Math 2016 AzMERIT 3rd grade 38% 4th grade 20% 5th grade 12%

4th grade cohort students showed growth in both ELA and Math

5th grade cohort students showed growth in ELA

Task 3 : Prioritize Concerns

1. *What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)*

- ELA in Kinder through 5th grade.
- Math 3rd through 5th grade.
- Targeted support for ELL students with language development.

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
<p><i>Goal for Non-Academically Proficient Students:</i> Increase all student learning and achievement in ELA.</p>	<p>1. By May of 2018, students in 3rd- 5th grade will increase by 14 percentage points from 18% to 32% proficient in ELA as measured by AzMERIT.</p>
	<p>2. By May of 2018, the reclassification rate of English Language Learners will exceed our current rate of 25% as measured by AZELLA.</p>
	<p>3. By May of 2018, students who are Hispanic in 3rd-5th grade will increase by 14 percentage points from 18% to 32% proficient in ELA as measured by AzMERIT</p>

Goal 2	Measurable Objectives
<p><i>Goal for Non-Academically Proficient Students:</i> Increase all student learning and achievement in math.</p>	<p>1. By May of 2018, students in 3rd-5th grade will increase by 14 percentage points from 23.3% to at least 37.3% proficient in math as measured by AzMERIT.</p>
	<p>2. By May of 2018, students who are ELL in 3rd-5th grade will increase 14 percentage points from 0% to at least 14% proficient in math as measured by AzMERIT.</p>
	<p>3. By May of 2018, students who are Hispanic in 3rd-5th grade will increase by 14 percentage points from 24% to 38% proficient in math as measured by AzMERIT.</p>

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Intervention and Supplemental Services (ELA and Math)
3. High Functioning Professional Learning Communities
4. Strengthen Family and Community Engagement

Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)			
School's Priorities: Highly leveraged Tier 1 literacy (ELA) and mathematics instruction consistently implemented lesson to lesson.		School Leader Responsible: Principal, Dr. Julie Laird	
Desired Outcome: To provide all students access to highly engaging, effective Tier I instruction that support student academic growth.			
Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
	Person (s) Completing Action	Timeline	Resources Needed / Source
1. Strengthen PD for all teachers in Tier 1 instruction that includes: communication of the learning, all teacher actions aligned to the learning, gradual release of responsibility, questioning and discussion, student engagement strategies, and checks for understanding. These strategies will be monitored through walk through observations from the Leadership Team	Principal Curriculum Service Providers MTTS Facilitator Reading Recovery Teacher	August 2017 - May 2018	<ul style="list-style-type: none"> • Funds for teachers to attend PD outside of the school day on Tier I instruction, Teaching Reading Effectively, Balanced Literacy. • Funds for consultants to deliver PD. • Funds for substitute teachers

with regularly scheduled feedback meetings.			to cover new teachers' classrooms.
3. The Transition coordinator <u>Data Specialist</u> , in conjunction with the principal and the transition team, will oversee the implementation and monitoring of the transition plan. The Transition coordinator <u>Data Specialist will</u> support the work of Tier 1 instruction and Professional Learning Committees by working directly with teachers and staff.	Transition Coordinator <u>Data Specialist /</u> Principal	2017-18 School Year	<ul style="list-style-type: none"> • 1.0 FTE (for the 2017-18 school year only, this is a one-year position) • <u>1.0 Data Instructional Data and Interventionist Specialist</u>
3. ELA Curriculum Service Provider's Scope of Work will focus on coaching teachers on Tier I instruction within 3rd - 5th grade classrooms.	ELA Curriculum Service Provider	August 2017 - May 2018	<ul style="list-style-type: none"> • 1.0 Certified FTE
4. Reading Recovery Teacher's Scope of Work will focus on literacy K-2 best practices.	Reading Recovery Teacher	August 2017 - May 2018	<ul style="list-style-type: none"> • 1.0 Certified FTE
5. Math Curriculum Service Provider's Scope of Work will focus on coaching teachers in Tier I mathematical instruction.	Math Curriculum Service Provider	August 2017 - May 2018	<ul style="list-style-type: none"> • 1.0 Certified FTE
6. Teachers will complete the Danielson self-review for Domain 2: The Classroom Environment and will select a goal and complete a plan for targeted improvement.	MTSS Facilitator Teachers	August 2017 - May 2018	<ul style="list-style-type: none"> • Goal setting template • Rubric for Domain 2: The Classroom Environment
7. Leadership team will support teachers with	Leadership team	August	<ul style="list-style-type: none"> • Rubric for Domain 2: The

their Domain 2: The Classroom Environment by monitoring the plans to provide feedback and revision.		2017 - May 2018	Classroom Environment
8. Provide training for teachers to more effectively address the needs of English Language Learners in using the Sheltered Instruction Observation Protocol (SIOP) which supports students in learning academic vocabulary thus making the curriculum more accessible.	ELA -Curriculum Service Provider TUSD Language Acquisition Department	August 2017 - May 2018	<ul style="list-style-type: none"> • Curriculum Map • 4 hour ELL block model • ELP Standards • Avenues Curriculum
9. Develop a plan with Language Acquisition to implement the inquiry cycle. This will include classroom observations on instructional practices, programs, standards and assessments expected by ADE and TUSD for student who are ELL.	Leadership team TUSD Language Acquisition Department	August 2017 - May 2018	<ul style="list-style-type: none"> • ELL Observation Rubric • ELP Standards
10. Train teachers to utilize the effective strategies for teaching and learning independence in Literacy: The Daily 5 Literacy Structure in the context of a Balanced Literacy Model.	Leadership Tem TUSD ELA Dept.	August 2017-May 2018	<ul style="list-style-type: none"> • Added Duty needed for teachers and district personnel to stay beyond regular contract time to train teachers on Daily 5 Literacy Structure and Balanced Literacy.

Progress Indicators (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
10/2017 12/2017 3/2018 5/2018	-Evidence of walk-throughs and documentation in <i>My Learning Plan</i> data to identify strengths and refinement with Tier I classroom lesson delivery. -The Leadership Team will do walk-throughs using Title I protocol and computerized tracker during the first week of each month to strengthen inter-rater reliability among the leadership team. -Walk-through team will analyze and address instructional trends (challenges and weaknesses with regard to implementation of TUSD curriculum 4.0, PLC fidelity, and the usage of highly effective instructional strategies and posting objectives).	Principal	
10/2017 12/2017 3/2018 5/2018	Trend data from district walk-throughs (Supervision and Instruction Dep't and Language Acquisition) to identify areas for PD regarding Tier I instruction.	Principal	
10/2017 12/2017 3/2018 5/2018	Danielson Evaluation data for teachers on Tier I instruction.	Principal	
10/2017 12/2017 3/2018 5/2018	Danielson goal sheet and action plan on Domain 2: The Classroom Environment	Leadership Team	
10/2017	Calendar of Scope of Work for ELA and Math Service Providers	Principal	

12/2017 3/2018 5/2018	regarding the quality of Tier 1 instruction.		
10/2017 12/2017 3/2018 5/2018	Calendar, PLC agendas, MTSS documentation, Reading Recovery Documentation including online IDEC data.	Reading Recovery Teacher	

Strategic Focus Area #2: Interventions and Supplemental Services (ELA and Math)			
School's Priorities: Highly leveraged Tier II targeted literacy and mathematical interventions.		School Leader Responsible:	
Desired Outcome: <ul style="list-style-type: none"> • Decrease the number of students needing Tier II instruction. • The achievement gap between racial groups will decrease. • Decrease the number of students of scoring minimally proficient by at least 10% as measured by AzMERIT. • Decrease the number of students of scoring partially proficient by at least 10% as measured by AzMERIT. • Increase the number of students scoring proficient or highly proficient as measured by AzMERIT. 		Principal, Dr. Julie Laird	
Action Steps (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Highly functioning PLCs with clear MTSS model built into the cycle to identify specific highly leveraged instructional strategies for Tier II intervention groups utilizing flexible groupings and differentiated instruction based on analyzing student work protocol. (This will be monitored by review of PLC logs).	Curriculum Service Providers & MTSS Facilitator	8/2017 - 5/2018	<ul style="list-style-type: none"> • PLC Facilitators • Enrichment teachers • Schedule weekly PLCs within school day • PLC training or consultant
2. Designate in school time for Imagine Learning, and Big	Technology	8/2017 -	<ul style="list-style-type: none"> • Classified

Brainz to allow for daily Tier II individualized instruction. Students who are in the L50 will be scheduled according to their needs to receive intervention support using these programs.	Liaison	5/2018	<ul style="list-style-type: none"> Personnel Subscription to computer programs
3. Further training on balanced literacy practices and effective guided reading strategies for teachers.	Leadership Team	8/2017 - 9/2017	<ul style="list-style-type: none"> Certified Personnel District K-5 ELA Professional Academic Trainer Added duty
4. Teachers will develop targeted intervention action plans that respond explicitly to the data analysis.	Teachers Curriculum Service Providers	Quarterly	<ul style="list-style-type: none"> Embedded weekly PLCs
5. Instructional leaders will monitor the implementation of data analysis action plans and will provide feedback.	Leadership Team	Starting in October and ongoing through the year	<ul style="list-style-type: none"> Walk-throughs
6. Manage the technology infrastructure and facilitate the use of computer based intervention programs in our computer lab.	Technology Liaison	8/2017 - 5/2018	<ul style="list-style-type: none"> Technology Liaison

Progress Indicators (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
8/2017 - 5/2018	PLC Agenda & Minutes	Curriculum Service Providers	
8/2017 - 5/2018	Diagnostic Program data from Big Brainz and Imagine Learning.	Technology Liaison	
8/2017 - 5/2018	Weekly running records during guided reading groups	Teachers	
8/2017 - 5/2018	Common Formative Assessments to support intervention action plans.	Teachers	
8/2017 - 5/2018	Evidence of Walk-throughs with teacher "My Learning Plan" data for best practices.	Principal	
8/2017 - 5/2018	Data from district walk-throughs rubric.	Principal	
10/2017 & 3/2018	School City Benchmark Data	Testing Coordinators and Tech. Liaison	
8/2017 - 5/2018	Instructional leaders will monitor the implementation of data analysis action plans and will provide feedback.	Leadership Team	

Strategic Focus Area #3: Develop High Functioning Professional Learning Communities			
School's Priorities: Robison teachers will participate in PLCs to refine instructional practices to support a consistent proficient level of performance across all grades and subject according to Danielson's Framework for Teaching and Leadership walk-through protocols.		School Leader Responsible:	
Desired Outcome: Teachers will participate in PLCs to improve instruction.		Principal, Dr. Julie Laird	
Action Steps (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities			
	Person Completing Action	Timeline	Resources Needed / Source
1. Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Robison faculty.	Summer 2017 – Make-up session Fall 2017.	<ul style="list-style-type: none"> District Funds/ Solution Tree Vendor to provide PD.
2. Training and development of highly effective Professional Learning Communities to focus on student learning.	Consultant	July 2017 - May 2018	<ul style="list-style-type: none"> Added duty stipends Consultant fees.
3. Teachers will create common formative assessment at least every 3 weeks and will analyze the data collaboratively to inform instruction, to share effective teaching strategies, and to address specific student needs.	Teachers Curriculum Service Providers	August 2017- May 2018	<ul style="list-style-type: none"> School City Embedded weekly PLCs

4. Teachers will use assessment in their daily lessons aligned to the learning target.	Teachers Principal	Daily	<ul style="list-style-type: none"> • Planbook.com • Weekly plan checks
5. Teachers will develop targeted intervention action plans that respond explicitly to the data analysis.	Teachers Curriculum Service Providers MTSS Facilitator	Weekly	<ul style="list-style-type: none"> • Embedded weekly PLCs
6. Instructional leaders will monitor with feedback and observe implementation of action plans.	Leadership Team	Starting in October and ongoing through the year	<ul style="list-style-type: none"> • Walk-throughs

Progress Indicators (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017 Make-up Session Fall 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
July 2017	Agenda and sign in sheets of PLC training	Consultant	
Weekly	PLC agendas	Curriculum Service Providers/Teachers	
Ongoing	Common Formative Assessments created during highly leveraged PLC's	Math and ELA CSP	
Weekly	Action Plans (re-teaching) based on quarterly benchmark data analysis	Teachers & Curriculum Service Provider	
Quarterly	School City Benchmark Assessments	Testing Coordinators & Technology Liaison	
District determined windows	DIBELS (K-3)	Testing Coordinators & Technology Liaison	
Quarterly	NSGRA Running Records	Classroom Teachers	

Strategic Focus Area #4: Strengthen Family and Community Engagement			
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.			School Leader Responsible: Principal
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
Action Steps (Strategic Focus Area #4): Strengthen Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
1. Hire or maintain a School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	<ul style="list-style-type: none"> • Funding to pay for 1.0 FTE • Space for Liaison
2. Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	<ul style="list-style-type: none"> • Family Engagement Added Duty for certified staff members as needed • Family Engagement Supplies as needed
3. Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal, and Transition Coordinator <u>Data Specialist</u>	By end of each Quarter	<ul style="list-style-type: none"> • FACE point-of-contact

4. Actively and regularly involve Site Council in review of Transition Plan implementation	Liaison, Site Council	Monthly	<ul style="list-style-type: none"> • Site Council point-of-contact
5. Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	<ul style="list-style-type: none"> • Principal
6. Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication)	Principal, Liaison, Teachers, Parents	August 2017- May 2018	<ul style="list-style-type: none"> • Webmaster • Office Manager

Progress Indicators (Strategic Focus Area #4): Strengthen Family and Community Engagement			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
By Sept. 2017	Position Control for Liaison	Principal, Office Manager	
By the end of Quarters 1, 2, and 3	Advertisements/Fliers documenting three family and community events Sign-in sheets documenting attendance during three family and community events	Liaison	
May 2018	Log: Maintained by Liaison, documenting communication with FACE representative	Liaison	
May 2018	Site Council agendas documenting transition plan progress	Site Council Secretary, Liaison	
May 2018	Sign in sheets documenting Site Council (and	Liaison	

	other school committee) participation Agendas documenting items relevant to family and community engagement		
May 2018	Samples of communication with family and community	Liaison, Webmaster, Office Manager	
April 2018	Letters of support from family, community, and partners (updated annually)	Liaison, Transition Coordinator <u>Data Specialist</u>	

SECTION 4: IMMEDIATE ACTIONS

Teacher Vacancies

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 school year and the fall of the 2017-18 school year.

	Action	Person Responsible	Timeline
1	School Vision and Mission: Clearly communicated to all stakeholders and aligned with Magnet Transition Plan and posted throughout the school, including website.	Principal	Fall 2017
2	PLC Collective Commitments: Faculty collaboratively creates commitments and is driven by communicating and reflecting on collective commitments.	Principal	Fall 2017
3	Family Engagement Specialist who will develop a plan to support family and community engagement, attendance, home visits, serve on the MTSS team	Family Engagement Specialist Principal	First two weeks of school 2017

4	All teachers serving in long-term substitute assignments need to receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District Personnel	October 2017
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Robison Transition Plan Budget				
Description	Deseg Amount (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
.2 FTE - Transition Coordinator	\$10,700 w/benefits	Support Transition Plan Cognitive Coaching PLC	Strategy 1, Action Steps 1,2,7,8,9 Strategy 2 Action Steps 1,2,3,4,5 Strategy 3 Action Steps 1,2,3,4,5	Deseg
1.0 FTE - Curriculum Service Provider	\$57,700	Cognitive Coaching, ELA PLC Facilitator	Strategy 1 Action Steps 2, 3, 8, 9 Strategy 2 Action Steps 1, 3 Strategy 3 Action Steps 1, 2, 4, 5	Deseg
1.0 FTE Instructional Data and Interventionist Specialist	\$53,500	<u>Coordinates with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum.</u>	<u>Strategy 1 Action Step 3</u> <u>Strategy 2 Action Steps 1, 4, and 5</u> <u>Strategy 3 Action Steps 2,3,4, and 5</u> <u>Strategy 4</u>	<u>Deseg</u>

			<u>Action Step 6</u>	
<u>1.0 Technology Liaison</u>	<u>\$32,000</u>	<u>Maintain school's technology infrastructure. Manage technology based interventions during PLCs.</u>	<u>Strategy 1</u> <u>Action Step 10</u> <u>Strategy 2</u> <u>Action Step 2</u>	<u>Deseg</u>
1.0 FTE - School Community Liaison	\$34,000	Support Family and Community Engagement	<u>Strategy 4</u> <u>Action Steps 2-6</u>	Deseg
2.0 FTE - Enrichment Teachers	\$115,000	Support and enrich Tier I instruction during PLC's.	Strategy 3 Action Steps	Deseg
Planbook.com Subscriptions	\$240	Manage and monitor lesson planning	Strategy 1 Action Steps 2, 3, 8 Strategy 2 Action Steps Strategy 3 Action Steps	Deseg
Consultant	\$20,000	Improving Tier I Instruction in ELA and math and PLC work to support Tier I	Strategy 1 Action Steps 1, 2, 6, 9 Strategy 2 Action Steps 1, 3, 4, 5 Strategy 3 Action Steps 1, 5	Deseg

Added Duty Curriculum	\$12,000		Strategy 1 Action Steps 1, 2, 6, 9 Strategy 2 Action Steps 1, 3, 4, 5 Strategy 3 Action Steps 1, 5	Deseg
Total: <u>6.0 FTE</u>	\$360,840 <u>\$324,440</u>			

Components of the Title I Budget that Specifically Support the Robison Transition Plan				
Description	Other Amount	Purpose	Reference Strategy #	Source of Funding
<u>.75 Instructional Specialist</u>	\$19,688	<u>The support of an Instructional Specialist will allow grade level teams to meet during the school day to address achievement discrepancies by designing strategies and aligning lessons that allow for differentiated Tier 1 instruction and identify students needing Tier 2/3 intervention.</u>		Title I
Total: <u>.75 FTE</u>	\$19,688			

Robison Deseg, Other				
Description	Other Amount	Purpose	Reference Strategy #	Source of Funding
Imagine Learning Literacy	\$20,000 \$5,000 <u>\$29,728</u>	Support ELA interventions.	1, 2, 3 and 4	Deseg Central
Imagine Learning Big Brainz		Support MATH interventions.	1, 2, 3 and 4	Deseg Central
1.0 FTE - MTSS Facilitator	<u>\$53,500</u>	Cognitive Coaching, MTSS PLC Facilitator PBIS Facilitator	Strategy 1 Action Steps 1, 2, 6, 9 Strategy 2 Action Steps 1, 3, 4, 5 Strategy 3 Action Steps 1, 5	Deseg Central
1.0 FTE - K-2 Reading Recovery Teacher	\$57,700	Tier III Interventionist, K-2 Reading Coach	Strategy 1 Action Steps 2, 4, 9 Strategy 2 Action Steps 1, 5	Deseg = <u>Language</u> <u>Acq.</u>
Total: 2.0 FTE	\$140,928			

Robison		
Budget	FTE	Amount
Deseg Transition	<u>6.0 FTE</u>	<u>\$324,440</u>
Title I	<u>.75 FTE</u>	<u>\$19,688</u>
Deseg, Other	<u>2.0 FTE</u>	<u>\$140,928</u>
Total	<u>8.75</u>	<u>\$485,056</u>

Safford K-8 (Transition School)

Goal for Non-Academically Proficient Students:

To increase student learning and achievement in ELA.

1. By May 2018, 3rd grade students will increase by 10 percentage points in the proficient range from 10.4% to 20.4% as measured on the 2018 AzMERIT.
2. By May 2018, students in grades 6-8 will increase by 10 percentage points ELA on the AzMERIT 2018:
 - 6th grade from 14.8% to 24.8%
 - 7th grade from 18.9% to 28.9%
 - 8th grade from 12.6% to 22.6%
3. At least 50% of African and Native American students at Safford K-8 will move up one or more proficiency levels in ELA on the 2018 AzMERIT.

To increase student learning and achievement in math.

1. By May 2018, 3rd grade students will increase by 10 percentage points in the proficient range from 12.5% to 22.5% as measured on the 2018 AzMERIT.
2. By May 2018, students in grades 6-8 will increase by 10 percentage points in math on the AzMERIT 2018:
 - 6th grade from 2.8% to 12.8%
 - 7th grade from 8.4% to 18.4%
 - 8th grade from 1.9% to 11.9%
3. At least 50% of African and Native American students at Safford K-8 will move up one or more proficiency levels in MATH on the 2018 AZMERIT.

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

- 1.0 FTE Program Coordinator (will fulfill the functions of the Data Coach, oversees the transition plan and school improvement efforts, and supports family engagement and other efforts) (910G, ~~202106~~)
- 1.0 FTE Curriculum Service Provider - Literacy Specialist (~~Literacy Coach~~) (910G, ~~202106~~)
- 4.0 FTE Magnet Teachers (910G, ~~202106~~)
- 3.0 FTE Teaching Assistants (910G, ~~202106~~)
- 2.0 FTE Reading Interventionist (910G, ~~202106~~)
- 2.0 FTE Math Interventionist (910G, ~~202106~~)
- 1.0 FTE MTSSF (910G, other)
- 1.0 FTE RPPF (910G, other)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Assistant (M&O)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE Dean of Students (Title I)

Safford K-8 School Transition Plan

2017-18 School Year

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

Section 1: School Data

Section 2: School Goals and Measureable Objectives

Section 3: Action Plan

Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Safford K-8 school is a historical school in Tucson that began in 1888 as the Plaza School. In 1904 the school was officially named Safford in honor of former governor A. P. K. Safford. After the school burned down in 1917 it was rebuilt and re-opened for the 1918-19 school year. In 1978 Safford Junior High was one of the original nine schools that were ordered to be desegregated. It wasn't until 1982 that Safford Junior High became a magnet school with a theme of math and engineering. Finally, in 2011 the magnet theme changed to become an International Baccalaureate school.

Currently our school demographics are:

- 587 Hispanic students
- 58 Native American students
- 35 African American students
- 29 Caucasian students
- 14 mixed ethnicities students
- 1 Asian student
- 14.9 % of all students are Exceptional Education students
- 86% of all students are Free and Reduced Lunch students

According to the 2015 AzMERIT data, Safford K-8 students do not outperform students at both district and state levels in both ELA and math across all grade levels, 3-8. However, the first 2016-17 School City Benchmark assessment shows growth in grades 3, 7, and 8 for ELA and grades 2, 5, 6 and 7 in math compared to the data from the final School City Benchmark in 2015-16. This current data shows that Safford K-8 is making gains across the board and getting much closer to district averages.

Inquiry Process

Task 1: Review Current Performance

1. In which grade level-content areas did the school score below district average? (average % correct)
 On AzMERIT 2015-16, 3rd through 8th grade students scored below the district average in ELA and Mathematics. On AZ Merit 2014-15, 3rd through 8th grade students scored below the district average in ELA and Mathematics.
 On the Fall Benchmark of the 2016-17 year in grades 3 through 8, grade level averages for ELA and Mathematics are below the district average. This data is based on percentage of students that were proficient and not average % correct.

2. What differences do you see in subgroup performance? Include grade level and content area.
 - On AzMERIT 2015-16, both African American and Native American students had significantly lower mastery scores compared to all other ethnicities at Safford in Mathematics.
 - On AzMERIT 2015-16 African American students had significantly lower mastery scores compared to all other ethnicities at Safford in ELA.
 - On AzMERIT 2014-15 and 2015-16 Caucasian students scored significantly higher compared to most ethnicities in both Mathematics and ELA at each grade level.
 - On AzMERIT 2014-15 African American students in grades 3-5 scored significantly lower than all other ethnicities in Mathematics.
 - On AzMERIT 2014-15 Native American students in grades 3-5 and 7-8 scored significantly lower than all other ethnicities in Mathematics.
 - On 2015-16 SchoolCity Benchmark for quarters 1-3, African American students scored significantly lower than other ethnicities in grades 3, 4, and 7 in ELA.
 - Overall, the lower 25% from the 2015-16 SchoolCity Benchmark for quarters 1-3 consists mostly of Hispanic students.

*significantly indicates 10% or more, higher or lower

3. Which student subgroups need the most assistance? Include grade level and content area
 In general students at Safford K-8 score below the district average on both state and district benchmarks; and therefore no significant subgroup stands out at needing more assistance than others.

4. Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?

AzMERIT data from 2015-16 shows that more students achieved mastery in ELA compared to Mathematics in grades 6-8. Overall a small percentage of students for both content areas achieved mastery.

No one content area is significantly weaker than another.

Task 2: Identify Performance Trends

1. How is performance changing during the school year? (benchmark measures)

During the 2015-16 schoolyear the following trends were identified:

A performance growth was observed for

- quarters 1 and 3 in 6th grade Mathematics for Hispanic students.
- quarters 1, 2, and 3, 6th grade Mathematics for Native American students.
- quarters 1 and 3, 6th grade ELA for Hispanic students.

A performance loss was observed for

- Quarters 2 and 3, 6th grade ELA for Caucasian students.

2. What are the trends in performance over time? (annual indicators)

Overall there are no significant trends seen in how the data is changing during the 2015-16 SchoolCity benchmark test. Within each ethnicity, and looking at each grade level, we see scores go both up and down between quarter 1, 2, and 3 without any specific pattern.

Task 3 : Prioritize Concerns

1. What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)

Grade Level	2015-16 SchoolCity Final Benchmark % Proficient	2015-16 AzMERIT % Proficient
3rd ELA	31.8	10.4
3rd Math	45.9	12.5
6th ELA	47.9	14.8
6th Math	42.9	2.8
7th ELA	47	18.9
7th Math	27.8	8.4
8th ELA	38.8	12.6
8th Math	27	1.9

Based on the 2015-16 AzMERIT assessment results, there is a significant weakness in the performance of:

- 6th, 7th and 8th grade Mathematics
- 6th, 7th and 8th grade ELA
- 3rd grade Mathematics and ELA

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
Goal for Non-Academically Proficient Students: To increase student learning and achievement in ELA.	1. By May 2018, 3 rd grade students will increase by 10 percentage points in the proficient range from 10.4% to 20.4% as measured on the 2018 AzMERIT.
	2. By May 2018, students in grades 6-8 will increase by 10 percentage points ELA on the AzMERIT 2018. 6 th grade from 14.8% to 24.8% 7 th grade from 18.9% to 28.9% 8 th grade from 12.6% to 22.6%
	3. At least 50% of African and Native American students at Safford K-8 will move up one or more proficiency levels in ELA on the 2018 AZMERIT.
Goal 2	Measurable Objectives
Goal for Non-Academically Proficient Students: To increase student learning and achievement in math.	1. By May 2018, 3 rd grade students will increase by 10 percentage points in the proficient range from 12.5% to 22.5% as measured on the 2018 AzMERIT.
	2. By May 2018, students in grades 6-8 will increase by 10 percentage points in math on the AzMERIT 2018. 6 th grade from 2.8% to 12.8% 7 th grade from 8.4% to 18.4% 8 th grade from 1.9% to 11.9%
	3. At least 50% of African and Native American students at Safford K-8 will move up one or more proficiency levels in MATH on the 2018 AZMERIT.

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Interventions and Supplemental Services (ELA and Math)
3. High Functioning Professional Learning Communities
4. Family and Community Engagement
5. School Culture and Climate

Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)			
School's Priorities: Instructional Delivery			School Leader Responsible: Steven Gabaldon
Desired Outcome: Systems and strategies will be put in place that improves tier 1 instructional delivery that improves instruction in ELA and Math. The instructional delivery at Safford K-8 will reflect the belief (growth mindset, Dweck, 2011) that all students can learn.			
Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1) Support the use of ELA strategies across all content areas as supported by the school's literacy council based upon the <i>Taking Action Literacy Leadership Model</i> (Irvin, Meltzer, & Dukes, 2007) as evidenced by Language objectives posted in every classroom and PLC logs that document inclusion of literacy strategies.	Literacy Council members/PLC members	2017-18 School Year	Stipend of \$1500 for each council member.
2) All teachers and students will acquire and routinely use literacy support strategies to enhance thinking and learning across content areas: Balanced literacy, Daily 5 grades K-5,	Instructional Coaches/ Teachers and	2017-18 School Year	Funding for PD on: Daily 5

close reading, writing focus, annotating text, making thinking visible, and leveled libraries for grades 1-8.	students Administration Data/School Improvement Coach		Writing focus 1-8 Close reading Annotating text Making thinking visible Leveled libraries and added duty
3) Partner with district leadership to ensure that Safford K-8's hiring needs are prioritized.	Principal Assistant Principal	Beginning January 2017	First job fair invitation Staffing
4) All 2-6 grade math teachers will be using <i>Big Brainz</i> to supplement their tier 1 instruction in the classroom. Data reports will track ongoing student progress.	Instructional Coaches/ Teachers and students Data/School Improvement Coach	Beginning of August 2017	License Technology PD for teachers Math teachers
5) K-8 th grade math teachers will implement strategies aligned with Complex Instruction (Boaler, Dweck) as evidenced by PLC logs, classroom observations, and lesson plans.	Instructional C/oaches Teachers Administration Data/School Improvement Coach	Beginning of August 2017	PD on complex instruction (collaborative grouping, status, participation quiz, task cards) Math teachers
6) A cohort of Safford math teachers will take an online course from Jo Boaler titled <i>How to Learn Math for Teachers</i> which supports growth mindset and Complex Instruction implementation.	Instructional Coaches/ Teachers	Begins 2 nd semester 2017	Registration fee and added duty
7) Teachers will use Engage New York (TUSD) curriculum to deliver math instruction in their classroom.	Instructional Coaches/	2017-18 School	PD provided by TUSD

	Teachers	Year	Release time for teachers to observe peers on site and off site Math teachers
8) Teachers will acquire and routinely use instructional mathematical shifts in their classroom practices that raise student achievement as documented through classroom observation. Safford K-8 math teachers will complete a book study on <i>10 Mathematical Shifts to Raise Student Achievement</i> . (Steven Leinwand)	Instructional Coaches/ Teacher cohort/ Administration Data/School Improvement Coach	Begins 2 nd semester 2017	Funding for books and added duty Math teachers
9) The <u>Transition-Program</u> coordinator, in conjunction with the principal and the transition team, will oversee the implementation and monitoring of the transition plan. The <u>Transition-Program</u> coordinator will support the work of Tier 1 instruction and Professional Learning Committees by working directly with teachers and staff.	<u>Program Transition</u> Coordinator / Principal	2017-18 School Year	1.0 FTE (for the 2017-18 school year only, this is a one-year position)

Progress Indicators (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Quarterly	Classroom walkthrough data archived in <i>My Learning Plan</i> and from district walkthroughs indicating ELA/math objectives and/or ELL objectives, strengths and weaknesses in regards to implementation of TUSD curriculum version 3.0, PLC fidelity, and the use of highly effective instructional strategies. (Danielson Framework Domains 2 & 3 (Environment; Instruction))	Administrators SIP team Instructional support staff	
Bi - monthly	Minutes of meeting time that show discussion and action steps as a result of walkthrough data plus identification of <i>star teachers</i> to facilitate a PD module.	Administrators; Instructional support staff	
Weekly	Agenda from literacy council meetings and attendance sheets. Literacy council logs provide evidence of content area literacy professional development.	Literacy coaches	
Weekly	Attendance sheets and agendas that support professional development related to the specific strategies outlined above.	Instructional support staff Data/School Improvement Coach	
Monthly	Big Brainz student data reports	Instructional coaches Data/School Improvement Coach	

Monthly	PLC logs indicate: Complex Instruction strategies are occurring; literacy support strategies have been implemented across content areas (e.g., balanced literacy, Daily 5 grades K-5, close reading, writing focus, annotating text, making thinking visible, leveled libraries); the PLC logs are turned in on a routine basis.	Teachers	
3 rd Quarter	New hires acquired from first job fair	Principal Asst Principal	

Strategic Focus Area #2: Interventions and Supplemental Services (ELA and Math)			
School's Priorities: Improving intervention practices			School Leader Responsible: Steven Gabaldon
Desired Outcome: All students will improve mastery of grade level standards and the formative assessment data will show a decrease in the amount of students in need of tier 2 instruction and interventions.			
Action Steps (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1) Create a master and bell schedule that supports implementation of intervention classes for math and ELA during the school day in grades 6-8 for the L25 and students who are approaching the standards. (Quarterly)	Principal Assistant Principal Counselor Instructional support staff	February 2017	Master and bell schedule
2) Teacher assistants will be hired to support learning with small group instruction and enrichment activities while the teacher works with students who need focused interventions and re-teaching of the standards in ELA and math classes.	Principal Assistant Principal Data/School Improvement Coach	2 nd semester – Summer 2017	Six elementary TA's
3) Secure technology to support the implementation of Brainology as a supplementary curriculum.	Instructional Coaches Administration	2 nd semester 2017	Technology inventory Required technology
4) One day of PD in July and Wednesday 2 hour block PD for Brainology: <ul style="list-style-type: none"> • Mindset Maker – Online PD 	Administration Instructional Coaches/Teachers	Summer August 2017	Site fee \$1,500 Added duty for 6 hours for X teachers

			intervention teachers
5) Purchase Brainology license for school year.	Principal Assistant Principal Data/School Improvement Coach	2 nd semester-Summer 2017	\$6,000 (year one) \$3,000 (Consecutive years)
6) Lessons from Brainology will be used in science with 4-8 graders to develop growth mindsets.	Principal Assistant Principal Teachers Data/School Improvement Coach	2017-18 School Year	Required technology
7) Fountas and Pinnell Leveled Literacy Interventions (LLI) will be used in grades 1-5, including servicing the needs of ELL students and in grades 1-8 targeting exceptional education students, for at least 2 hours weekly.	Literacy Coaches Reading interventionist ELD coordinator	2017-18 School Year	Reading Interventionist Replenish LLI kits end of year (EOY) Ongoing PD Language Acquisition PD
8) Reading Recovery will be used for 1 st grade students daily. <ul style="list-style-type: none"> • ½ day in 1st grade classroom (2 guided & 2 intervention reading groups) • 4 reading recovery students in 30-45 minute pullout sessions 	TUSD language Acquisition department	2017-18 School Year	LAD funding

<p>9) The Fountas and Pinnell Benchmark Assessment system will be used to place students in LLI groups.</p>	<p>Literacy coaches Reading Interventionist Principal Assistant Principal Data/School Improvement Coach TA's</p>	<p>August 2017 and May 2018</p>	<p>Six TA's Supplies need to be replenished EOY Ongoing PD</p>
<p>10) In grades 3-5 Think Through Math will be used as a pull out intervention for 4 hours per week. In grades 6-8 Think Through Math will be used in targeted intervention classes build in the master schedule.</p>	<p>Math Interventionist Principal Assistant Principal Data/School Improvement Coach TAs</p>	<p>2017-18 School Year</p>	<p>Six TA's Math Interventionist PD 3 hrs. of on-site training Added duties or release time</p>
<p>11) Purchase license for Think Through Math for the school year for grades K-5.</p>	<p>Principal Assistant Principal Data/School Improvement Coach Office Manager</p>	<p>2nd semester 2017</p>	<p>Ten laptops per classroom</p>

Progress Indicators (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
2017-18 School Year	Master schedule creation that supports the implementation of math and ELA intervention classes.	Principal Asst Principal Counselor(s)	
Summer 2017	Hire teacher assistants to support learning with small group instruction and enrichment activities while the teacher works with students who need focused interventions and re-teaching of the standards in ELA and math classes.	Leadership team	
Spring 2017	Technology requirements are reviewed and approved in order to support supplemental curriculum software (e.g., Brainology, Big Brainz, etc.).	Asst Principal Instructional Coaches	
Spring 2017	Purchase of supplemental curriculum materials software licenses (Brainology, Big Brainz...).	Assistant Principal Literacy Coaches Instructional Coaches	
July 2017	PD (Mindset Maker) to support implementation of Brainology has been completed	Instructional Coaches	
2017-18 School Year	Science lesson plans indicate the hybrid (online+teacher) use of Brainology software Summative assessments of students enrolled in science classes reflect understandings of	Teachers/ Instructional Leadership team	

	growth mindset.		
August/ March 2018	For Brainology teachers and students will complete a Pre-post survey by Woolley and Woolley, 1999. This survey will provide evidence of shifts in people’s beliefs regarding their approaches to learning.	Administration Principal Assistant Principal Instructional Coaces/ Data/School Improvement Coach	
2017-18 School Year	Fountas and Pinnell Benchmark assessment system Reading levels for all students grades K-5	InstrutionalCoaches/ Data/School Improvement Coach	
2017-18 School Year	Reading Recovery student records showing student progress.	Reading Recovery teacher	
2017-18 School Year	Think Through Math data reports showing student progress.	Instructional Coaches, Data/School Improvement Coach	

Strategic Focus Area #3: Develop High Functioning Professional Learning Communities (PLCs)			
<p>School's Priorities: Members of the PLC will show growth based on the TUSD PLC rubric 2.0. They will be committed to the PLC inquiry process as shown on p. 40 of the TUSD PLC guide. Specifically, the PLC's will focus on creating, implementing, and analyzing CFA's. The focus of every PLC will be on student learning and what happens when a student does not learn.</p>			<p>School Leader Responsible:</p> <p>Steven Gabaldon</p>
<p>Desired Outcome: To work collaboratively to clarify what students must learn and how each student's learning will be monitored. And to provide students with systematic interventions when they struggle to achieve at proficient levels of learning.</p>			
Action Steps (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities (PLCs)			
	Person Completing Action	Timeline	Resources Needed / Source
1) Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Safford faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
2) Create a master and bell schedule that allows for PLC time during the workday at least once or more a week for grades K-5 and daily for grades 6-8.	Principal Assistant Principal Counselor Instructional support staff; RTI Classes	February 2017	Staffing
3) Each PLC will develop a SMART (specific, measurable, achievable, realistic, and time bound) goals for all subjects/grade levels.	PLC members Data/School Improvement Coach	August 2017	Time allocation
4) PLC members will follow unit plans and write lessons to follow the TUSD scope and sequence.	PLC members	2017-18 School Year	Block schedule Dedicated time Curriculum and

			Instruction PD PLC logs
5) Classroom walkthrough data archived in “My Learning Plan”, indicating ELA/math objectives and/or ELL objectives, strengths and weaknesses in regards to implementation of TUSD curriculum version 3.0, PLC fidelity, and the use of highly effective instructional strategies in real time.	Administration Data/School Instructional Coaches	2017-18 School Year	Walkthrough forms
6) Provide professional development on assessments, including checks for understanding, formative and common formative assessments.	Instructional Coaches Data/School Improvement Coach	June 2017/ Ongoing	Added Duty
7) Instructional leaders follow a schedule to monitor PLC’s. A PLC protocol aligned to TUSD PLC expectations and rubric will be used to monitor the effectiveness of each PLC, including the curriculum, lesson planning, and common formative assessment development. The instructional leadership team will meet bi-weekly to discuss findings and to determine next steps for each PLC.	Administration/ Instructional Coaches Data/School Improvement Coach	2017-18 School Year	Dedicated time
8) Utilize common formative assessment data during PLC’s to monitor student progress and adjust instruction.	Teachers	2017-18 School Year	CFA PD
9) Use the results from CFAs to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.	PLC members Data/School Improvement Coach	2017-18 School Year	Dedicated time
10) Utilize School City data to identify students that require additional instruction or tier 2 support and to plan for re-teaching.	PLC members/ Instructional coaches/Data/School Improvement Coach ELD coordinator	2017-18 School Year	Dedicated time

11) Instructional leaders monitor the analysis of benchmark data and the implementation of action plans that address student learning needs.	Instructional coaches/Data/School Improvement Coach	2017-18 School Year	Dedicated time
12) ELL teachers meet at least quarterly with grade level PLC teams to collaborate on ILLP for ELL students and examine student work to inform Tier 1 instruction.	PLC members ELD coordinator Language Acquisition	August 2017	Dedicated time PD provided by Language Acquisition
13) Teachers and long term subs, on an as needed basis, will be provided with PLC training.	Administrators	2017-18 School Year	Release time Added duty

Progress Indicators (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities (PLCs)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017/ Fall 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
Quarterly	PLC Team leader facilitates self-evaluation on TUSD PLC Rubric	PLC team members Administration	
August 2017	SMART goals and PLC norms turned in to administration	PLC team members Administration	
Ongoing	PLC team members complete tasks and meet deadlines per Safford K-8's PLC/CFA timeline.	PLC team members Administration	

Weekly	PLC documentation (e.g., curriculum snapshot indicates adherence to TUSD scope & sequence, weekly PLC logs, unit & lesson plans, formative assessment data, etc.) are uploaded to Samepage (an online platform for managing documentation).	PLC team members Administration Data/School Improvement Coach	
June 2017-ongoing	Common Formative Assessment PD and the use of common formative assessments to drive instruction in the classroom.	Instructional Coaches/ Data/School Improvement Coach	
Bi-quarterly	Evidence of School City Benchmark data analysis and instructional strategies determined from CFA results are observed and will be found in instructional leaders' notes.	Instructional Coaches/ Data/School Improvement Coach	
Bi-quarterly SY 2017-18	ELL teachers meet with grade level PLC teams to collaborate on ILLPs and to examine student work	Teachers	

Strategic Focus Area #4: Family and Community Engagement			
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.			School Leader Responsible: Steven Gabaldon
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
1) Hire or maintain a School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	<ul style="list-style-type: none"> Funding to pay for 1.0 FTE Space for Liaison
2) Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	<ul style="list-style-type: none"> <u>Grade level teams will address achievement discrepancies by designing strategies and aligning lessons that allow for differentiated Tier 1 instruction and identify students needing Tier 2/3 intervention. Teams will meet</u>

			<p><u>during the contract day while students attend Music, Art and PE. Magnet funds will pay for a Music teacher.</u></p> <ul style="list-style-type: none"> ● Family Engagement Added Duty for certified staff members as needed (including benefits) ● Family Engagement Supplies as needed
<p>3) Strengthen family and community partnerships implementing strategies for family and community engagement:</p> <ul style="list-style-type: none"> ● Inform and provide families with support to use the TUSD Parent View system on Synergy. ● Communicate with families and the community via Parent Link about upcoming school events and programs. (e.g. 21st Century, school wide newsletter) ● Coordinate classes for families based on their needs. (e.g. fitness, ESL, nutrition, literacy etc.) ● Work closely with PTO officers and other school staff to coordinate school events such as Curriculum Night, Fall Festival, Spring Carnival, etc. ● Oversee duties of volunteers. ● Assist with fundraising activities with PTO. 	<p>Family and Community Liaison</p>	<p>SY 2017-18</p>	<p>Funding from Title 1</p>

<ul style="list-style-type: none"> Do home visits to provide families with needed resources. 			
4) Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal, and Program Coordinator	By end of each Quarter	<ul style="list-style-type: none"> FACE point-of-contact
5) Actively and regularly involve Site Council in review of Transition Plan implementation	Liaison, Site Council	Monthly	<ul style="list-style-type: none"> Site Council point-of-contact
6) Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	<ul style="list-style-type: none"> Principal
7) Communicate with families/community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication)	Principal, Liaison, Teachers, Parents	August 2017-May 2018	<ul style="list-style-type: none"> Webmaster Office Manager

Progress Indicators (Strategic Focus Area #4): Family and Community Engagement			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
By September, 2017	<ul style="list-style-type: none"> Position Control for Liaison 	Principal, Office Manager	
By the end of Quarters	<ul style="list-style-type: none"> Advertisements/Fliers documenting three family and community events 	Liaison	

1, 2, and 3	<ul style="list-style-type: none"> • Sign-in sheets documenting attendance during three family and community events 		
May 2018	<ul style="list-style-type: none"> • Log: Maintained by Liaison, documenting communication with FACE representative 	Liaison	
May 2018	<ul style="list-style-type: none"> • Site Council agendas documenting transition plan progress 	Site Council Secretary, Liaison	
May 2018	<ul style="list-style-type: none"> • Sign in sheets documenting Site Council (and other school committee) participation • Agendas documenting items relevant to family and community engagement 	Liaison	
May 2018	<ul style="list-style-type: none"> • Samples of communication with family and community 	Liaison, Webmaster, Office Manager	
April 2018	<ul style="list-style-type: none"> • Letters of support from family, community, and partners (updated annually) 	Liaison, Transition <u>Program</u> Coordinator	

Strategic Focus Area #5: School Culture and Climate			
School's Priorities: Improve the climate and culture of the school			School Leader Responsible: Steven Gabaldon
Desired Outcome: The culture and climate of the school will reflect a focus on student learning.			
Action Steps (Strategic Focus Area #5): School Culture and Climate			
	Person Completing Action	Timeline	Resources Needed / Source
1) Examine our values and actions to create common collective commitments that support social, emotional, and physical safety and create a shared vision for the 2017-18 SY.	Outside consultant: Kim Gunn; Sheri Marlin Literacy council members	July 2017	Fee to pay consultant and added Duty
2) Restructure leadership system to include its own PLC in order to develop an effective school improvement team, with a focus on the transition plan.	Instructional leadership team	2017-18 School Year	Time Agenda and meeting protocol
3) Establish a set meeting time to support implementation of the school's transition plan.	Instructional leadership team	2017-18 School Year	Meeting schedule
4) Collaboratively improve and create common school wide systems and procedures that are connected to the common collective commitments. <ul style="list-style-type: none"> • E.g.: tardies, student time outs and reflection, bell to bell instruction, behavior incident log. • Each person contributes to the operations of the school and the care of the physical environment, PBIS. (also see action step 8) 	Instructional leadership team	2017-18 School Year	Added Duty

<ul style="list-style-type: none"> • (“Practice. Give multiple opportunities to practice and rehearse before stepping into the classroom” – Leverage Leadership) • (Monitor and maintain. Evaluate your progress with a measurable tool.” – Leverage Leadership) 			
5) Establish committees to continually and positively recognize students and staff.	Instructional leadership team/MTSS	July 2017	Added duties
6) Beginning of year school wide motivational assembly.	Outside Consultant (Calvin Terrell)	August 2017	Funding for consultant
7) On an as needed basis, teachers and long term subs will be provided with professional development to improve classroom management. They will also be provided with opportunities for PBIS, restorative practices and TUSD disciplinary policies training.	Administrator Data/School Improvement Coach	2017-18 School Year	Release time Added duties TUSD trainer
8) Two exemplary teachers will be identified and commit to attending the 3-day Fred Jones training on Classroom-Instructional Management that will be held June 19, 20 and 21, 2017.I	Teachers/ District PD	June 19, 20 and 21, 2017. TBD	Fred Jones Training on Classroom-Instructional Management
9) Following the Fred Jones classroom management training, the two identified teachers will be coached by the District teacher Mentors on the 12 study groups that are aligned to Fred Jones Tools for Teaching.	Teachers, District teacher mentors	2017-18 School Year	Fred Jones Tools for Teaching Training on Classroom-Instructional Management
10) The identified teachers will in collaboration with the District’s Teacher Mentors to conduct the 12 sessions on Fred Jones Tools for	Teachers, District	2017-18 School	Fred Jones Tools for

<p>Teaching—Classroom Instructional Management with all staff members through the 2017-18 school year.</p>	<p>teacher mentors</p>	<p>Year</p>	<p>Teaching, planned PD for the 12 study groups.</p>
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Progress Indicators (Strategic Focus Area #5): School Culture and Climate			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Spring 2017	Motivational assembly /attendance logs/staff vision statement creation scheduled for beginning of 2017-18 SY	Instructional leadership team	
August 2017	Motivational assembly w/ Calvin Terrell/attendance log	Instructional leadership team	
August – October 2017	Vision/Mission statement creation w/ Pima County Regional Support consultant; Sheri Marlin	Instructional leadership team	
August 2017	Written collective commitments for all PLC teams	PLC teams	
July 2017	Leadership team reviews CFA expectations and timeline	Instructional leadership team	
2017-18 School Year	Instructional leadership PLC schedule and agendas (e.g. Samepage documentation, electronic logs, etc.) that supports the transition plan	Instructional leadership team	
2017-18 School Year	Observation indicators that common collective commitments are being implemented (e.g. bell to bell instruction, students in class and not hallways	SIP team walkthroughs Peer	

	after tardy bell has rung, etc.)	walkthroughs	
2017-18 School Year	Events that positively recognize students and staff transpire and there are pictures of such events on website, bulletin boards, PTO media pages	Instructional leadership team, PTO, Social Committee, Student Leadership team/MTSS coordinator	

SECTION 4: IMMEDIATE ACTIONS

Teacher Vacancies

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 school year and the fall of the 2017-18 school year.

	Action	Person Responsible	Timeline
1	Steps to communicate Transition Plan to families and the community: <ul style="list-style-type: none"> • Share Transition Plan with school leadership team. • Share Transition Plan with all faculty during a faculty meeting. • Coordinate an event for families and the community to come together to talk about the school’s transition plan. • Post plan on school’s website. • In the quarterly school wide newsletter for the 2016-17 SY keep families updated about the progress of the implementation of the transition plan. 	Principal and instructional team Family & Community Liaison plus other support staff	January – May 2017

2	Faculty and staff will develop their Collective Commitments	Outside Consultant	July-August 2017
3	Beginning of year motivational assembly by Calvin Terell	Calvin Terell	July-August 2017
4	All Teachers serving in long-term substitute assignments will receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District	October 2017
5	All students will have a learning task for students to begin immediately upon entering the classroom (bell work)	All teachers	First day of school and ongoing
6	All bulletin boards and displays reflect positive student learning, growth mindset, PBIS matrix, literacy and math focus, goals, etc...	All staff	First day of school and ongoing
7	All teachers will stand in the hallway or outside of their doorway during passing periods and all other staff will do tardy sweeps	Teachers, monitors, administration, support staff	First day of school and ongoing
8	Assistant Principal will meet daily to transition to weekly with janitorial staff including lead custodian, to address morale, duties such as bathrooms properly stocked with supplies and cleaned daily, and classroom/hallway floors cleaned daily and mopped/vacuumed weekly, etc...	Assistant Principal/Dean of students including janitors	First day of school and ongoing
9	Establish norms, collective commitments, and smart goals in PLCs at the beginning of the school year.	PLC teams, instructional support	First 30 days

Safford Transition Plan Budget				
Description	Approx. Amount (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
4.0 FTE ELA/MATH RTI Classes	\$231,000	Four FTE for Response to Intervention (RTI) Classes to provide Tier II intervention for struggling students; collect data; monitor and report on student progress (including individual student goals for mastering standards); communicate and collaborate with classroom teachers and MTSS team. Supports an effective PLC structure.	Strategy #3: Action Steps 1, 2, 6, 7, and 8.	Deseg
1.0 FTE K-5 Reading Interventionist	\$57,700	One reading interventionist to support focus strategies # 1, 2 and 3. <ul style="list-style-type: none"> • Work with teachers K-5 on the implementation of literacy strategies in the disciplines. • Provide Fountas and Pinnell leveled literacy intervention groups. • Support teachers with PLC inquiry process and data analysis 	Strategy #1: Action Steps 2 and 3. Strategy #2: Action Steps 7 and 9. Strategy #3: Action Steps 1, 2, 3, 4, 6, 7, and 8.	Deseg

1.0 FTE K-5 Math Interventionist	\$57,700	<p>One math interventionist to support focus strategies #1, 2, and 3.</p> <ul style="list-style-type: none"> • Work with teachers K-5 to assist with Complex Instruction (Jo Boaler, 2008) and the use of math supplemental materials such as Big Brainz. • Provide Think Through Math targeted intervention groups. • Support teachers with the PLC inquiry cycle and data analysis. 	<p>Strategy 1: Action Steps 1, 5, 6, 8, and 9.</p> <p>Strategy #2: Action Steps 2, 6, and 10.</p> <p>Strategy #3: Action Steps 1, 2, 6, 7, and 8.</p>	Deseg
1.0 FTE 6-8 Reading Interventionist	\$57,700	<p>One reading interventionist to support focus strategies # 1, 2 and 3.</p> <ul style="list-style-type: none"> • Work with teachers 6-8 on the implementation of literacy strategies in the disciplines. • Provide Fountas and Pinnell leveled literacy intervention groups. • Support teachers with the PLC inquiry cycle and data analysis. 	<p>Strategy #1: Action Steps 2 and 3.</p> <p>Strategy #2: Action Steps 7 and 9.</p> <p>Strategy #3: Action Steps 1, 2, 3, 4, 6, 7, and 8.</p>	Deseg

<p>1.0 FTE 6-8 Math Interventionist</p>	<p>\$57,700</p>	<p>One math interventionist to support focus strategies #1, 2, and 3.</p> <ul style="list-style-type: none"> • Work with teachers 6-8 to assist with Complex Instruction (Jo Boaler, 2008) and the use of math supplemental materials such as Big Brainz. • Provide Think through Math targeted intervention groups. • Support teachers with PLC inquiry cycle and data analysis. 	<p>Strategy #1: Action Steps 1, 5, 6, 8, and 9.</p> <p>Strategy #2: Action Steps 2, 6, and 10.</p> <p>Strategy #3: Action Steps 1, 2, 6, 7, and 8.</p>	<p>Deseg</p>
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<p>1.0 FTE Program Coordinator</p>	<p>\$64,500</p>	<ul style="list-style-type: none"> • Creates and analyzes data reports with PLC teams • Supports and promotes a culture focused on student learning through the development of effective PLC teams. • Continually monitors progression of PLC smart goals and collective commitments. • Evaluates progress of school’s improvement plan. • Oversees tier 1 and 2 instruction school-wide. • Supports family and community engagements. • Collaborates with other content area specialists to provide staff professional development. • Oversees Transtion Plan • Fills function of Data Coach • Oversee School Improvement Effots 	<p>Strategy #1: Steps 1, 2, 4, 5</p> <p>Strategy #2: Steps 1, 2, 5, 6, 7, 8, 9, and 10, 11</p> <p>Strategy # 3: Steps 1, 3, 4, 5, 6, 7, 8, and 9</p> <p>Strategy #4: Steps 2, 3, 4, 5 and 7</p>	<p>Deseg</p>
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<p>1.0 FTE <u>Curriculum</u> <u>Service Provider –</u> <u>Literacy Specialist</u> <u>Literacy Coach</u></p>	<p>\$62,300</p>	<p>Literacy Coach to support focus strategy # 1, 2, 3, and 4</p> <ul style="list-style-type: none"> • Supports and oversees implementation of the school’s tier 1 and 2 literacy program. • Supports and oversees the school’s Literacy Council and action plan. • Promotes a culture of literacy throughout the school and community. • Supports parent involvement • Analyzes quality of classroom environment for fostering student motivation to read and write. • Collaborates with other content area specialists to provide staff professional development. 	<p>Strategy #1: Steps 1, 2, and 3</p> <p>Strategy #2: Steps 1, 4, 7, and 9</p> <p>Strategy #3: Steps 4, 5, 8, and 9</p> <p>Strategy #4: Steps 1, 2, 4, and 7</p>	<p>Deseg</p>
<p>3.0 FTE Teacher Assistants</p>	<p>\$70,500</p>	<p>TAs to support strategic focus # 2 and 3.</p> <ul style="list-style-type: none"> • Supporting classroom while the teacher works with intervention groups. 	<p>Strategy #2: Steps 2, 6, and 10.</p> <p>Strategy #3: Steps 1, 2, 6, 7, and 8.</p>	<p>Deseg.</p>

Professional Educational contract services	\$15,000	<ul style="list-style-type: none"> • Brainology • LLI for new teachers/review • Collective commitments – (Sheri Marlin) • Pima County Regional Support consultant; Sheri Marlin 		Deseg
Supplies for Tier 1 and 2 ELA	\$3,500	<ul style="list-style-type: none"> • Replacement texts for LLI and Benchmark Assessment kits • Replacements such as book bags, reading and writing journals • Magnetic letters • Wide corrective tape (magic tape) • Sentence strips • 3M post it easel pads • Print shop anchor charts • Composition books to support reading and writing in other disciplines 		Deseg.
Supplies for Tier 1 and 2 Math	\$6,000	<ul style="list-style-type: none"> • K-5 Primary math journals • 6-8 graph paper journals • White board erasers, white boards and dry erase markers • 3M post it easel pads • Engage NY flipcharts • Print shop anchor charts • Rulers (12 inches), pencils, erasers, poster markers. • Math manipulatives • Engage NY three ring binders K-8 • Sentence strips 		Deseg.

Instructional Aid	\$6,000	<ul style="list-style-type: none"> Brainology schoolwide annual license (\$6,000) 		Deseg
Professional development	\$23,000	<ul style="list-style-type: none"> Summer PD (July) Mission and vision and collective commitments (1 day) <p>Vision and Mission writing committee (1day) Literacy Council (3 days) Big Brainz (1 day) Think Through Math (1day) Brainology (1 day)</p>		Deseg.
Added Duty - Certified	\$64,000	60 staff members @ \$25 per hour for one additional hour per week.		Deseg
Added Duty Admin	\$2,400	June and July of contract work.		Deseg
Classified hourly	\$2,400	Managerial tasks required to get ready for first day of school.		Deseg
Total: <u>13 FTE</u>	\$781,400			

Components of the Title I Budget that Specifically Support the Safford Transition Plan				
Description	Other Amount	Purpose	Reference Strategy #	Source of Funding
<u>1.0 FTE School Community Liaison</u>	<u>\$38,000</u>	<u>Serve as a liaison between the school and the home and encourages parents and community involvement in school activities. Collaborate with TUSD services and resources and external social service agencies to provide information to staff, students and families.</u>	<u>Strategies 4 and 5: All action steps</u>	<u>Title I</u>
<u>1.0 FTE Dean of Students</u>	<u>\$53,500</u>	<u>Collaborates with District staff, parents and students to identify high risk students for prevention services. May visit students and parents in the home to determine cause for absenteeism, academic or discipline problems. Monitors students to determine impact of prevention activities.</u>	<u>All Strategies</u>	<u>Title I</u>
<u>Total: 2.0 FTE</u>	<u>\$91,500</u>			

Safford Deseg, Other				
Instructional Aid	<u>\$29,7280</u>	<ul style="list-style-type: none"> • Big Brainz school wide annual license • Think Through Math school wide annual license 		Deseg Central
<u>1.0 FTE Multi-Tiered System of Support Facilitator (MTSS)</u>	<u>\$53,500</u>	<u>Facilitate school academic community and ensure development in the areas of classroom management, Tier I instruction, and interpreting data. Support student's academic, social and emotional, and behavioral needs. Collaborate with staff to support Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students.</u>		<u>Desg, Other</u>
<u>1.0 FTE Restorative Practices Facilitator (RPPF)</u>	<u>\$53,500</u>	<u>The Restorative Practices Facilitator shall serve as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator with regard to the school's implementation of PBIS. They will serve as the school/ site coordinator for the TUSD student mediation program (scheduling, tracking, follow up, assignment, and training). They will also coordinate support groups for students in the areas of tolerance education, positive choices/ impulse control, drug and alcohol</u>		<u>Desg, Other</u>

		<u>awareness, conflict resolution, and any additional area needed to meet the socio-emotional needs of the student body.</u>		
Total: <u>2.0 FTE</u>	<u>\$136,728</u>			

Safford		
Budget	FTE	Amount
Deseg Transition	<u>13 FTE</u>	<u>\$781,400</u>
Title I	<u>2.0 FTE</u>	<u>\$91,500</u>
Deseg, Other	<u>2.0 FTE</u>	<u>\$136,728</u>
Total	<u>17 FTE</u>	<u>\$1,009,628</u>

Utterback Middle School (Transition School)

Goal for Non-Academically Proficient Students:

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

All students will increase in academic performance in math.

1. Utterback will increase overall achievement in math by 10 percentage points from 31% (2016 AzMERIT) to 41% as determined by the results of the 2018 AzMERIT.

All students will increase in academic performance in ELA.

1. Utterback will increase overall achievement in reading by 8 percentage points from 47% (2016 AzMERIT) 55% as determined by the results of the 2018 AzMERIT.

Other school-site FTE to support Achievement Goals and Site Specific Goals:

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

- 1.0 FTE Transition Coordinator (910G, ~~202106~~)
- 1.0 FTE Instructional Data and Intervention ~~Coordinator (Data Coach)~~ Specialist (~~910G, 202-Title I~~)
- 1.0 FTE Curriculum Service Provider (~~910G, 202-Title I~~)
- 2.0 FTE Teacher (RTI Math/ELA) (910G, ~~202106~~)
- 1.0 FTE School Community Liaison (910G, ~~202106~~)
- 4.0 FTE Teachers (910G, ~~202106~~)
- 1.0 FTE Library Assistant (M&O)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Guidance Counselor (Title I)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE MTSSF (910G, other)
- 1.0 FTE RPPF (910G, other)
- 1.0 FTE AVID Teacher (910 G, 501)

Utterback Middle School Transition Plan 2017-18 School Year

PURPOSE: PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

Section 1: School Data

Section 2: School Goals and Measureable Objectives

Section 3: Action Plan

Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Utterback is a Title 1 school with 95.2% minority students and 89% free and reduced lunch. Utterback is currently rated as a D school based on the AIMS scores from SY 2013-2014. AIMS was formerly the Arizona State Assessment Measure used to rate all public schools in the state. The state changed the yearly assessment measure to the AzMERIT test in SY 2014-2015 and has not provided any school with a current school rating. Utterback is performing below the district average on the AzMERIT in all academic areas, ELA and Math. However, on the District benchmark assessments that were given quarterly last year and once this fall, Utterback is showing positive growth and is performing above the District average in 7th grade Math on the 2015-16 third quarter benchmark, Algebra on the 2015-16 second quarter benchmark, and Algebra on the 2016-17 Fall benchmark. In working to address the low academic performance and to close the achievement gap for minority students, Utterback is using AVID (Advancement Via Individual Determination) strategies and electives which have been proven by research to be successful for our demographic and identified needs (AVID center, 2016). Additionally, Utterback participated in the three year University of Virginia School Turn-Around Model and the results are beginning to show. We will deepen this focus both from the aspect of teacher data review and the creation of formative assessments through the PLC process (Professional Learning Communities) and visible student learning through students monitoring of their own data.

MATH AzMERIT 2015

School	Grade	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Utterback	6	77%	18%	3.6%	1.4%
Utterback	7	83.6%	12.2%	3.7%	.5%
Utterback	8	65.8%	26.2%	7.4%	.5%

- On the 6th grade AzMERIT 2015 Math, 5% of the students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2015 Math, 4% of the students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2015 Math, 8% of the students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2015 Math, 95% of the students scored Partially Proficient or Minimally Proficient.
- On the 7th grade AzMERIT 2015 Math, 96% of the students scored Partially Proficient or Minimally Proficient.
- On the 8th grade AzMERIT 2015 Math, 92% of the students scored Partially Proficient or Minimally Proficient.

MATH AzMERIT 2016

School	Grade	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Utterback	6	78%	17.4%	4.5%	
Utterback	7	79.3%	14.7%	4.7%	1.3%
Utterback	8	86.7%	10.9%	2.4%	

- On the 6th grade AzMERIT 2016 Math, 5% of the students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2016 Math, 6% of the students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2016 Math, 2% of the students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2016 Math, 95% of the students scored Partially Proficient or Minimally Proficient.
- On the 7th grade AzMERIT 2016 Math, 94% of the students scored Partially Proficient or Minimally Proficient.
- On the 8th grade AzMERIT 2016 Math, 98% of the students scored Partially Proficient or Minimally Proficient.

ELA AzMERIT 2015

School	Grade	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Utterback	6	66.2%	21.6%	11.5%	.7%
Utterback	7	69.8%	19%	10.6%	.5%
Utterback	8	58.4%	26.7%	13.9%	1%

- On the 6th grade AzMERIT 2015 ELA, 12% of the students scored Proficient or Highly Proficient.
- On the 7th grade AzMERIT 2015 ELA, 11% of the students scored Proficient or Highly Proficient.
- On the 8th grade AzMERIT 2015 ELA, 15% of the students scored Proficient or Highly Proficient.
- On the 6th grade AzMERIT 2015 ELA, 88% of the students scored Partially Proficient or Minimally Proficient.
- On the 7th grade AzMERIT 2015 ELA, 89% of the students scored Partially Proficient or Minimally Proficient.
- On the 8th grade AzMERIT 2015 ELA, 85% of the students scored Partially Proficient or Minimally Proficient.

ELA AzMERIT 2016

School	Grade	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Utterback	6	71.8%	18.3%	9.9%	
Utterback	7	60.8%	20.9%	18.2%	
Utterback	8	70.8%	18.6%	10.6%	

- On the 6th grade AzMERIT 2016 ELA, 10% of the students scored Proficient or Highly Proficient.
 - On the 7th grade AzMERIT 2016 ELA, 18% of the students scored Proficient or Highly Proficient.
 - On the 8th grade AzMERIT 2016 ELA, 11% of the students scored Proficient or Highly Proficient.
 - On the 6th grade AzMERIT 2016 ELA, 90% of the students scored Partially Proficient or Minimally Proficient.
 - On the 7th grade AzMERIT 2016 ELA, 82% of the students scored Partially Proficient or Minimally Proficient.
 - On the 8th grade AzMERIT 2016 ELA, 89% of the students scored Partially Proficient or Minimally Proficient.
- For our ELL students, 1 out of 49 was proficient in AzMERIT ELA and 0 out of 49 were proficient in AzMERIT MATH.

Inquiry Process

Task 1: Review Current Performance

1. In which grade level-content areas did the school score below district average?
 According to 2016 AzMERIT data the school scored below District average in all grade level and content areas.

2. What differences do you see in subgroup performance? Include grade level and content area.
 See the following tables and analysis.

AzMERIT 2015-2016 Percent Mastery Math for Magnet Schools using USP Ethnicity

School	Grade	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial
Utterback	6	140	4	0%	9	0%	114	4%	7	14%	1	0%	5
Utterback	7	156	5	20%	12	0%	130	7%	9	0%	0	0%	0
Utterback	8	171	14	0%	17	6%	133	2%	4	0%	1	0%	2

On the 6th grade AzMERIT 2016 Math:

- 0 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 5 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.

On the 7th grade AzMERIT 2016 Math:

- 1 White student scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 9 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 White students scored Proficient or Highly Proficient.
- 1 African American student scored Proficient or Highly Proficient.

On the 8th grade AzMERIT 2016 Math:

- 3 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.

AzMERIT 2015-2016 Percent Mastery ELA for Magnet Schools using USP Ethnicity

School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial
Utterback	6	138	3	0%	9	22%	113	9%	7	14%	1	100%	5
Utterback	7	154	5	40%	12	0%	130	15%	7	43%	0	0%	0
Utterback	8	194	15	27%	17	6%	154	10%	5	0%	1	0%	2

On the 6th grade AzMERIT 2016 ELA:

- 0 White students scored Proficient or Highly Proficient.
- 2 African American students scored Proficient or Highly Proficient.
- 10 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 1 Asian student scored Proficient or Highly Proficient.

On the 7th grade AzMERIT 2016 ELA:

- 2 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 20 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.
- 0 Asian students scored Proficient or Highly Proficient.

On the 8th grade AzMERIT 2016 ELA:

- 4 White students scored Proficient or Highly Proficient.
- 1 African American student scored Proficient or Highly Proficient.
- 16 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 0 Asian students scored Proficient or Highly Proficient.

3. Which student subgroups need the most assistance? Include grade level and content area.

Based on overall 2016 AzMERIT data, the racial subgroups that need the most assistance in ELA and math are our Hispanic and African American populations. The data is summarized below from the above table.

- Hispanic students make up 83% of our bottom 25% in ELA, and 69% of our bottom 25% in MATH (2016 AzMERIT)
- African American students make-up 15.1% of our bottom 25% in ELA, and 13% of our bottom 25% in MATH (2016 AzMERIT)
- For grade level and content areas in most need of assistance based on 2016 AzMERIT data, are 8th grade Math with 2.4% proficiency and 6th grade ELA with 9.9% proficiency.

4. Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?

Utterback displays a disparity in performance levels between ELA and Math. Performance across content areas and grade levels is consistently lower in math.

- For 6th grade, 4.5% of students were proficient on the math test, compared to 9.9% on ELA.
- For 7th grade, 6% of students were proficient on the math test, compared to 18.2% on ELA.
- For 8th grade, 2.4% of students were proficient on the math test, compared to 10.6% on ELA.

Task 2: Identify Performance Trends

1. How is performance changing during the school year? (benchmark measures)

The following is a summary from the 2015-16 Quarter 1 School City benchmark data presented below:

SchoolCity Quarter 1, 2 & 3 Percent Mastery Math for Magnet Schools using USP Ethnicity														
School	Grade	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial
2015-16 Quarter 1														
Utterback	6	147	2	0%	10	10%	120	26%	9	11%	0		5	40%
Utterback	7	149	1	0%	14	14%	125	30%	8	38%	0		1	0%
Utterback	8	194	12	8%	18	6%	152	16%	6	17%	1	0%	3	0%

On the 6th grade Q1 Benchmark 2015-16 Math:

- 0 White students scored Proficient or Highly Proficient.
- 1 African American student scored Proficient or Highly Proficient.
- 31 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

On the 7th grade Q1 Benchmark 2015-16 Math:

- 0 White students scored Proficient or Highly Proficient.
- 2 African American students scored Proficient or Highly Proficient.
- 38 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 8th grade Q1 Benchmark 2015-16 Math:

- 1 White student scored Proficient or Highly Proficient.
- 1 African American student scored Proficient or Highly Proficient.
- 24 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

2015-16 Quarter 2

School	Grade	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial
Utterback	6	136	2	0%	9	11%	105	32%	9	44%	0		4	75%
Utterback	7	149	1	0%	14	36%	120	43%	8	75%	0		1	100%
Utterback	8	195	12	25%	18	6%	141	35%	5	0%	1	0%	3	0%

In Quarter 2 2015-16 SchoolCity Data showed the following:

On the 6th grade Q2 Benchmark 2015-16 Math:

- 0 White students scored Proficient or Highly Proficient.
- 1 African American student scored Proficient or Highly Proficient.
- 34 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 3 Multi-Racial students scored Proficient or Highly Proficient.

On the 7th grade Q2 Benchmark 2015-16 Math:

- 0 White students scored Proficient or Highly Proficient.
- 5 African American students scored Proficient or Highly Proficient.
- 51 Hispanic students scored Proficient or Highly Proficient.
- 6 Native American students scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

On the 8th grade Q2 Benchmark 2015-16 Math:

- 3 White students scored Proficient or Highly Proficient.
- 1 African American student scored Proficient or Highly Proficient.
- 49 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- On the 8th grade Q2 Benchmark 2015-16 Math, 0 Multi-Racial students scored Proficient or Highly Proficient.

2015-16 Quarter 3

School	Grade	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial
Utterback	6	130	3	67%	10	30%	104	61%	7	29%	1	0%	5	80%
Utterback	7	132	4	50%	12	0%	109	57%	7	29%	0	0%	0	0%
Utterback	8	165	13	23%	17	12%	129	19%	3	0%	1	100%	2	50%

In Quarter 3 2015-16 SchoolCity Data showed the following:

On the 6th grade Q3 Benchmark 2015-16 Math:

- 2 White students scored Proficient or Highly Proficient.
- 3 African American students scored Proficient or Highly Proficient.
- 63 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 4 Multi-Racial students scored Proficient or Highly Proficient.

On the 7th grade Q3 Benchmark 2015-16 Math:

- 2 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 62 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 8th grade Q3 Benchmark 2015-16 Math:

- 3 White students scored Proficient or Highly Proficient.
- 2 African American students scored Proficient or Highly Proficient.
- 25 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

SchoolCity Quarter 1, 2 & 3 Percent Mastery ELA for Magnet Schools using USP Ethnicity

School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
2015-16 Quarter 1														
Utterback	6	147	2	0%	9	44%	106	24%	9	44%	0		5	60%
Utterback	7	149	1	0%	12	50%	116	26%	8	38%	0		1	100%
Utterback	8	194	12	42%	18	6%	143	31%	6	17%	1	0%	3	67%

In Quarter 1 2015-16 SchoolCity Data showed the following:

On the 6th grade Q1 Benchmark 2015-16 ELA:

- 0 White students scored Proficient or Highly Proficient.
- 4 African American students scored Proficient or Highly Proficient.
- 25 Hispanic students scored Proficient or Highly Proficient.
- 4 Native American students scored Proficient or Highly Proficient.
- 3 Multi-Racial students scored Proficient or Highly Proficient.

On the 7th grade Q1 Benchmark 2015-16 ELA:

- 0 White students scored Proficient or Highly Proficient.
- 6 African American students scored Proficient or Highly Proficient.
- 30 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

On the 8th grade Q1 Benchmark 2015-16 ELA:

- 5 White students scored Proficient or Highly Proficient.
- 1 African American student scored Proficient or Highly Proficient.
- 44 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 2 Multi-Racial students scored Proficient or Highly Proficient.

2015-16 Quarter 2

School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
Utterback	6	136	2	50%	8	25%	101	33%	9	33%	0		605	0%
Utterback	7	149	2	50%	12	58%	112	41%	8	38%	0		1	100%
Utterback	8	195	11	36%	18	28%	140	41%	7	14%	1	0%	3	67%

In Quarter 2 2015-16 SchoolCity Data showed the following:

On the 6th grade Q2 Benchmark 2015-16 ELA:

- 1 White student scored Proficient or Highly Proficient.
- 2 African American students scored Proficient or Highly Proficient.
- 33 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 7th grade Q2 Benchmark 2015-16 ELA:

- 1 White student scored Proficient or Highly Proficient.
- 7 African American students scored Proficient or Highly Proficient.
- 46 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

On the 8th grade Q2 Benchmark 2015-16 ELA:

- 4 White students scored Proficient or Highly Proficient.
- 5 African American students scored Proficient or Highly Proficient.
- 43 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 2 Multi-Racial students scored Proficient or Highly Proficient.

2015-16
Quarter 3

School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
Utterback	6	112	2	50%	6	33%	92	50%	7	14%	1	100%	4	75%
Utterback	7	132	4	75%	8	0%	112	44%	8	38%	0	0%	0	0%
Utterback	8	161	13	46%	19	21%	122	48%	4	25%	1	0%	2	50%

In Quarter 3 2015-16 SchoolCity Data showed the following:

On the 6th grade Q3 Benchmark 2015-16 ELA:

- 1 White student scored Proficient or Highly Proficient.
- 2 African American students scored Proficient or Highly Proficient.
- 6 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 3 Multi-Racial students scored Proficient or Highly Proficient.

On the 7th grade Q3 Benchmark 2015-16 EL:

- 3 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 49 Hispanic students scored Proficient or Highly Proficient.
- 3 Native American students scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 8th grade Q3 Benchmark 2015-16 ELA:

- 6 White students scored Proficient or Highly Proficient.
- 4 African American students scored Proficient or Highly Proficient.
- 59 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

MATH FALL BENCHMARK 2016: In Fall Benchmark 2016-17 School City Data showed the following:

School	Grade	Math Mastery White	Math Mastery African American	Math Mastery Hispanic	Math Mastery Native American	Math Mastery Multi-Racial
Utterback	6	66.7%	11.1%	24.5%	12.5%	50%
Utterback	7	0	40%	22.9%	16.7%	0
Utterback	8	0	0	5.7%	20%	50%
Utterback	ALG	100%	100%	48.8%	0%	50%

On the 6th grade Fall Benchmark 2016-17 Math:

- 4 White students scored Proficient or Highly Proficient.
- 1 African American student scored Proficient or Highly Proficient.
- 28 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

On the 7th grade Fall Benchmark 2016-17 Math:

- 0 White students scored Proficient or Highly Proficient.
- 2 African American students scored Proficient or Highly Proficient.
- 24 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 0 Multi-Racial students scored Proficient or Highly Proficient.

On the 8th grade Fall Benchmark 2016-17 Math:

- 0 White students scored Proficient or Highly Proficient.
- 0 African American students scored Proficient or Highly Proficient.
- 5 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

On the 8th grade Fall Benchmark 2016-17 Algebra:

- 1 White student scored Proficient or Highly Proficient.
- 1 African American student scored Proficient or Highly Proficient.
- 21 Hispanic students scored Proficient or Highly Proficient.
- 0 Native American students scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

ELA FALL BENCHMARK 2016:

School	Grade	ELA Mastery White	ELA Mastery African American	ELA Mastery Hispanic	ELA Mastery Native American	ELA Mastery Multi-Racial
Utterback	6	50%	33%	36%	11%	50%
Utterback	7	0	40%	41%	20%	25%
Utterback	8	25%	50%	39%	28.6%	80%

In Fall Benchmark 2016-17 SchoolCity Data showed the following:

On the 6th grade Fall Benchmark 2016-17 ELA:

- 3 White students scored Proficient or Highly Proficient.
- 3 African American students scored Proficient or Highly Proficient.
- 31 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.
- 0 White students scored Proficient or Highly Proficient.
- 17 ELA, 2 African American students scored Proficient or Highly Proficient.
- 38 Hispanic students scored Proficient or Highly Proficient.
- 1 Native American student scored Proficient or Highly Proficient.
- 1 Multi-Racial student scored Proficient or Highly Proficient.

On the 8th grade Fall Benchmark 2016-17 ELA,:

- 1 White student scored Proficient or Highly Proficient.
- 3 African American students scored Proficient or Highly Proficient.
- 48 Hispanic students scored Proficient or Highly Proficient.
- 2 Native American students scored Proficient or Highly Proficient.
- 4 Multi-Racial students scored Proficient or Highly Proficient.

Task 2: Identify Performance Trends

What are the trends in performance over time? (annual indicators)

A trend we continue to see with AzMERIT data is that lower scores are consistently reported in MATH compared to ELA.

Between 2015 and 2016 AzMERIT data, the only grade level where we showed growth was in 7th grade. 7th grade MATH went from 4.2% proficient to 6% proficient and 7th grade ELA went from 11.1% proficient to 18.2% proficient.

Task 3 : Prioritize Concerns

What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)

1. Our lowest 25% (based on 2016 AzMERIT, 106 students in ELA and 105 students in MATH).
2. Our Hispanic and African American population. These two populations make up the majority of our bottom 25%, with Hispanic students on that list being 83% of the bottom 25% in ELA and 69% in MATH. Also, African American students being 15.1% in ELA and 13% in MATH.
3. Based on 2016 AzMERIT data, the areas most in need of assistance, based on content and grade level, are 8th grade Math with 2.4% proficiency and 6th grade ELA with 9.9% proficiency.

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>All students will increase in academic performance in math.</p>	<p>1. Utterback will increase overall achievement in math by 10 percentage points from 31% (2016 AzMERIT) to 41% as determined by the results of the 2018 AzMERIT.</p>
Goal 2	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>All students will increase in academic performance in ELA.</p>	<p>1. Utterback will increase overall achievement in reading by 8 percentage points from 47% (2016 AzMERIT) 55% as determined by the results of the 2018 AzMERIT.</p>

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Interventions and Supplemental Services (ELA and Math)
3. High Functioning Professional Learning Communities
4. Family and Community Engagement

Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)			
School's Priorities: Our priority to address strengthening instruction for all students is to strategically and specifically support Tier 1 instruction.		School Leader Responsible:	
Desired Outcome: The RTI pyramid will be reflected in our student achievement – 80-90% of students will be successful in classes and demonstrate growth on assessments through Tier 1 interventions and there will be a decrease in the number of students needing Tier 2 interventions.		Principal Assistant Principal	
Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Improve quality Tier 1 instruction by ensuring that all teachers are using daily lesson plans that include a learning objective with aligned questioning and discussion, student engagement strategies, student engagement strategies, and a lesson assessment. Lesson plans will continue to use the AES templates and contain scaffolding instruction, AVID WICOR strategies and Cornell Notetaking where applicable. Learning objectives will note the DOK level.	Teachers and PLC teams, CSP, Transition Coordinator	2017-18 School Year	Lesson plan templates, district curriculum, EEI strategies, DOK chart, AVID WICOR strategies, Cornell Note paper

2. The Transition coordinator, in conjunction with the principal and the transition team, will oversee the implementation and monitoring of the transition plan. The Transition coordinator will support the work of Tier 1 instruction and Professional Learning Committees by working directly with teachers and staff.	Transition Coordinator / Principal	2017-18 School Year	1.0 FTE (for the 2017-18 school year only, this is a one-year position)
3. The Curriculum Service Provider will identify teachers who need additional support and work with new teachers on questioning and discussion; student engagement; and lesson assessment. A plan to assist these teachers will be developed with the CSP. The CSP will support and coach each teacher according to their plan.	CSP / Principal	November 2017	1.0 FTE CSP
4. Continual AVID elective classes and implement the AVID strategies school-wide; focusing on writing, inquiry, collaboration and writing strategies.	AVID coordinator, Principal, Assistant Principal, Instructional leaders, CSP, Transition coordinator	2017-18 School Year	1.0 FTE (AVID Teacher), training for AVID coordinator and teachers in AVID strategies through attending Summer Institute, Strand Training and ongoing PD, financial support for AVID elective offerings
5. Provide on-going professional development on Tier 1 instructional strategies including questioning and discussion, student engagement, assessment strategies (i.e. check for understanding) and AVID strategies. Utterback will continue its work with an outside consultant that was begun in spring 2017 on student	CSP, outside consultant, transition coordinator	2017-18 School Year	CSP position/ Transition coordinator/Data Coach/ Consultant (continuation of

engagement, questioning strategies, collaborative structures (Kagan), and refining and aligning objectives to instruction.			work begun in Spring 2017)
6. Daily lesson plans will include the AVID strategy of Cornell Note Taking and Close Reading, and student engagement strategies.	Teachers	2017-18 School Year	Lesson plan templates
7. Increase number of laptops to reach a 2-1 ratio in order to more fully integrate technology into planning, instruction and assessment.	Transition coordinator, Data coach	2017-18 School Year	Purchase of 30 additional laptops to reach 2-1 student to computer ratio
8. Professional development will be provided to all faculty on Danielson Domain 2: Classroom Environment, to include but not limited to classroom management, PBIS, student expectations, and teacher-student rapport so every student has access to all instruction.	Administrators, CSP, data coach, outside consultant, transition coordinator	2017-18 School Year	Outside Consultant
9. Through the discipline referral review process, individual teacher referrals will be tracked to determine refinements needed in areas of classroom management for each teacher.	Administrators, CSP, data coach, outside consultant, transition coordinator	2017-18 School Year	Outside Consultant
10. Instructional Leaders will utilize a walkthrough and feedback cycle to monitor and support teacher planning and implementation of questioning and discussion, student engagement strategies, i.e. AVID and Collaborative Structures, and Danielson Domain 2: Classroom Environment. Title 1 walkthrough template and computerized tracker will be used by the team to track walkthrough data and identify trends and	Administrators, CSP, data coach, consultant, transition coordinator	2017-18 School Year	Data collection system and structure (Title 1 walkthrough template and computerized tracker), district provided training for

patterns in the areas of Tier 1 instruction.			monitoring of effective instruction
11. Campus teams will perform team walkthroughs monthly using the Title 1 walkthrough template and computerized tracker to consistently address interrater reliability and consistency of site wide expectations.	Administrators, CSP, data coach, consultant, transition coordinator	2017-18 School Year	Data collection system and structure
12. Instructional Leaders will identify instructional trends during site walkthroughs in order to create school wide instructional goals.	Administrators, CSP, data coach, consultant, transition coordinator	2017-18 School Year	Access to and proficiency with the My Learning Plan system
13. Utilize My Learning Plan to monitor walkthrough data to provide feedback to teachers on classroom instruction and monitor trend data.	Principal and Assistant Principal	2017-18 School Year	Access to and proficiency with the My Learning Plan system
14. Two exemplary teachers will be identified and commit to attending the 3-day Fred Jones training on Classroom-Instructional Management that will be held June 19, 20 and 21, 2017. <u>June 19, 20 and 21, 2017.</u>	Teachers/District PD	June 19, 20 and 21, 2017. <u>TBD</u>	Fred Jones Training on Classroom-Instructional Management
15. Following the Fred Jones training, the two identified teachers will be coached by the District teacher Mentors on the 12 study groups that are aligned to Fred Jones Tools for Teaching- Classroom management training	Teachers, District teacher mentors	2017-18 School Year	Fred Jones Tools for Teaching <u>Training on Classroom-Instructional Management</u>
16. The identified teachers will in collaboration with the District's Teacher Mentors to conduct the 12 sessions on Fred Jones Tools for Teaching – Classroom Instructional Management with all staff members	Teachers, District teacher mentors	2017-18 School Year	<u>Training on Classroom-Instructional Management</u> Fred

through the 2017-18 School Year.			Jones Tools for Teaching and planned professional development for the 12 study groups.
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Progress Indicators (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
June 2017 and every year thereafter	AzMERIT results in Math and ELA	Principal, Assist. Principal, Data Coach	
December 2017	CSP provides teacher plans for refinements in Tier 1 interventions and calendar of meetings with teachers	CSP/ Principal	
2017-18 School Year	Bi-annual benchmark results for Math and ELA will provide guidance for teacher instructional decisions to support all student learning.	Data Coach, CSP	
2017-18 School Year	Analysis of formative and common formative assessment data to guide and support Tier 1 and in class Tier 2 instruction.	Data Coach, CSP	
2017-18 School Year	Site walkthrough feedback and District Supervision and Instruction Department walkthrough feedback and trend analysis.	Principal, Assistant Principal, CSP	
June 2018	Increased percentage of teachers demonstrating proficiency and above in the Danielson Evaluation Tool in the areas of student engagement, questioning and discussion, and assessment.	Principal, Assistant Principal	

Strategic Focus Area #2: Interventions and Supplemental Services (ELA and Math)			
School's Priorities: Tier 2 Interventions to support student achievement in math and ELA.			School Leader Responsible: Principal Assistant Principal
Desired Outcomes: <ul style="list-style-type: none"> • Improve student achievement. • Reduce in MTSS referrals • Decrease in students needing outside classroom Tier 2 Interventions. 			
Action Steps (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Through the MTSS process, students will be targeted for invitation into our 21 st Century before and after school program. Targeted students will include but not be limited to the bottom 25% as well as students failing core content courses at the first progress report.	21 st CCLC Coordinator, data coach, transition coordinator	2017-18 School Year	MTSS 21 st Century Program
2. Implement five sections of RTI math <u>and ELA</u> classes. All grade level students who are in the lower 50% in math <u>and ELA</u> will be assigned to take a semester long Response to Intervention course targeting essential math skill <u>and ELA</u> deficits. Student enrollment is fluid; students are selected and exited from class based on teacher recommendation and student data.	Data Coach, Transition Coordinator, RTI Math Teacher, Principal		1.0 FTE RTI Math Teacher Think Through Math software program
3. Think Through Math <u>and Literacy</u> software will be used to fill identified gaps through a push in model during math <u>and ELA</u> class time, especially for student who are in the bottom 50%. This will be a Tier 2 intervention during math <u>and ELA</u> small group instruction.	Teachers, Transition coordinator	2017-18 School Year	Think Through Math
4. WICOR strategies which incorporate teaching/learning	AVID		PD on WICOR

methodologies in the following critical ELA areas: Writing, Inquiry, Collaboration, Organization and Reading to Learn will be incorporated school-wide to support ELA student achievement.	Coordinator; Curriculum Service Provider		strategies for ELA and Social Studies teachers
5. Provide supplementary curricular and differentiated instructional support during small group class time for students who are in the bottom 50% and/or who have been identified through formative assessments as needing additional interventions. Such interventions will not be limited to access only during ELA and math, but may be used during any class to provide additional time and support for identified students.	Teachers, CSP, Transition coordinator	2017-18 School Year	Think Through Math WICOR Strategies
6. Provide supplementary curricular and differentiated instructional support during after school tutoring for students who are in the bottom 50%, who have been identified through formative assessments and/or are in the MTSS process due to academic need.	21 st Century Coordinator, Transition coordinator, teachers	2017-18 School Year	Think Through Math WICOR Strategies
7. Instructional leaders will monitor and support teachers in the use of Think Through Math and AVID WICOR strategies as teachers provide Tier 2 instruction to support students who need additional interventions.	Instructional coaches, Transition coordinator, CSP and Teacher Leaders	2017-18 School Year	Think Through Math WICOR Strategies
8. Utilize our School Community Liaison to support student achievement through improved student attendance, school-family relationships, school-community relationships, and participation in the MTSS process	School Community Liaison	2017-18 School Year	1.0 FTE School Community Liaison

Progress Indicators (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
June 2018	AzMERIT results in Math and ELA	Principal, Assistant Principal, Data Coach	
Prior to each semester	RTI Student Generated List of the L50 students who need math <u>and ELA</u> support. List will be updated every semester in order to ensure fluidity of enrollment in and out of RTI classes.	Counselors/RTI Math Teacher/ Data Coach	
2017-18 School Yr	Bi-annual benchmark results for Math and ELA	Data Coach, CSP	
2017-18 School Yr	Formative assessment data	Data Coach, CSP	
2017-18 School Yr	Site classroom walkthrough feedback and trend data, trend data provided through My Learning Plan, and District Supervision and Instruction walkthrough and trend data	Principal, Assistant Principal, CSP	
2017-18 School Yr	MTSS referrals/discipline data	MTSS facilitator, MTSS team	

Strategic Focus Area #3: High Functioning Professional Learning Communities			
School's Priorities: Commitment to PLC process by all stakeholders and professional development needed to support teachers at all levels of the process. Maintain the current master schedule that provides for common plan by content area. Content level PLCs meet at a minimum one time weekly during their common plan for 60 minutes.			School Leader Responsible: Principal
Desired Outcome: Teachers will engage in the PLC process with fidelity, including meaningful collaboration, data analysis, and the creation and utilization of common formative assessments, which will positively impact student achievement.			Assistant Principal
Action Steps (Strategic Focus Area #3): High Functioning Professional Learning Communities			
	Person Completing Action	Timeline	Resources Needed / Source
1. Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Utterback faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
2. Provide PLC professional development to build common knowledge about the PLC process that fosters a school culture of continuous learning and provides evidence that learning for all is the school's priority. PD will include but not limited to meaningful collaboration, data analysis, and the creation and utilization of common formative assessments.	CSP, Data Coach, Outside Consultant, PLC teams	2017-18 School Year	District PLC guide, Professional Development
3. Quarterly curriculum maps and teachers' lessons plans will demonstrate that teachers are implementing the district	Teachers, CSP	2017-18 School Year	District Curriculum

curriculum in order to provide equal access for all students.			3.0, Blue print. Scope & Sequence. Instructional resources
4. Provide professional development for teachers on the implementation of the curriculum and curriculum pacing, including unpacking standards.	Principal, Asst. Principal, CSP, Instructional Leaders	2017-18 School Year	District Curriculum 3.0, Blue print. Scope & Sequence. Instructional resources
5. Use data from walk-throughs and lesson plans to determine alignment to curriculum and implementation.	Principal, Asst. Principal, Data coach, Transition coordinator, Instructional Leaders	2017-18 School Year	Curriculum Blueprint, Teacher lesson plans
6. A Data Coach will support the analysis of benchmark assessments, AzMERIT, and common formative assessment (CFA). The Data Coach will ensure teachers are trained to collect and analyze data correctly to adjust instruction to meet each student's needs. The Data Coach will also identify our L25% and track their progress throughout the year.	Data Coach, Teachers	2017-18 School Year	1.0 FTE Data Coach
7. Teachers will be trained on how to use SchoolCity software to create user-friendly results of common formative assessments which are provided to each team member with timely evidence of student learning.	Principal, Asst. Principal, Instructional	2017-18 School Year	SchoolCity

	Leaders, Consultant, CSP, Transition Coordinator		
8. Instructional leaders monitor the curriculum, lesson planning, and formative assessment development.	Principal, Asst. Principal, Instructional Leaders, CSP	2017-18 School Year	PLC guide, Lesson plans, Assessments
9. Utilize formative assessment data to monitor student progress and adjust instruction.	Teachers, CSP, data coach, outside consultant - PLCs	2017-18 School Year	Common formative assessment data
10. Use the results from common formative assessments to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.	Teachers, CSP, data coach, outside consultant, PLCs	2017-18 School Year	PLC guide
11. Instructional leaders monitor the analysis of benchmark data and the implementation of action plans that address student learning needs.	Principal, Asst. Principal, data coach, transition coach, Teachers, CSP, outside consultant, PLCs	2017-18 School Year	Benchmark data / PLC action plans

<p><u>12. Site Administrator will develop and implement a 7 period school day to ensure that PLCs time is embedded in the school day.</u></p>	<p><u>Principal</u></p>	<p><u>2017-18 SY</u></p>	<p><u>Master Schedule/PLC Content Level Action Plans</u></p>
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<p>Progress Indicators (Strategic Focus Area #3): High Functioning Professional Learning Communities</p>			
<p>Indicator Date</p>	<p>Evidence to Determine Progress Toward Achieving Desired Outcome</p>	<p>Position Responsible</p>	<p>Potential Adjustments</p>
<p>Summer 2017 Make-up Session Fall 2017</p>	<p>Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.</p>	<p>Admin.</p>	
<p>2017-18 School Yr</p>	<p>Development and implementation of quarterly curriculum and assessment calendar.</p>	<p>Principal, Asst. Principal, CSP, Instructional Leaders</p>	
<p>2017-18 School Yr</p>	<p>Teacher lesson plans show alignment of instruction to curriculum standards.</p>	<p>Principal, Asst. Principal, CSP, Instructional Leaders</p>	
<p>2017-18 School Yr</p>	<p>Professional Development calendar</p>	<p>Principal, Asst. Principal,</p>	

		CSP	
2017-18 School Yr	Completed SMART Goal Worksheet (PLC Guide p. 23)	PLCs	
2017-18 School Yr	School PLC Agenda and Minutes (PLC Guide p. 33)	PLCs	
2017-18 School Yr	Analyzing Student Work (PLC Guide p. 43)	PLCs	
2017-18 School Yr	Students scheduled for Tier 2 intervention	CSP, Teachers, and 21 st CCLC coordinators	

Strategic Focus Area #4: Family and Community Engagement			
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.		School Leader Responsible: Principal Assistant Principal	
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
1. Hire or maintain a School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	Funding to pay for 1.0 FTE Space for Liaison
2. Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	Family Engagement Added Duty for certified staff members as needed (including benefits) Family Engagement Supplies as needed
3. Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal/ Transition Coordinator	By end of each Quarter	FACE point-of-contact
4. Actively and regularly involve Site Council in review of Transition Plan implementation	Liaison, Site Council	Monthly	Site Council point-of-contact
5. Include families as participants in school decisions, governance, and advocacy through Site Council and other	Principal, Liaison	Monthly	Principal

school committees.			
6. Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication)	Principal, Liaison, Teachers, Parents	August 2017-May 2018	Webmaster Office Manager

Progress Indicators (Strategic Focus Area #4): Family and Community Engagement

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
By September, 2017	Position Control for Liaison	Principal, Office Manager	
By the end of Quarters 1, 2, and 3	Advertisements/Fliers documenting three family and community events Sign-in sheets documenting attendance during three family and community events	Liaison	
May 2018	Log: Maintained by Liaison, documenting communication with FACE representative	Liaison	
May 2018	Site Council agendas documenting transition plan progress	Site Council Secretary, Liaison	
May 2018	Sign in sheets documenting Site Council (and other school committee) participation Agendas documenting items relevant to family and community engagement	Liaison	
May 2018	Samples of communication with family and community	Liaison, Webmaster,	

		Office Manager	
April 2018	Letters of support from family, community, and partners (updated annually)	Liaison, Transition Coordinator	

SECTION 4: IMMEDIATE ACTIONS

Teacher Vacancies

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 School Year and the fall of the 2017-18 School Year.

Identify up to 4 specific actions that will help make the Quick Win plan successful.			
	Action	Person Responsible	Timeline
1	Professional development creating/refining a school-wide common vision and collective commitments.	Principal and Assistant Principal	By August 4, 2017
2	PLC will develop their own collective commitments and norms.	CSP	By August 11, 2017
3	Begin consistent recognition of faculty and staff by celebrating success during faculty meetings.	Teachers and staff	At weekly staff meeting
4	All teachers serving in long-term substitute assignments need to receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District	By October, 2017
5	Principal will communicate and review transition plan with all stakeholders. This will be done through PD with staff, site council	Principal	By May, 2017

	meeting with invitation to all parents and community members to attend, newsletter, and website.		
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Utterback Transition Plan Budget				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
Transition Coordinator (1.0 FTE)	\$57,700	<ul style="list-style-type: none"> Support and monitor the PLC inquiry cycle and data analysis Support and monitor Tier 1 and 2 instruction and intervention 	Strategy #1 <ul style="list-style-type: none"> Step #1, 3, 5, 6, 7, 8, 9, 10 Strategy #2 <ul style="list-style-type: none"> Step #1, 2, 4, 5, 6, 8 Strategy #3 <ul style="list-style-type: none"> Step #6, 7, 11 	Deseg
RTI_Math Teacher (21.0 FTE)	\$57,700 <u>\$115,400</u>	<ul style="list-style-type: none"> Covering one teacher for RTI math <u>and ELA intervention</u> class 	Strategy #2 <ul style="list-style-type: none"> Step #2 	Deseg
School Community Liaison (1.0 FTE)	\$30,300	<ul style="list-style-type: none"> Support student achievement through improved student attendance, school-family relationships, school-community relationships, and participation in the MTSS process 	Strategy #2 <ul style="list-style-type: none"> Step #7, 8, 	Deseg
Elective Teachers (4.0 FTE)	<u>214,000</u>	<ul style="list-style-type: none"> <u>Support 7 period day to implement PLCs embedded within the school day.</u> 		Deseg
AVID Supplies	0	<ul style="list-style-type: none"> Student supplies AVID notebooks Cornell note pads Color ink cartridges for data and 	Strategy #1 <ul style="list-style-type: none"> Step #1, 2, 3, 4, 5, 8, Strategy #2 <ul style="list-style-type: none"> Step #3, 4, 5, 8, 	Deseg ALE

		<u>presentations</u>	<u>Strategy #3</u> • <u>Step #1, 3, 5, 7, 9</u>	
Extended PLC time for subject and grade level teams	\$12,000	• Teaching teams will meet in off-contract PLCs.	Strategy #1 • Step #1, 2 Strategy #2 • Step #4, 5 Strategy #3 • Step #1, 2, 4, 7, 9, 10	Deseg
Extended PD time for teaching staff	\$6,000	• Strategically focused PD sessions to support the PLC inquiry and data analysis process	Strategy #1 • Step #3, 6 Strategy #3 • Step #1, 2, 5, 7	Deseg
Total: <u>8.0 FTE</u>	<u>\$279,100</u> <u>\$435,400</u>			

<u>Components of the Title I Budget that Specifically Support the Utterback Transition Plan</u>				
<u>Description</u>	<u>Approximate Cost (including benefits)</u>	<u>Purpose</u>	<u>Reference Strategy # & Action Step #</u>	<u>Source of Funding</u>
<u>Curriculum Service Provider (CSP) (1.0 FTE)</u>	\$53,500	<ul style="list-style-type: none"> • <u>Support and monitor the PLC inquiry cycle and data analysis</u> • <u>Support and monitor Tier 1 and 2 instruction and intervention</u> 	<u>Strategy #1</u> <ul style="list-style-type: none"> • <u>Step #1, 2, 3, 5, 6, 7, 8, 9, 10</u> <u>Strategy #2</u> <ul style="list-style-type: none"> • <u>Step #1, 3, 4, 6, 7</u> <u>Strategy #3</u>	<u>Title I</u>

			<ul style="list-style-type: none"> • <u>Step #1, 2, 4, 5, 6, 7, 8, 9, 10, 11</u> 	
<u>Instructional Data and Interventionist Specialist (1.0 FTE)</u>	\$53,500	<ul style="list-style-type: none"> • <u>Support and monitor the PLC inquiry cycle and data analysis</u> • <u>Support and monitor Tier 1 and 2 instruction and intervention</u> • <u>Collect and analyze school discipline data including student referrals</u> 	<u>Strategy # 1</u> <u>Strategy #2</u> <u>Strategy #3</u> <ul style="list-style-type: none"> • <u>Step #6</u> 	<u>DesegTitle I</u>
<u>Guidance Counselor (1.0 FTE)</u>	\$53,500	<u>Coordinates K-12 school guidance, counseling and student service/prevention programs. Works with TUSD leadership, Principals and Teachers providing training, support, and direction on the TUSD guidance, counseling and student service/prevention programs. Ensures compliance for Federal Grants and the Office of Civil Rights 504 Policy.</u>		<u>Title 1</u>
<u>Dean of Students (1.0 FTE)</u>	\$53,500	<u>Collaborates with District staff, parents and students to identify high risk students for prevention services. May visit students and parents in the home to determine cause for absenteeism, academic</u>		<u>Title 1</u>

		<u>or discipline problems. Monitors students to determine impact of prevention activities.</u>		
Total: 4.0 FTE	\$214,000			

Utterback, Deseg, Other				
<u>Description</u>	<u>Approximate Cost (including benefits)</u>	<u>Purpose</u>	<u>Reference Strategy # & Action Step #</u>	<u>Source of Funding</u>
<u>Instructional Aid</u>	<u>\$29,728</u>	<ul style="list-style-type: none"> <u>• Big Brainz school wide annual license</u> <u>• Think Through Math school wide annual license</u> 	<u>Strategy #2</u> <ul style="list-style-type: none"> <u>• Step #2, 4, 5, 6</u> 	<u>Deseg, Other</u>
<u>Multi-Tiered System of Support Facilitator (MTSS) (1.0 FTE)</u>	<u>\$53,500</u>	<u>Facilitate school academic community and ensure development in the areas of classroom management, Tier I instruction, and interpreting data. Support student's academic, social and emotional, and behavioral needs. Collaborate with staff to support Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students.</u>		<u>Deseg, Other</u>

<p><u>1.0 FTE Restorative Practices Facilitator (RPPF)</u></p>	<p><u>\$53,500</u></p>	<p><u>The Restorative Practices Facilitator shall serve as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator with regard to the school's implementation of PBIS. They will serve as the school/ site coordinator for the TUSD student mediation program (scheduling, tracking, follow up, assignment, and training). They will also coordinate support groups for students in the areas of tolerance education, positive choices/ impulse control, drug and alcohol awareness, conflict resolution, and any additional area needed to meet the socio-emotional needs of the student body.</u></p>		<p><u>Desg. Other</u></p>
<p>Total: 2.0 FTE</p>	<p><u>\$136,728</u></p>			

Utterback, ALE Budget				
<u>Description</u>	<u>Approximate Cost (including benefits)</u>	<u>Purpose</u>	<u>Reference Strategy # & Action Step #</u>	<u>Source of Funding</u>
<u>AVID Teacher (1.0 FTE)</u>	<u>\$53,500</u>	<u>To continue AVID elective offerings</u>	<u>Strategy #1</u> <u>• Step 4</u>	<u>Deseg - ALE</u>
<u>Total: 1.0 FTE</u>	<u>\$53,500</u>			

Utterback		
<u>Budget</u>	<u>FTE</u>	<u>Amount</u>
<u>Deseg Transition</u>	<u>8.0 FTE</u>	<u>\$435,400</u>
<u>ALE</u>	<u>1.0 FTE</u>	<u>\$53,500</u>
<u>Title I</u>	<u>4.0 FTE</u>	<u>\$214,000</u>
<u>Deseg, Other</u>	<u>2.0 FTE</u>	<u>\$136,728</u>
<u>Total</u>	<u>15 FTE</u>	<u>\$839,628</u>

Cholla High School (Transition School)

Goal for Non-Academically Proficient Students:

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

All students will increase their academic performance level in math and ELA for the 2017-2018 school year.

1. Cholla will increase overall achievement in ELA 9 from 20.6% (2016 AzMERIT) by at least 5 percentage points to 25.6% as determined by the results of the 2018 AzMERIT.
2. Cholla will increase overall achievement in ELA 10 from 16.3% (2016 AzMERIT) by at least 5 percentage points to 21.3% as determined by the results of the 2018 AzMERIT.
3. Cholla will increase overall achievement in ELA 11 from 14.3% (2016 AzMERIT) by at least 5 percentage points to 19.3% as determined by the results of the 2018 AzMERIT.
4. Cholla will increase overall achievement in Algebra I from 13.6% (2016 AzMERIT) by at least 5 percentage points to 18.6% as determined by the results of the 2018 AzMERIT.
5. Cholla will increase overall achievement in Algebra II from 7.1% (2016 AzMERIT) by at least 5 percentage points to 12.1% as determined by the results of the 2018 AzMERIT.
6. Cholla will increase overall achievement in Geometry from 15.7% (2016 AzMERIT) by at least 5 percentage points to 20.7% as determined by the results of the 2018 AzMERIT.

All students who scored partially proficient in math and ELA on the 2017 AzMERIT will increase their proficiency level on the 2018 AzMERIT.

1. Cholla will increase overall achievement in ELA 9 from 31.3% (2016 AZ MERIT) by at least 5 percentage points to 36.3% as determined by the results of the 2018 AzMERIT.
2. Cholla will increase overall achievement in ELA 10 from 17.5% (2016 AZ MERIT) by at least 5 percentage points to 22.5% as determined by the results of the 2018 AzMERIT.
3. Cholla will increase overall achievement in ELA 11 from 13.7% (2016 AzMERIT) by at least 5 percentage points to 18.7% as determined by the results of the 2018 AzMERIT.
4. Cholla will increase overall achievement in Algebra I from 15.6% (2016 AzMERIT) by at least 5 percentage points to 20.6% as determined by the results of the 2018 AzMERIT.
5. Cholla will increase overall achievement in Algebra II from 12.3% (2016 AzMERIT) by at least 5 percentage points to 17.3% as determined by the results of the 2018 AzMERIT.
6. Cholla will increase overall achievement in Geometry from 24.7% (2016 AzMERIT) by at least 5 percentage points to 29.7% as determined by the results of the 2018 AzMERIT.

Goal for Academically Proficient Students:

All IB students will increase their academic performance level in math and ELA for the 2017-2018 school year.

1. Cholla will increase overall achievement in ELA 9, 10, 11 by at least 5 percentage points as determined by the results of the 2018 AzMERIT.
2. Cholla will increase overall achievement in Algebra I, Algebra II and Geometry by at least 5 percentage points as determined by the results of the 2018 AzMERIT.

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

- 1.0 ~~0.2~~ FTE Transition Coordinator ~~Lead (stipend or 6/5)~~ (910G, 202106)
- 1.0 FTE Teacher (RTI Math) (910G, 202106)
- 2.0 FTE Instructional Data and Intervention Coordinator (Data Coach) (910G, 202106)
- 1.0 FTE IB Coordinator (910G, 202, 501)
- ~~6.0~~ 7.6 FTE IB Teachers (910G, 202,501)
- 1.2 FTE AVID Teachers (910G, 501)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.0 FTE Instructional Tech Liaison (Title I)
- 3.0 FTE Teachers (RTI) (Title I)
- 1.0 FTE Curriculum Service Provider (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE MTSSF (910G, other)
- 0.7 FTE College and Career Readiness Coordinator (910G, other)
- 0.3 FTE College and Career Readiness Coordinator (CTE)

Cholla High Transition School Plan 2017-18 School Year

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

Section 1: School Data

Section 2: School Goals and Measureable Objectives

Section 3: Action Plan

Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Cholla High Magnet School is a comprehensive high school that serves students who are racially diverse. The majority of our students come from surrounding neighborhoods whose primary racial makeup is Hispanic (1513 students). In addition Cholla serves Native American (112 students), African American (96 students) and White (148 students) students (data retrieved from tusd1.org data dashboard). The socioeconomic challenges our students face sometime limit their post-graduation goals. Our primary goal is to ensure that all students who attend our school are given as many learning opportunities as possible so that a successful future is a possibility; these opportunities currently include our open access Advanced Learning Experience International Baccalaureate (IB) Diploma Programme (DP), our variety of Career Technical Education courses (CTE), JROTC, and World Languages (Arabic, German, and Spanish). As we prepare this transition plan, we would like to increase our Advance Learning Experiences (ALE) course offerings with the IB Programme so that students have even more choice when it comes to their education.

In our Transition plan, we would like to strengthen our ALE offerings by expanding the IB Diploma Programme with the addition of the Career-related Programme (CP) Programme. Career-related Programme (CP) is a potential ALE program that will give students on campus a choice of educational paths, combining existing diploma courses and Career Technical Education courses. Students who pursue the IB CP would be able to benefit from an educational experience customizes to each student's individualized learning style and career focus.

As we work collaboratively within our transition team and Cholla's Site Council to define Cholla's next phase of educational excellence, we are excited to provide our students with a comprehensive learning experience that will give all of our students the best education available.

After reviewing the data, the lowest half (n=~689, included in this number is 240 Exceptional Education students) of our students are challenged in Algebra I, Algebra II and Geometry. In addition, our students are also challenged in freshman and sophomore English. This holds true for our lowest 25% as well.

As we look to integrate the Cholla High Magnet School Continuous Improvement Plan (CIP) into our Magnet Transition Plan as potential ALE, it is important to note how each of the components is integral to the overall success of our plan. Transitioning to the ALE model will require interdependency with the current CIP resources and additionally-requested resources within the transition plan. See Appendix A for OCR and USP language referring to Cholla ALE designation.

Title I Continuous Improvement Plan

Per the required Strategies within the Cholla CIP specific infrastructure to improve student achievement for all students, with specific Tier 1 and Tier 2 support systems for the bottom 25% in ELA and Math of our population.

The Cholla CIP establishes a continued Tier 1, Tier 2 and Tier 3 support system for students and teachers to facilitate student achievement. This will include interventions such as PLCs, a Curriculum Service Provider, an Instructional Technology Liaison, a MTSS Facilitator, and ELA and Math Instructional Data and Intervention Coordinators.

- The Academic Intervention Team (AIT) works collaboratively with administration and staff to increase instruction and to provide support to teachers and students on campus. AIT has the following personnel who work in a team environment to accomplish these goals: Assistant Principal of Teaching and Learning, IB Coordinator, MTSS/PBIS Facilitator, Curriculum Service Provider, an exemplar teacher, the Instructional Technology Liaison, and an addition of two Instructional Data and Intervention Coordinators. The AIT will address the bottom 25% of our learning community while also integrating learning goals for pre-Avid and the IB Career-related Programme. A survey will be sent to our teachers in order to determine interest in offering additional tutoring programs both before and after school. These programs will occur through 21st Century, Title I and IB. Teachers will be compensated for participating in these tutoring programs. Cholla will identify the bottom 25% students and will send a letter to invite them to tutoring. (The team will need to mention school wide and classroom level Tier 2 academic interventions or strategies that have been recommended by the AIT. Mandatory tutoring and targeted sub-group tutoring opportunities before or after school, during the day structured interventions like a daily advisory period, or during the school day ELA and Algebra blocks.)
- Teachers will continue to learn from the AIT and each other by participating in the Professional Learning Community (PLC) Workshops and their smaller PLC teams. PLCs on the Cholla's campus have become part of

our culture and teachers have a full period (52 minutes) every day to participate in PLCs to identify students who are struggling, to talk about successes, and to collaborate on instructional strategies that are working.

- The Curriculum Service Provider (CSP) will continue to work with AIT to provide workshops for teachers to increase pedagogical knowledge. In addition, the CSP acts in a mentoring role on campus and works with teachers who are struggling or need additional support.
- The Instructional Technology Liaison (ITL) is an important part of our campus. In addition to providing technology support, this position works closely with AIT to plan and manage all testing on campus. The ITL has extensive knowledge of School City, our testing/data software, and is able to help disaggregate data.
- The MTSS/PBIS Facilitator will continue to implement the district's MTSS and PBIS goals in the areas of academic and behavioral interventions. They will use a process to maximize achievement for all students through systemic gathering of data used for educational decision making (screening, diagnosis, progress monitoring).
- The Instructional Data and Intervention Coordinators will work closely with the ITL and AIT to access, to analyze, and to collect relevant student achievement data to improve instruction across the curriculum. The Instructional Data and Intervention Coordinators will work closely in the PLC Workshops (whole staff) and with the math and English departments to improve staff assessment skills as well as data analysis, data collection, Tier 1 and Tier 2 interventions and research-based pedagogy to ensure that students meet state and district academic standards.
- With respect to Common Formative Assessments, the AIT will work with teachers on disaggregating the student achievement data; provide cycle assessments, reengagement of students with the content, and monitoring via walkthroughs and PLCs.
- The AIT will seek outside consultants to provide professional development addressing student engagement and achievement, particularly with ELL and ExEd students, such as Kagan's infrastructure classroom strategies to reengage students.
- Tier 2 support systems will include Response to Intervention (RTI) classes in math, utilizing the online ALEKS program. This will require one to two RTI teacher(s) to implement and to reengage students who need the additional support.
- Credit recovery courses will be provided to students in support of increased graduation rates. Credit recovery will be available for all courses that the students need. Credit recovery will be offered through Edgenuity. Cholla will look into a blended method of credit recovery offerings.

- PLC teams, with guidance from AIT, will assist in initially identifying students in need of Tier 3 interventions, utilizing an outline that incorporates academic, MTSS information and attendance as a guide.

Inquiry Process

Task 1: Review Current Performance

1. In which grade level-content areas did the school score below district average?
In all grade level-content areas Cholla scored below district average.

2. What differences do you see in subgroup performance? Include grade level and content area.

AzMERIT 2015-2016 Percent Mastery Math for Magnet Schools using USP Ethnicity

School	Class	Total Student	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial
Cholla	Alg. I	463	36	19.4%	14	7.1%	375	13.6%	29	3.4%	2	100%	7	14.3%
Cholla	Geo	388	24	25%	12	16.7%	328	14.9%	19	10.5%	1	0%	4	50%
Cholla	Alg. II	310	23	8.7%	22	4.5%	240	5.8%	19	5.3%	3	66.7%	3	66.7%

- Algebra I (9th grade)
 - 100% of Asian/Pacific Islander students achieved mastery.
 - 19.4% of White students achieved mastery.
 - 14.3% of multiracial students achieved mastery.
 - 13.6% of Hispanic students achieved mastery.
 - 7.1% of African American students achieved mastery.
 - 3.4% of Native American students achieved mastery.

- Geometry (mix of 10th grade and 9th graders who completed Algebra I in 8th grade)
 - 50% of multiracial students achieved mastery.
 - 25% of White students achieved mastery.
 - 16.7% of African American students achieved mastery.
 - 14.9% of Hispanic students achieved mastery.
 - 10.5% of Native American students achieved mastery.
 - 0% of Asian/Pacific Islander students achieved mastery.

- Algebra II (mix of 11th grade and 10th graders who completed Geometry in 9th grade)
 - 66.7% of multiracial students achieved mastery.
 - 66.7% of Asian/Pacific Islander students achieved mastery.
 - 8.7% of White students achieved mastery.
 - 5.8% of Hispanic students achieved mastery.
 - 5.3% of Native American students achieved mastery.
 - 4.5% of African American students achieved mastery.

AzMERIT 2015-2016 Percent Mastery ELA for Magnet Schools using USP Ethnicity

School	Grade	Total Student	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
Cholla	9 th	432	30	26.7%	12	0%	360	20.9%	23	8.7%	2	50%	5	60%
Cholla	10 th	382	25	32%	21	28.6%	306	14%	22	9.1%	3	33.3%	5	40%
Cholla	11 th	278	21	28.6%	15	26.7%	222	12.2%	18	5.6%	2	100%	0	0%

- English 9
 - 60% of multiracial students achieved mastery.
 - 50% of Asian/Pacific Islander students achieved mastery.
 - 26.7% of White students achieved mastery.
 - 20.9% of Hispanic students achieved mastery.
 - 8.7% of Native American students achieved mastery.
 - 0% of African American students achieved mastery.
- English 10
 - 40% of multiracial students achieved mastery.
 - 33.3% of Asian/Pacific Islander students achieved mastery.
 - 32% of White students achieved mastery.
 - 28.6% of African American students achieved mastery.
 - 14% of Hispanic students achieved mastery.
 - 9.1% of Native American students achieved mastery.

- English 11
 - 100% of Asian/Pacific Islander students achieved mastery.
 - 28.6% of White students achieved mastery.
 - 26.7% of African American students achieved mastery.
 - 12.2% of Hispanic students achieved mastery.
 - 5.6% of Native American students achieved mastery.

School City Data SY2015-2016

Quarter 1 Benchmark

- African American 9th graders achieved mastery on the Math assessment at a rate of 47%; however, that is 47% of 19 African American students that took the benchmark.
- Achieved mastery for White 9th graders on the math assessment at a rate of 33%; which is 33% of 42 students.

Quarter 2 Benchmark

- The scores dropped for the African American 9th graders to 30% or 20 students tested.
- White 9th graders increased mastery by 1% to 34%, however there were only 38 students tested.

Quarter 3 Benchmark

- The scores increased slightly for the African American 9th graders to 35% however this is 35% of 17 students.
- White 9th graders increased mastery to 48%; however, that is 48% of 31 students.

3. Which student subgroups need the most assistance? Include grade level and content area.

- 9th, 10th and 11th Native American, Hispanic and African American students are in need of most assistance in ELA and Math.

4. Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?

- The performance achievement and growth does not differ across the content areas.
- All content areas and grade levels have students that are struggling below the 50% mastery rate.

Task 2: Identify Performance Trends
<p>1. How is performance changing during the school year? (benchmark measures) During the school year there is movement in the benchmark measures.</p> <ul style="list-style-type: none"> • The ELA proficiency scores for the 9th grade Anglo students increased 12% from the 1st quarter to the 3rd quarter. • The ELA proficiency scores for 9th grade African American Students decreased 17% from the 1st quarter to the 3rd quarter. The ELA proficiency scores for the 9th grade Hispanic students decreased by 2% from the 1st quarter to the 3rd quarter.
<p>2. What are the trends in performance over time? (annual indicators) The trends in performance over time include an:</p> <ul style="list-style-type: none"> • 9th grade White students test scores increased in ELA from 1st to 3rd quarter benchmarks • Significant growth is not occurring in any of the six categories for all subgroups.

Task 3 : Prioritize Concerns
<p>1. What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges) Our top three to five identified challenges include:</p> <ul style="list-style-type: none"> • AzMERIT and Benchmarks in Algebra, Geometry and Algebra II for all students testing. • AzMERIT and Benchmarks in English 9, English 10 and English 11 students have not shown sufficient growth AzMERIT as evidenced in above table. • All subgroups scored below district averages in Math and ELA on both AzMERIT and Benchmarks. • Continue to provide our math and ELA teachers more focused professional development so that they can read and understand the AZMERIT and School City data to analyze specific trends or standards that students struggle to master. This will help to inform instruction and provide a targeted focus for that instruction.

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>All students will increase their academic performance level in math and ELA for the 2017-2018 school year.</p>	<ol style="list-style-type: none"> <li data-bbox="1058 362 1900 516">1. Cholla will increase overall achievement in ELA 9 from 20.6% (2016 AzMERIT) by at least 5 percentage points to 25.6% as determined by the results of the 2018 AzMERIT. <li data-bbox="1058 518 1900 672">2. Cholla will increase overall achievement in ELA 10 from 16.3% (2016 AzMERIT) by at least 5 percentage points to 21.3% as determined by the results of the 2018 AzMERIT. <li data-bbox="1058 673 1900 828">3. Cholla will increase overall achievement in ELA 11 from 14.3% (2016 AzMERIT) by at least 5 percentage points to 19.3% as determined by the results of the 2018 AzMERIT. <li data-bbox="1058 829 1900 984">4. Cholla will increase overall achievement in Algebra I from 13.6% (2016 AzMERIT) by at least 5 percentage points to 18.6% as determined by the results of the 2018 AzMERIT. <li data-bbox="1058 985 1900 1140">5. Cholla will increase overall achievement in Algebra II from 7.1% (2016 AzMERIT) by at least 5 percentage points to 12.1% as determined by the results of the 2018 AzMERIT. <li data-bbox="1058 1141 1900 1295">6. Cholla will increase overall achievement in Geometry from 15.7% (2016 AzMERIT) by at least 5 percentage points to 20.7% as determined by the results of the 2018 AzMERIT.

Goal 2	Measurable Objectives
<p>Goal for Non-Academically Proficient Students:</p> <p>All students who scored partially proficient in math and ELA on the 2017 AzMERIT will increase their proficiency level on the 2018 AzMERIT.</p>	<p>1. Cholla will increase overall achievement in ELA 9 from 31.3% (2016 AZ MERIT) by at least 5 percentage points to 36.3% as determined by the results of the 2018 AzMERIT.</p>
	<p>2. Cholla will increase overall achievement in ELA 10 from 17.5% (2016 AZ MERIT) by at least 5 percentage points to 22.5% as determined by the results of the 2018 AzMERIT.</p>
	<p>3. Cholla will increase overall achievement in ELA 11 from 13.7% (2016 AzMERIT) by at least 5 percentage points to 18.7% as determined by the results of the 2018 AzMERIT.</p>
	<p>4. Cholla will increase overall achievement in Algebra I from 15.6% (2016 AzMERIT) by at least 5 percentage points to 20.6% as determined by the results of the 2018 AzMERIT.</p>
	<p>5. Cholla will increase overall achievement in Algebra II from 12.3% (2016 AzMERIT) by at least 5 percentage points to 17.3% as determined by the results of the 2018 AzMERIT.</p>
	<p>6. Cholla will increase overall achievement in Geometry from 24.7% (2016 AzMERIT) by at least 5 percentage points to 29.7% as determined by the results of the 2018 AzMERIT.</p>

Goal 3	Measurable Objectives
<p>Goal for Academically Proficient Students:</p> <p>All IB students will increase their academic performance level in math and ELA for the 2017-2018 school year.</p>	<ol style="list-style-type: none"> <li data-bbox="1058 256 1913 370">1. Cholla will increase overall achievement in ELA 9, 10, 11 by at least 5 percentage points as determined by the results of the 2018 AzMERIT. <li data-bbox="1058 371 1913 527">2. Cholla will increase overall achievement in Algebra I, Algebra II and Geometry by at least 5 percentage points as determined by the results of the 2018 AzMERIT.

SECTION 3: ACTION PLAN

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Interventions and Supplemental Services (ELA and Math)
3. High Functioning Professional Learning Communities
4. Family and Community Engagement
5. Enhance Learning Opportunities Through the International Baccalaureate Programme

Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)			
School's Priorities: Cholla students will score at or above proficient with the state median in reading and math on the 2017-18 AzMERIT.			School Leader Responsible: Principal
Desired Outcome: Systems and strategies will be implemented to ensure consistent high quality Tier I instruction for all students within the school day.			
Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Professional Development will be provided to strengthen Tier 1 knowledge and skills in the area of questioning and discussion, student engagement, and lesson assessment.	CSP/Academic Intervention Team	8/2017	Professional Development Series for Tier 1 Instruction
2. Teachers will show evidence of implementation on collaborative structures in their lesson planning and during the delivery of lessons. New teachers to Cholla will be provided the opportunity to receive the training on collaborative structures as presented to the present Cholla faculty.	Teachers	2017-18 School Year	Lesson Plans and classroom observation protocols
3. AIT with administrators will conduct ongoing site-based	Instructional	October	Principal; "My

<p>walk-throughs which will focus on specific Danielson Domains 3: Classroom Instruction, specifically questioning and discussion; student engagement; and lesson assessment. The district walk-through protocol and computerized tracker will be used to support identifying trends with these practices. Data will be shared with the faculty and individual teachers as needed.</p>	<p>Data and Intervention Coordinators and Administrators</p>	<p>2017</p>	<p>Learning Plan”; District Walk-through Protocol and Computerized Tracker to ensure systematic classroom practices; Instructional Data, Intervention Coords. (2)</p>
<p>4. As trend data is identified for Tier 1 instruction refinements, faculty will review videos from Danielson Domain 3 Classroom Instruction and identify a new strategy to be implemented in their classroom.</p>	<p>Instructional Data and Intervention Coordinators and Administrators</p>	<p>During each school quarter</p>	<p>Danielson goal-development plans</p>
<p>5. The Curriculum Service Provider will identify teachers who need additional support and work with new teachers on questioning and discussion; student engagement; and lesson assessment. A plan to assist these teachers will be developed with the CSP. The CSP will support and coach each teacher according to their plan.</p>	<p>CSP and Academic Intervention Team</p>	<p>November 2017</p>	<p>1.0 FTE CSP</p>

Progress Indicators (Strategic Focus Area #1) Strengthen Instruction for All Students (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
October 2017	Campus walk-throughs protocols, computerized tracker with results and a next step plan for support for all faculty with identified trends.	Administrators, Academic Intervention Team, Principal	
December 2017	CSP provides teacher plans for refinements in Tier 1 interventions and calendar of meetings with teachers	Academic Intervention Team, Principal	
2017-18 School Year	Sign-in sheets from all professional development sessions.	All certified staff, Administration	

Strategic Focus Area #2: Interventions and Supplemental Services (ELA and Math)			
School's Priorities: Interventions for Struggling Students ELA and Math			School Leader Responsible: Principal
Desired Outcome: Cholla students will score at or above proficiency with the state median in reading and math on the 2017-18 AzMERIT.			
Action Steps (Strategic Focus Area #2) Interventions and Supplemental Services (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Implement five to eight sections of ALEKS RTI math classes. Freshman and Sophomore students who are in the lower 25% in math will be assigned 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.	AP	July/Aug. 2017	AzMERIT test scores from 2017/Classroom scores from 2016-2017 school year 2 FTE: RTI Teacher ALEKS licenses
2. Evaluate L25-50% student progress through benchmark assessments to identify students who need RTI ALEKS math in a systematic and timely manner.	Instructional and Data Intervention Coordinators	2017-18 School Year	Benchmark assessments RTI/ALEKS records
3. Before and after school tutoring hours provided through Cholla Afterschool Program (21 st Century Community Learning Centers) and other budgetary means to support students with math and ELA academic needs. Tutoring will provide enrichment, support, interventions, and opportunities to ensure optimal student achievement.	Math and ELA teachers	2017-18 School Year	Added duty
4. Provide Freshman Academy to incoming 8th graders to build a bridge from middle to high school through math, English and study skill courses. Freshman Academy	Administration, teachers, Freshman	Summer 2017	Added duty

Coordinator will oversee student progress and provide guidance and monitor teachers and students.	Academy Coordinator		
5. Opportunities will be provided to targeted students who have been identified as having measureable deficiencies in math and English as determined through AzMERIT and School City data) (ACT, SAT, AzMERIT) to participate in test prep workshops before and after school.	IDIC/Data Coach, Teachers	2017-18 School Year	Added duty
6. Data chats will be conducted with the L-50% students and parents/guardians quarterly as evidenced by data notebooks, stakeholder notifications and Parent-Link.	IDIC/Data Coach	2017-18 School Year	Individual Student Data Reports
7. Develop and implement Pre-AVID for one semester for all freshmen. Course work will provide students develop organization skills, study skills, and higher order thinking skills. Pre-AVID will include instruction in WICOR and IB Theory of Knowledge Skills.	AVID Coordinator	1 st Semester	Pre-AVID course work syllabus
8. WICOR strategies which incorporate teaching/learning methodologies in the following critical ELA areas: Writing, Inquiry, Collaboration, organization and Reading to Learn will be incorporated school-wide to support ELA student achievement.	AVID Coordinator and AIT	2017-18 School Year	PD on WICOR strategies for ELA and Social Studies teachers

Progress Indicators (Strategic Focus Area #2) Interventions and Supplemental Services (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Prior to each semester	RTI Student Generated List of the L25 students who need math support. List will be updated every semester in order to ensure fluidity of enrollment in and out of RTI classes.	Counselors/RTI Teachers/ Data Coach	
Summer 2017	Freshman Academy Program Syllabus and student attendance records.	Admin.	
Sept. 2017	All teachers will keep data notebooks that track student progress during the end of each quarter.	RTI teachers	
On-going	Test prep student identification list and student attendance records.	Admin.	
After benchmark tests, PSAT, AzMERIT	Records of student data along with a schedule of data-chats.	Data Coach	
Before each semester	Master schedule showing Pre-AVID and AVID classes. Student class list.	Counselor and AVID Coordinator	
On-going	Lesson plans including WICOR Strategies	Admin.	
Quarterly	21 st Century Program enrollment and attendance data	21 st Century Coordinator	

Strategic Focus Area #3: Developing High Functioning Professional Learning Communities			
School's Priorities: Cholla will continue to strengthen PLC instructional time with the intent to focus on unpacking standards using district curriculum maps, instruction, assessment, and re-engagement strategies.			School Leader Responsible: Principal
Desired Outcome: To work collaboratively to clarify what students must learn, how each student's learning will be monitored, and to provide students with systematic intervention when they struggle to achieve at proficient levels of learning.			
Action Steps (Strategic Focus Area #3): Developing High Functioning Professional Learning Communities			
	Person Completing Action	Timeline	Resources Needed / Source
1. Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Cholla faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
2. The AIT and Instructional and Data Intervention Coordinators will train PLCs in the use of School City Assessment and ALEKS Software to create user-friendly results of common formative assessments which are provided to each team member with timely evidence of student learning.	CSP, Academic Intervention Team, and Teachers	August 2017	PLC workshop time/ Instructional and Data Intervention Coordinators
3. A Data Coach will support the analysis of benchmark assessments, AzMERIT, and common formative assessment (CFA). The Data Coach will ensure teachers are trained to collect and analyze data correctly to adjust instruction to meet each student's needs. The Data Coach	Data Coach, Teachers	2017-18 School Year	1.0 FTE Data Coach

will also identify our L25% and track their progress throughout the year.			
4. AIT and Instructional and Data Intervention Coordinators will monitor the effectiveness of PLCs in creating common formative assessments, will assist with analyzing student data, and ensure that data is analyzed and provided to teachers so that sound instructional re-teaches plans can be created to ensure that students master each standard.	CSP, Academic Intervention Team, and Teachers	2017-18 School Year	PLC workshop time/Instructional and Data Intervention Coordinators
5. PLCs will create a series of common formative assessments and agree on the specific standard students must achieve to be deemed proficient.	CSP, Academic Intervention Team, and Teachers	August 2017	PLC workshop time/Data and Instructional Coordinators
6. PLCs will use the results from common formative assessments to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.	Data and Instructional Coordinators	October 2017	School City training
7. Teacher to teacher (peer) classroom visits to see exemplary teaching using the district TUSD walk through form. Identified exemplary teachers will build and share knowledge through PLC and PD workshops.	CSP, Academic Intervention Team, and Teachers	November 2017	PLC workshop to establish guidelines and norms
8. Administrators, led by site Principal, will ensure PLC systems are carefully monitored using the district's PLC rubric. Observation information will include strengths and refinements. This information will be used to make adjustments designed to build the collective capacity of the group to be successful.	Principal, CSP, and Academic Intervention Team	2017-18 School Year	District PLC Rubric

Progress Indicators (Strategic Focus Area #3) Developing High Functioning Professional Learning Communities			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017/ Fall 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
August 2017	Teachers will use the highly leveraged standards in their individual content areas for ELA and Math to determine the student understands.	Data and Instructional Coordinators, Teachers	
October 2017	Teachers are able to identify students who are falling below. Teachers will utilize CFAs to increase student achievement.	Data and Instructional Coordinators, Teachers	
November 2017	Teachers will analyze the results from the CFAs and create an action plan for student proficiency.	Academic Intervention Team, Teachers	
December 2017	Teachers will share exemplary pedagogy practices and discuss ways to implement them into their individual classrooms.	Teachers	

Strategic Focus Area #4: Family and Community Engagement			
<p>School's Priorities: Ensure continuation of Community Representative activities and support. Action steps would include active role, responsibilities, and strategies for the Family Engagement Specialists to engage parents and community members in the school community. As well, action steps for a plan to both include and to present the school's transition plan to the community.</p>		<p>School Leader Responsible:</p> <p>Principal</p>	
<p>Desired Outcome: Continue to increase family and community involvement at Cholla High School.</p>			
Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
1. Continue to promote the role of the Community Representative at Cholla High School to plan, implement, and oversee all family and community engagement activities.	Administration, Community Representative	September 2017	1.0 FTE Community Representative
2. Review Guidelines for Student Rights and Responsibilities (GSRR) with families and community members during Open House/Coffee with the Principal Meeting	Principal, Community Representative	December 2017	District approval of GSRR
3. Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly	Principal, Community Representative, Instructional	2017-18 School Year	1.0 FTE Community Representative, 1.0 FTE Instructional Tech Liaison

<p>defined systems that allows for home-school communication, use of social media to update families and community members on events at Cholla High School).</p>	<p>Tech Liaison</p>		
<p>4. Continue taking students on college tours throughout Arizona and surrounding communities to increase knowledge of the importance of attending college. Invite parents to attend the tours as well to increase their understanding of the process of enrolling in college.</p>	<p>Community Representative, College and Career Coordinator</p>	<p>2017-18 School Year</p>	<p>1.0 FTE Community Representative, 1.0 FTE College and Career Coordinator</p>
<p>5. Continue to invite parents and community members to Parent Teacher Conferences, Coffee with the Principal, Parent Workshops, Parent University, Honor Roll and IB Celebrations</p>	<p>Community Representative, Administration, Teachers, College and Career Coordinator</p>	<p>2017-18 School Year</p>	<p>1.0 FTE Community Representative, 1.0 FTE College and Career Coordinator</p>
<p>6. Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.</p>	<p>Community Liaison</p>	<p>By end of Quarter 1, 2, and 3</p>	<ul style="list-style-type: none"> • Advertisements/Fliers • Sign-in sheets • 2190.6120 Family Engagement Added Duty for certified staff members as needed • 2190.6220 Family Engagement benefits as needed. • 2190.6611 Family Engagement Supplies as needed

<p>7. Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.</p>	<p>Liaison, Principal, and Transition Coordinator</p>	<p>By end of each Quarter</p>	<p>Log: Maintained by Liaison, documenting communication with FACE representative</p>
<p>8. Actively and regularly involve Site Council in review of Transition Plan implementation</p>	<p>Liaison, Site Council</p>	<p>Monthly</p>	<ul style="list-style-type: none"> • Sign in sheets • Site Council agendas • Progress reports of implementation

Progress Indicators (Strategic Focus Area #4): Family and Community Engagement			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
September 2017	Introduction of Community Liaison at Open House	Principal	
December 2017	Sign in Sheets from Parent/Community Meeting to review the GSRR, District Policies, CIP, Site Council, etc.	Principal, Community Representative	
2017-18 School Year	Social media updated to include all events at Cholla High School and other evidence of communication.	Community Representative, Instructional Tech Liaison	
2017-18 School Year	Attendance Sheets from the college tours, including names of parent attendees	College and Career Coordinator, Community Representative	
2017-18 School Year	Sign-in Sheets from the various meetings and celebrations on the Cholla Campus	Community Representative, College and Career Coordinator	

Strategic Focus Area #5: Enhance Learning Opportunities Through the International Baccalaureate Programme			
School's Priorities: Ensure the continuation of the International Baccalaureate Programme at Cholla.			School Leader Responsible: Principal
Desired Outcome: Continue to provide a high quality IB Programme that supports students academically and provides rigorous engaging curriculum in preparation for college and career.			
Action Steps (Strategic Focus Area #5): Enhance Learning Opportunities Through the International Baccalaureate Programme			
	Person Completing Action	Timeline	Resources Needed / Source
1. Continue to provide an open access ALE IB Programme according to IB World School authorization guidelines and requirements.	Administration/IB Coordinator	August 2017 and ongoing	District according to Court Order #1983
2. Recruitment into IB Prep and Diploma/Certificate Programme both within Cholla and middle schools, including utilizing AP potential report.	IB Coordinator/ALE Mentor	August 2017	ALE Mentor position and AP potential report
3. Continue to provide training opportunities in IB content and assessments that include IB Category 2 and IB Category 3 as conducted by IB trained professionals. Training must be completed according to IB World School requirements.	IB Coordinator/teacher	2017-18 School Year	Budget strings to support training/travel
4. IB Teachers will provide IB test prep to review exam expectations and review content prior to IB assessments to support student achievement.	IB Coordinator/teachers	Spring 2018	ALE and IB budget strings to support
5. IB students will complete multiple mock exams and review their mock exam data to help prepare them for IB Exams. Teachers will provide individualized feedback to students to refine their progress and ultimate success on final IB assessments.	IB Coordinator/teachers	Spring 2018	ALE and IB budget strings to support

6. 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	IB Coordinator/CAS Coordinator/EE Coordinator	2017-18 School Year	ALE and IB budget strings to support
7. Provide tutoring hours before and after school as a Tier 1 intervention. IB Coordinator will identify struggling students for tutoring.	IB Coordinator/teachers	2017-18 School Year	Added duty
8. 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 Coordinator will oversee student progress and provide guidance and monitor teachers and students.	IB Coordinator/teachers	Summer 2018	3.0 FTE teacher
9. Continued transportation to current, non-neighborhood IB students and potential, non-neighborhood students for transportation for incoming students who are enrolling in IB coursework	Transportation	2017-18 School Year	Transportation
10. Cholla will have their existing marketing materials updated to reflect the move of the IB Program to the ALE department. This includes their banners, logo boards, rack cards, and program flyers. Also they will need a full color, school specific brochure created. They will continue to attend centrally organized events to promote their program to prospective families.	Communications Department	2017-18 School Year	Continue to have access to the marketing support of the Communication Department

Progress Indicators (Strategic Focus Area #5): Enhance Learning Opportunities Through the International Baccalaureate Programme			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
2017-18 School Yr	Completion of IB required paperwork and training according to IB World School reqt's and evaluation	IB Coordinator	
2017-18 School Yr	Calendar of recruitment events and presentations	IB Coordinator/ALE Mentor/School Community Services	
2017-18 School Yr	Certificate of completion for all IB trainings provided by the IB Professional Development Department	IB Coordinator	
2017-18 School Yr	Predicted grades and completed mock exams with individualized feedback for each student	IB Coordinator/teachers	
2017-18 School Yr	Sign in sheets and recruitment events into tutoring and IB Summer Academy	IB Coordinator/ALE Mentor	
2017-18 School Yr	Registrations into IB through Open Enrollment and utilization of transportation routes	IB Coord. / School Comm. Services	

SECTION 4: IMMEDIATE ACTIONS

Teacher Vacancies

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 school year and the fall of the 2017-18 school year.

	Action	Person Responsible	Timeline
1	The principal will convey the transition plan to all stakeholders.	Principal	May 2017
2	All teachers serving in long term substitute assignments need to receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District	October 2017
3	Review school mission and vision, PLC norms, and collective commitments during welcome back breakfast meeting.	Principal	August 2017

Cholla Transition Plan Budget				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
Transition Coordinator (1.0 FTE)	\$85,600 <u>\$42,800</u>	To support the transition plan	Strategic Focus Areas #1, 2, 3, 4, 5 and all action steps	Deseg
RTI Math Classes (1.0 FTE)	\$42,800	To provide RTI math classes through a certified teacher utilizing the ALEK program	Strategic Focus Areas #1, 2 and all action steps	Deseg
Instructional Data and Intervention Coordinator (2.0 FTE)	\$85,600	Work with staff to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum; work closely in the PLC Workshops to improve staff assessment skills as well as data analysis, data collection, Tier 1 and Tier 2 interventions.	Strategic Focus Areas #1, 2, 3. All action steps under 1, 2, and 3.	Deseg
Employee Training & PD	\$10,000	ALEKS training for math teachers.	Strategic Focus Areas #1, 2, 3. All action steps.	Deseg
Instructional Aids	\$10,000	ALEKS	Strategic Focus Areas #1, 2, and 3. All action steps.	Deseg
Benefits	\$85,600 <u>\$34,240</u> <u>\$42,800</u>			
Total: <u>4.0 FTE</u>	\$191,200 <u>\$234,000</u>			

Cholla ALE Budget (does not include IB)				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
<u>Teacher AVID (1.2 FTE)</u>	<u>\$51,360 (including benefits)</u>	<u>Teachers to teach AVID classes</u>	<u>Strategic Focus Area #1,2,3, and 4. All Action Steps</u>	<u>ALE</u>

Cholla ALE / IB Budget				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
IB Certified Staff (7.66.0 FTE)	\$256,800 <u>\$325,280</u>	To support the IB Programme	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
IB Benefits	\$64,200 <u>\$114,872</u>			
Added Duty	\$90,000 <u>\$0</u>	Tutoring provided by all IB DP, CP and Prep teachers	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
Dues/Membership fees	\$12,300 <u>\$6,150</u>	Annual DP school fee (estimated, fees have not yet come out for SY17-18)	Strategic Focus Area #4 all action steps	ALE
Dues/Membership fees	\$8,500 <u>\$4,250</u>	Application for authorization of Career-related Programme	Strategic Focus Area #4 all action steps	Other (Grant or ALE)

Cholla ALE / IB Budget				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
Dues/Membership fees	\$60,000 <u>\$30,000</u>	Exam registration fees for DP students	Strategic Focus Area #4 all action steps	ALE
1.0 Certified Staff (1.0 FTE)	\$55,000 <u>\$44,000</u>	IB Coordinator	Strategic Focus Area #4 all action steps	ALE
Added Duty – Curriculum	\$45,000 <u>\$0</u>	During school year and summer writing curriculum/collaboration	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
Added Duty	\$15,000 <u>\$6,250</u>	WEB Developer	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
Stipend Certified	\$40,000 <u>\$33,000</u>	Extended Essay Coordinator, CAS Coordinator and IB DP and CP teachers	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
Employee training & PD	\$10,000 <u>\$0</u>	IB training for DP and CP teachers, additional PD opportunities for teachers	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
Supplies	\$10,000 <u>\$0</u>		Strategic Focus Area # 1, 2, 3, and 4. All action steps	

Cholla ALE / IB Budget				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
Out of State	\$35,000 \$0	Expenses related to training	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
In State	\$2,000 \$1,000	Expenses related to training within state	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
Shipping	\$500	Mailing of IB exams and other related paperwork	Strategic Focus Area #4 all action steps	ALE
Instructional Aids – Capital	\$20,000 \$0	Managebac (required), Turnitin.com (required), IB Questionbank,	Strategic Focus Area #4 all action steps	ALE
District Supplies	\$12,000 \$0		Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
Textbooks	\$50,000 \$12,500	Addition of CP materials and other DP materials	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
Student Admissions	\$3,000 \$1500	Various field trips and performances	Strategic Focus Area # 1, 2, 3, and 4. All action steps	

Cholla ALE / IB Budget				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
Diesel	\$1,000	Buses to field trips	Strategic Focus Area # 1, 2, 3, and 4. All action steps	
ESI Subs	\$7,500 <u>\$3,750</u>	Subs to cover for released time for grading, field trips and unit planning	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
Mileage	\$1500 <u>\$350</u>	Mileage	Strategic Focus Area # 1, 2, 3, and 4. All action steps	ALE
<u>Total: 8.6 FTE</u>	<u>\$799,300.00</u> \$584,735			

Components of the Title I Budget that Specifically Support the Cholla Transition Plan				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
Instructional Tech Liaison (1.0 FTE)	\$35,000	Serve as a resource to help integrate technology into the curriculum and into the classroom. Serve as a liaison between schools and technology resources and	Strategic Focus Area # 1, 2, 3, and 4. All action steps	Title 1
Teacher Salary (31.0 FTE)	\$57,700 <u>\$173,100</u>	RTI teacher	Strategic Focus Area # 1, 2, 3. All	Title 1

			action steps	
District Supplies	\$12,250		Strategic Focus Area # 1, 2, 3, and 4. All action steps	Title 1
Curriculum Service Provider (1.0 FTE)	\$57,700	Provide curriculum and instructional support for staff. Support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement	Strategic Focus Area # 1, 2, 3, and 4. All action steps	Title 1
School Community Liaison (1.0 FTE)	\$38,000	Serve as a liaison between the school and the home and encourages parents and community involvement in school activities. Collaborate with TUSD services and resources and external social service agencies to provide information to staff, students and families.	Strategic Focus Area # 5. All action steps	Title 1
Total: <u>6.0 FTE</u>	<u>\$200,650</u><u>\$316,050</u>			

Cholla Deseg, Other				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
<u>Coordinator College and Career Readiness (0.7 FTE)</u>	<u>\$37,450</u>	<u>To support students with college and career choices.</u>		<u>Deseg. Other</u>
<u>Multi-Tiered System of Support Facilitator (MTSS) (1.0 FTE)</u>	<u>\$53,500</u>	<u>Facilitate school academic community and ensure development in the areas of classroom management, Tier I instruction, and interpreting data. Support student's academic, social and emotional, and behavioral needs. Collaborate with staff to support Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students.</u>		<u>Deseg. Other</u>
<u>Total: 1.7 FTE</u>	<u>\$90,950</u>			

Cholla High School		
Budget	FTE	Amount
Deseg Transition	4.0 FTE	\$234,000
ALE AVID	1.2 FTE	\$51,360
ALE IB	8.6 FTE	\$584,735
Title I	6.0 FTE	\$316,050
Deseg, Other	1.7 FTE	\$90,950
Total	20.5 FTE	\$1,277,095

Pueblo High School (Transition School)

Goal for Non-Academically Proficient Students:

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

Students will increase learning and achievement in Math.

1. Students will increase Algebra scores by at least 5 percentage points, from 8.1% proficiency to 13.1% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
2. Students will increase Geometry scores by at least 5 percentage points, from 7.7% proficiency to 12.7% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
3. Students will increase Algebra II scores by at least 5 percentage points, from 4.4% proficiency to 9.9% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
4. Students will increase Algebra scores by at least 5 percentage points, from 29.1% proficiency to 34.1% proficiency from 2016-2017 to 2017-2018 as measured by SchoolCity Benchmarks.
5. Students will increase Geometry scores by at least 5 percentage points, from 25.1% proficiency to 29.1% proficiency from 2016-2017 to 2017-2018 as measured by SchoolCity Benchmarks.
6. Students will increase Algebra II scores by at least 5 percentage points, from 22.4% proficiency to 27.4% proficiency from 2016-2017 to 2017-2018 as measured by SchoolCity Benchmarks.

Students will increase learning and achievement in ELA.

1. Students will increase ELA 9 scores by at least 5 percentage points from 15.9% proficiency to 19.9% proficiency as measured by AzMERIT.
2. Students will increase ELA 10 scores by at least 5 percentage points from 8.6% proficiency to 13.6% proficiency as measured by AzMERIT.
3. Students will increase ELA 9 scores by at least 5 percentage points from 50.4% proficiency to 55.4% proficiency as measured by SchoolCity Benchmarks.
4. Students will increase ELA 10 scores by at least 5 percentage points from 52.5% proficiency to 57.5% proficiency as measured by SchoolCity Benchmarks.

Goal for Academically Proficient Students:

Continue to provide and to enhance quality educational instructional programs to improve performance and enable students to meet their personal, academic, and career goal.

1. Enrollment in AVID and CRC classes 2017-2018 SY will increase by at least one section each.

To enhance the academic performance of ELD students in both ELA and Math.

1. ELD students will increase Algebra scores by at least 5 percentage points from 2.4% proficiency to 7.4% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
2. ELD students will increase Geometry scores by at least 5 percentage points from 7.7% proficiency to 12.7% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
3. ELD students will increase Algebra II scores by at least 5 percentage points from 0% proficiency to 5% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
4. ELD students will increase ELA 9 scores by at least 3 percentage points from 2.3% proficiency to 5.3% proficiency as measured by AzMERIT.

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

- 1.0 FTE Transition Coordinator (910G, ~~202106~~)
- 2.0 FTE Teacher (Intervention) (910G, ~~202106~~)
- 1.0 FTE Instructional Data and Intervention Specialist ~~Coordinator (Data Coach)~~ (910G, ~~202106~~)
- 1.0 FTE Curriculum Service Provider (910G, ~~202106~~)
- 4.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 2.0 FTE Teacher (Interventionist) (Title I)
- 1.0 Media Specialist (Title I)
- ~~2.0 FTE Family Engagement Monitor (Title I)~~
- 1.0 FTE School Community Liaison (Title I)
- ~~4.0 FTE Dual Language Teachers (910G, other)~~
- ~~2.0 FTE Dual Language Teaching Assistants (910G, other)~~
- 1.0 FTE AVID Teacher (910 G, 501)
- 1.0 FTE Social Worker (910G, other)
- 1.0 FTE MTSSF (910G, other)
- 0.7 FTE College and Career Readiness Coordinator (910G, other)
- 0.3 FTE College and Career Readiness Coordinator (CTE)

Pueblo High School Transition Plan 2017-18 School Year

PURPOSE: To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

- Section 1: School Data
- Section 2: School Goals and Measureable Objectives
- Section 3: Action Plan
- Section 4: Immediate Actions

SECTION 1: SCHOOL DATA

School Summary:

Pueblo seeks to create a center of equity that is responsive to the academic and the social needs of its students and the professional and social needs of our teachers and support staff. This equity-based system gives Pueblo the opportunity to accommodate the needs and develop the assets of all of our students.

Demographically, Pueblo is 86% free and reduced lunch with enrollment being 88.3% Latinos, 4.2% Native Americans, 3.7% African Americans, 3.7% Anglos, 1.0% Multi-racial and 0.3% Asian American. In order to address the gamut of needs, Pueblo offers ALE (Advanced Placement, Honors, Dual Enrollment or GATE) courses for its students on the higher end of the academic performance spectrum. For those students in the middle of the spectrum, Pueblo offer Advancement Via Individual Determination (AVID) courses. We offer our AVID courses at all four grade levels. These courses make up 22% of Pueblo's course offerings. For our students in the lower 25th percentile in Math and ELA, Pueblo offers Response to Intervention that focus on supporting the individual academic needs and the standards-based special skill development needs of our of students.

This academic structure propels Pueblo closer to the academic and educational space that its community deserves. Our equity-based system serves Pueblo's entire community: students, teachers, staff, and administration alike; drawing on a sense of responsiveness based upon the needs both academically and socially of all of those within our community.

Inquiry Process:

Task 1: Review Current Performance

1. In which grade level-content areas did the school score below district average? ELA 9, ELA10, Algebra and Geometry

2. What differences do you see in subgroup performance? Include grade level and content area.

AzMERIT 2015-2016 Percent Mastery Math for Magnet Schools using USP Ethnicity

School	Class	Total Students	N Size White	Math Mastery White	N Size African American	Math Mastery African American	N Size Hispanic	Math Mastery Hispanic	N size Native American	Math Mastery Native American	N Size Asian/PI	Math Mastery Asian/PI	N Size Multi-Racial	Math Mastery Multi-Racial
Pueblo Magnet	Alg I	395	14	14%	10	0%	342	10%	25	12%	1	0%	3	0%
Pueblo Magnet	Geometry	361	6	0%	5	0%	328	6%	17	6%	2	0%	3	0%
Pueblo Magnet	Alg II	314	7	0%	7	0%	288	3%	8	0%	1	0%	3	0%

Algebra I (9th Grade)

- 14% of White students achieved mastery.
- 0% of African American students achieved mastery.
- 12% of Native American students achieved mastery.
- 10% of Hispanic students achieved mastery.

Geometry (10th Grade)

- 0% of White students achieved mastery.
- 0% of African American students achieved mastery.
- 6% of Hispanic students achieved mastery.
- 6% of Native American students achieved mastery.

Algebra II (mix of 11th and 10th Grade)

- 0% of White student achieved mastery.
- 0% of African American students achieved mastery.
- 3% of Hispanic students achieved mastery.
- 0% of Native American students achieved mastery.

AzMERIT 2015-2016 Percent Mastery ELA for Magnet Schools using USP Ethnicity														
School	Grade	Total Students	N Size White	ELA Mastery White	N Size African American	ELA Mastery African American	N Size Hispanic	ELA Mastery Hispanic	N size Native American	ELA Mastery Native American	N Size Asian/PI	ELA Mastery Asian/PI	N Size Multi-Racial	ELA Mastery Multi-Racial
Pueblo Magnet	9	400	14	21%	10	10%	347	18%	25	16%	1	100%	3	33%
Pueblo Magnet	10	371	6	0%	7	0%	336	11%	17	12%	2	0%	3	0%
Pueblo Magnet	11	313	10	40%	6	17%	285	16%	8	13%	1	0%	3	0%

English 9

- 100% of Asian/Pacific Islander students achieved mastery.
- 33% of Multi-race students achieved mastery.
- 21% of White students achieved mastery.
- 18% of Hispanic students achieved mastery.
- 16% of Native American students achieved mastery.
- 10% of African American students achieved mastery.

English 10

- 0% of White students achieved mastery.
- 0% of African American students achieved mastery.
- 12% of Native American students achieved mastery.
- 11% of Hispanic students achieved mastery.

English 11

- 40% of White students achieved mastery.
- 17% of African American students achieved mastery.
- 16% of Hispanic students achieved mastery.
- 13% of Native American students achieved mastery.

3. Which student subgroups need the most assistance? Include grade level and content area.

- 9th, 10th and 11th Native American, Hispanic, and African American students are in need of most assistance in ELA and Math

4. Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?
- Yes, all subgroups in Algebra, Geometry and Algebra II have weak performance as compared to the district average. In English Native American students performed consistently low in all grade levels.

Task 2: Identify Performance Trends

1. How is performance changing during the school year? (benchmark measures)

School City Data SY2015-2016

Quarter 1 Benchmark

- African American 9th graders achieved mastery on the Math assessment at a rate of 10%; however, that is 10% of 10 African American students that took the benchmark.
- Achieved mastery for White 9th graders on the math assessment at a rate of 42%; which is 42% of 12 students.

Quarter 2 Benchmark

- The scores dropped for the African American 9th graders to 0%, 9 students tested.
- White 9th grader mastery was 25%, however there were only 12 students tested.

Quarter 3 Benchmark

- The scores for the African American 9th graders were 25% however this is 25% of 8 students.
- White 9th graders increased mastery to 63%; however, that is 63% of 8 students.

2. What are the trends in performance over time? (annual indicators)

- ELA 9: 2015/2016 = 23% proficient 2016/2017 = 50% proficient (progression)
- ELA 10: 2015/2016 = 30% proficient 2016/2017 = 52% proficient (progression)
- Algebra: 2015/2016 = 36% proficient 2016/2017 = 29% proficient (regression)
- Geometry: 2015/2016 = 20% proficient 2016/2017 = 25% proficient (progression)

Task 3 : Prioritize Concerns

1. What are the most significant weaknesses in performance? List three to four identified needs. (performance challenges)
 1. ELA 9
 2. ELA 10
 3. Algebra
 4. Geometry

SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES

Goal 1	Measurable Objectives
Students will increase learning and achievement in Math.	1. Students will increase Algebra scores by at least 5 percentage points, from 8.1% proficiency to 13.1% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
	2. Students will increase Geometry scores by at least 5 percentage points, from 7.7% proficiency to 12.7% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
	3. Students will increase Algebra II scores by at least 5 percentage points, from 4.4% proficiency to 9.9% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.
	4. Students will increase Algebra scores by at least 5 percentage points, from 29.1% proficiency to 34.1% proficiency from 2016-2017 to 2017-2018 as measured by SchoolCity Benchmarks.
	5. Students will increase Geometry scores by at least 5 percentage points, from 25.1% proficiency to 29.1% proficiency from 2016-2017 to 2017-2018 as measured by SchoolCity Benchmarks.
	6. Students will increase Algebra II scores by at least 5 percentage points, from 22.4% proficiency to 27.4% proficiency from 2016-2017 to 2017-2018 as measured by SchoolCity Benchmarks.

Goal 2	Measurable Objectives
Students will increase learning and achievement in ELA.	1. Students will increase ELA 9 scores by at least 5 percentage points from 15.9% proficiency to 19.9% proficiency as measured by AzMERIT.
	2. Students will increase ELA 10 scores by at least 5 percentage points from 8.6% proficiency to 13.6% proficiency as measured by AzMERIT.
	3. Students will increase ELA 9 scores by at least 5 percentage points from 50.4% proficiency to 55.4% proficiency as measured by SchoolCity Benchmarks.
	4. Students will increase ELA 10 scores by at least 5 percentage points from 52.5% proficiency to 57.5% proficiency as measured by SchoolCity Benchmarks.

Goal 3	Measurable Objectives
Continue to provide and to enhance quality educational instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	1. Enrollment in AVID and CRC classes 2017-2018 SY will increase by at least one section each.

Goal 4	Measurable Objectives
<p>To enhance the academic performance of ELD students in both ELA and Math.</p>	<p>1. ELD students will increase Algebra scores by at least 5 percentage points from 2.4% proficiency to 7.4% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.</p>
	<p>2. ELD students will increase Geometry scores by at least 5percentage points from 7.7% proficiency to 12.7% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.</p>
	<p>3. ELD students will increase Algebra II scores by at least 5 percentage points from 0% proficiency to 5% proficiency from 2016-2017 to 2017-2018 as measured by AzMERIT.</p>
	<p>4. ELD students will increase ELA 9 scores by at least 3 percentage points from 2.3% proficiency to 5.3% proficiency as measured by AzMERIT.</p>

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Interventions and Supplemental Service (ELA and Math)
3. High Functioning Professional Learning Communities
4. Family and Community Engagement
5. Enhance Learning Opportunities in Culturally Responsive Courses

Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)			
School's Priorities: Strengthen Tier 1 instruction in ELA 9, ELA 10, Algebra, and Geometry classes by employing school-wide best practices for instructional pedagogy such as; collaborative learning strategies, modeling, and effective assessment practices, across our school in order to increase Math and ELA scores on SchoolCity benchmarks and AzMERIT End-of-Course Assessments			School Leader Responsible: Dr. Augustine Romero
Desired Outcome: Math and ELA benchmark scores on SchoolCity and AzMERIT will meet or exceed district averages.			
Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
	Person Completing Action	Timeline	Resources Needed / Source
1. Teachers will create daily lesson plans that include an objective that is aligned to student engagement, questioning and discussion, and checks for understanding.	Teachers, Transition coordinator	Weekly	Binders, Lesson Plan Template
2. All teachers will be trained in the Tier 1 Gradual Release of Responsibility (modeling). Algebra and Geometry teachers will plan using the Gradual Release of Responsibility lesson plan template.	J. Miller, CSP, Transition coordinator	Fall 2017	PD, Lesson plan template
3. Instructional leaders will monitor lessons for Gradual Release of Responsibility strategies in Algebra and Geometry during instructional walk-throughs using the TUSD Walkthrough protocol.	Admin, Transition coordinator	Fall 2017	Time, lesson plan template

4. Teachers will implement Collaborative Structures to increase student engagement.	Teachers, Transition coordinator	Fall 2017	Kagan Training
5. Teachers will implement informal formative assessments and formative assessments throughout daily lessons to monitor and adjust teaching.	J. Miller, CSP, Transition coordinator	Fall 2017	Computer, PD
6. All teachers will employ AVID strategies within their classroom. Cornell Notes and Higher Order Questioning strategies will be a school-wide focus.	J. Miller, CSP, Transition coordinator	Fall 2017	AVID training for non-trained teachers
7. Through site walkthroughs, District walkthroughs, and classroom observations, administrators and instructional leadership will monitor communication of the objective, Gradual Release of Responsibility (modeling), Cornell Notes, higher order questioning, and checks for understanding.	Admin, Transition coordinator	Fall 2017	TUSD Observation Tool, AVID observation tool, Danielson.
8. ELA teachers will be provided professional development in order to implement the guided reading/writing organizer (GRO).	J. Miller, CSP, Transition coordinator	Fall 2017	Professional development
9. ELA teachers will be provided professional development in order to implement SQ3R reading comprehension strategies.	J. Miller, CSP, Transition coordinator	Fall 2017	Professional development
10. The Transition coordinator, in conjunction with the principal and the transition team, will oversee the implementation and monitoring of the transition plan. The Transition coordinator will support the work of Tier 1 instruction and Professional Learning Committees by working directly with teachers and staff.	Transition Coordinator / Principal	2017-18 School Year	1.0 FTE (for the 2017-18 school year only, this is a one-year position)

Progress Indicators (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Fall 2017	Teachers will provide a lesson plan notebook that is reviewed during walkthroughs, pre/post-conferences, and formal observations.	Teachers	
Fall 2017	Lesson plans will include evidence of: Gradual Release of Responsibility (Math), Cornell Notes, higher order questioning skills, GRO (ELA), SQ3R (ELA), and CR strategies.	J. Miller	
End of 3 rd Quarter	Progress on math SchoolCity benchmark exams from quarter 1 to quarter 3 by at least 5%.	J. Miller	
Fall 2017	Lesson plans will show evidence of collaborative structure strategies (think-pair share, group brainstorming, partner, etc.).	Teachers	
2107-18 School Year	Walk-through protocols, teacher evaluations, district walk-through protocols, and summary sheet of instructional trends	J. Miller	
End of 3 rd Quarter	Progress on math and ELA SchoolCity benchmark exams from quarter 1 to quarter 3 by at least 5%.	J. Miller	
End of 3 rd Quarter	Progress on math and ELA SchoolCity benchmark exams from quarter 1 to quarter 3 by at least 5%.	J. Miller	

Strategic Focus Area #2: Interventions and Supplemental Services (ELA and Math)

School's Priorities: Strengthen Tier 2 instruction by strategically building RTI programs to focus on the bottom 25% in both Math and ELA.

School Leader Responsible:

Desired Outcomes:

- Increase attendance and student achievement by building responsiveness and increasing engagement in each of the classes.
- Students will be challenged by an intellectually engaging and viable curriculum, drawing partially proficient students to proficient students.
- Students needing support will receive targeted interventions 1 hour per day.

Dr. Augustine Romero

Action Steps (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)

	Person Completing Action	Timeline	Resources Needed / Source
1. Bottom 25% students in ELA 9, ELA 10, Algebra and Geometry will be identified each semester by the district report and placed in a support class with a focus on improving each student's skill set by differentiating instruction to meet each individual student's needs.	Counselors, Transition coordinator	Summer / Fall 2017	L25 list
2. Think Through Math software will be used to fill identified gaps through a push-in model during math class time, especially for student who are in the bottom 50%. This will be a Tier 2 intervention during math small group instruction.	Teachers, Transition coordinator	2017-18 School Year	Think Through Math
3. After-School tutoring will be provided through AmeriCorps for the L25 students in both ELA and Math and will be supervised by a certified math teacher(s) .	AmeriCorps	Fall 2017	<u>Certified Teacher(s)</u> : AmeriCorps volunteer, classroom
4. Students who have failed Algebra I during 1st semester will be required to retake the class 2nd semester before advancing to Algebra II.	Counselors, Transition coordinator	Spring 2018	Classroom, list of students

5. Professional development for ALE teachers that includes questioning strategies and research strategies to implement in daily lessons.	J. Miller	Spring/Summer 2017	Computers, trainer
6. Instructional leaders will observe questioning strategies and research strategies through individual, district, and team walkthroughs using District walkthrough protocol.	Admin, V. Bodanyi, C. Santa Cruz, W. Blackstone, Transition coordinator	Fall 2017	District Walkthrough Form
7. ELA teachers will implement “Read for Understanding/Reading Apprenticeship” in RTI classes.	K. Gunnels, Transition coordinator	Summer 2017	Manuals
8. Instructional leaders will monitor lessons to support “Read for Understanding/Reading Apprenticeship” strategies using instructional walk-through protocol.	Admin, Transition coordinator	2107-18 School Year	District Walkthrough Form
<u>9. RTI Math classes will be included in the master schedule. These classes will coincide with regular Algebra 1, Algebra 2, and Geometry classes. This will allow for a math RTI support teacher for math instruction support.</u>	<u>Principal, Math Teachers</u>	<u>July, 2017</u>	<u>Master Schedule</u>
<u>10. Math and RTI math teachers will identify intervention protocol and criteria for push-in and pull-out student support.</u>	<u>Principal, Math Teachers</u>	<u>August 2, 2017</u>	<u>Intervention Protocol for push-in and pull-out services.</u>
<u>11. Pre-test all Algebra 1, Algebra 2 and Geometry students with the first full week of school to identify those at risk for potential mathematics skill difficulties and to plan for Tier 1, 2, and 3 classroom instruction for identified students.</u>	<u>Transition Coordinator, Math Teachers, Administrator, CSP, Data Coach</u>	<u>August 9, 2017</u>	<u>School City Mathematics Standards Based Pre-test. Student Results. Computer room scheduling.</u>

<u>12. Instructional Data and Intervention Specialist analyzes pre-test data with the mathematic department to identify individual students who need additional math support throughout the school day.</u>	<u>IDIS, Transition Coordinator, Math Teachers, Administrator</u>	<u>August 11, 2017</u>	<u>Data analyzes that includes student names and levels of performance for each standard.</u>
<u>13. Instructional Data and Intervention Specialist will conduct student data talks with identified students. Students will set personal math goals.</u>	<u>IDIS</u>	<u>August 25, 2017</u>	<u>Student personal goal sheets.</u>
<u>14. Math and RTI math teachers will implement regular common formative assessments so that student performance is consistently analyzed and supported by Tier 1 and Tier 2 instruction.</u>	<u>Principal, Math Teachers, Transition Coordinator</u>	<u>Ongoing cycle</u>	<u>Common Formative Assessments/Data Analysis and Action Planning Documents for each CFA</u>
<u>15. Instructional Data and Intervention Specialist will work with the math department to analyzed District benchmark data to inform instruction of identified students by all math and RTI teachers.</u>	<u>IDIS, Math Teachers, transitions Coordinators</u>	<u>November 2017; February 2018</u>	<u>Deep Data Analysis and Action Planning Documents of District Benchmark Assessments</u>
<u>16. Instructional Data and Intervention Specialist will conduct student data talks with identify students using benchmark data. Previous student math goals will be reviewed with the IDIS during all scheduled data talks and success and refinements will be documented.</u>	<u>IDIS</u>	<u>November 2017; February 2018</u>	<u>Student Data Analysis and Goal Setting Template</u>
<u>17. Math teachers will be educated and implement complex instruction strategies in order to enhance our students': higher-order thinking skills; problem solving skills; and the elevate levels of engagement.</u>	<u>Principal, Math Teachers & Consultant</u>	<u>June 2017- June 2018</u>	<u>Summer Math PD</u>
<u>18. Math teachers will be educated and implement mathematic critical literacy strategies in order to enhance our students':</u>	<u>Principal, Math Teachers & Consultant</u>	<u>June 2017- June 2018</u>	<u>Summer Math PD</u>

higher-order thinking skills; problem solving skills; and the elevate levels of engagement.

Progress Indicators (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Prior to each semester	Using data generated by the assessment and program evaluation department, students who fall in the L25 will be identified prior to each semester to better inform placement in RTI classes.	Admin/Data Coach	
2017-18 School Year	Incorporate Think Through Math in all math classes. Walk-through data and PLC notes will indicate the use of Think Through Math to support student learning.	Admin., Math Teachers	
Fall 2017	The L25% will improve in Math and ELA by 10% as measured by TUSD Benchmarks and AzMERIT.	Teachers	
Fall 2017	Danielson Domain 3: Classroom Instruction scores will increase for all teachers as measured by the TUSD Walkthrough Protocol form to reflect proficient or higher scores.	Teachers	
Spring 2018	Algebra <u>1, Algebra 2 and Geometry</u> scores will increase by 10% as measured by Bench marks and “F” rates will decrease.	Math Teachers	
Fall 2017	ELA RTI classes will be using “Read for Understanding/ Reading Apprenticeship” and ELA scores will increase by 10% as measured by district Benchmarks.	RTI Teachers	

Strategic Focus Area #3: High Functioning Professional Learning Communities**School's Priorities:**

- Master schedule that has built in PLC time- common planning periods by subject.
- To work collaboratively to clarify what students must learn and how each student's learning will be monitored.
- To provide students with systematic interventions when they struggle to achieve at proficient levels of learning.

School Leader Responsible:**Dr. Augustine Romero**

Desired Outcomes: To create a professional learning community that fosters a school culture of continuous learning and provides evidence that learning for all is the school's collective purpose. The school has developed school-wide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic.

Action Steps (Strategic Focus Area #3): High Functioning Professional Learning Communities

	Person Completing Action	Timeline	Resources Needed / Source
1. Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Pueblo faculty.	Summer 2017 – Make-up session Fall 2017.	District Funds/ Solution Tree Vendor to provide PD.
2. Develop SMART (specific, measurable, achievable, realistic, and time bond) goals for all subject/grade levels.	PLCs, Transition coordinator	Fall 2017	SMART Goal Worksheet
3. Clarify and implement the essential learning (unpack standards) for each unit as determined by the District's Curriculum Scope and Sequence.	Teachers, Transition coordinator	Fall 2017	TUSD Portal
4. Provide professional development for teachers on the implementation of curriculum and curriculum pacing.	A. Romero, Transition coordinator	Fall 2017	Pacing Guide

5. Administrators will utilize data from walk-throughs, observations, pre and post-conferences, PLC observations and lesson plans to determine alignment to curriculum and implementation.	A. Romero, J. Miller, Transition coordinator	Fall 2017	Walkthrough Form
6. Provide professional development for teachers on how to develop common formative assessments and how to use the results to develop new instructional strategies, to plan new lessons, and to identify students who need additional support for learning.	A. Romero, J. Miller, Transition coordinator	2107-18 School Year	Trainers
7. Utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.	A. Romero, J. Miller, Transition coordinator	2107-18 School Year	SchoolCity
8. Instructional leaders monitor the analysis of benchmark data and the implementation of action plans that address student learning needs.	A. Romero, J. Miller, Transition coordinator	2107-18 School Year	District Walkthrough Form
9. Provide professional development on Professional Learning Communities by consultant.	A. Romero, J. Miller, Transition coordinator	Spring 2018	Funding and library reference room

Progress Indicators (Strategic Focus Area #3): High Functioning Professional Learning Communities			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	A. Romero, J. Miller	
Spring 2017	Master Schedule designed for embedded PLC time during the school day	A. Romero, J. Miller	
Fall 2017	Development and implementation of standards-based units of instruction for each subject and grade level.	A. Romero, J. Miller	
2017-18 School Year	Teacher lesson plans show alignment of instruction to curriculum standards.	A. Romero, J. Miller	
2017-18 School Year	Completed SMART goal worksheet (PLC guide p.23).	PLCs	
2017-18 School Year	School PLC agenda and minutes (PLC guide p.33).	PLCs	
2017-18 School Year	Analyzing student work (PLC guide p. 43).	PLCs	
2017-18 School Year	Students scheduled for Tier 2 intervention such as RTI placement.	PLCs	
Spring 2017	Consultant will be determined and scheduled for Summer Training.	Admin	

Strategic Focus Area #4: Family and Community Engagement			
School's Priorities: To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.			School Leader Responsible: Dr. Augustine Romero
Desired Outcome: To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
Action Steps (Strategic Focus Area #4): Family and Community Engagement			
	Person Completing Action	Timeline	Resources Needed / Source
1. Hire or maintain either Student and Family Support Liaison (Certified) or School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	Funding to pay for 1.0 FTE Space for Liaison
2. Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	2190.6120 Family Engagement Added Duty for certified staff members as needed 2190.6220 Family Engagement benefits as needed. 2190.6611 Family Engagement Supplies as needed
3. Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal, and Transition Coordinator	By end of each Quarter	FACE point-of-contact

4. Actively and regularly involve Site Council in review of Transition Plan implementation	Liaison, Site Council	Monthly	Site Council point-of-contact
5. Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	Principal
6. Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication)	Principal, Liaison, Teachers, Parents	August 2017-May 2018	Webmaster Office Manager

Progress Indicators (Strategic Focus Area #4: Family and Community Engagement)

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
By September, 2017	Position Control for Liaison	Principal, Office Manager	
By the end of Quarters 1, 2, and 3	Advertisements/Fliers documenting three family and community events. Sign-in sheets documenting attendance during three family and community events	Liaison	
May 2018	Log: Maintained by Liaison, documenting communication with FACE representative	Liaison	
May 2018	Site Council agendas documenting transition plan progress	Site Council Secretary, Liaison	
May 2018	Sign in sheets documenting Site Council (and other school committee) participation. Agendas documenting items relevant to family and community engagement	Liaison	

May 2018	Samples of communication with family and community	Liaison, Webmaster, Office Manager	
April 2018	Letters of support from family, community, and partners (updated annually)	Liaison, Transition Coordinator	

Strategic Focus Area #5: Enhance Learning Opportunities in Culturally Responsive Courses	
<p>School's Priorities:</p> <ul style="list-style-type: none"> Pueblo will offer quality educational instructional programs to improve performance and enable students to meet their personal, academic, and career goals, particularly in the area of culturally responsive courses. 	<p>School Leader Responsible:</p> <p>Dr. Augustine Romero</p>
<p>Desired Outcome: Students will receive an intellectually engaging and viable education that is delivered through Culturally Responsive Courses.</p>	

Action Steps (Strategic Focus Area #5): Enhance Learning Opportunities in Culturally Responsive Courses			
	Person Completing Action	Timeline	Resources Needed / Source
1. All teachers will be trained in CR strategies in order to strengthen instruction and will be implemented in all content areas.	A. Romero, J. Mejia, R. Gonzalez	Fall 2017	Professional development, Pueblo Summer Institute
2. Increase the 2017-18 School Year enrollment of CR classes by recruiting and strategic scheduling for the most at risk students.	A. Romero, J. Mejia, R. Gonzalez	Spring 2017	Elective Fair
3. PLC hours over summer to develop curriculum in CR classes.	J. Miller, A. Romero,	Summer 2017	Money to pay for PD

		J. Mejia	
Progress Indicators (Strategic Focus Area #5): Enhance Learning Opportunities in Culturally Responsive Courses			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Position Responsible	Potential Adjustments
Summer 2017	PLCs have been created with common planning period.	J. Miller, CSP	
Summer 2017	Classes for the 2017-18 School Year have been created and teachers are in place.	J. Miller, CSP	
Summer 2017	Develop CR curriculum that is being implemented in each content area.	CR Teachers	
2017-18 School Year	Professional development will have been scheduled. Attendance sheets will be evidence of participation.	J. Miller, CSP	
Spring 2017	Classes are created and offered to students for the 2017-18 School Year adding equity and a voice for students.	A. Romero, J. Mejia, R. Gonzalez	
Spring/Fall 2017	CR class offerings will increase as determined by student demand.	A. Romero, J. Mejia, R. Gonzalez	
2017-18 School Year	CR attendance will show a positive correlation (CR=Less days absent).	A. Romero, J. Mejia, R. Gonzalez	

SECTION 4: IMMEDIATE ACTIONS**Teacher Vacancies**

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 school year and the fall of the 2017-18 School Year.

	Action	Person Responsible	Timeline
1	Community Outreach with Principal will be scheduled to share the transition plan.	Dr. Romero	Spring 2017
2	Back to School Potluck and activities in order for the staff to take ownership of the transition plan.	All	August 2017
3	Review Transition Plan with Faculty and Staff	All	August 2017
4	Review of expectations for teachers (AVID strategies, Lesson plans, etc.)	All	August 2017
5	CR Encuentro	CR Department	August 2017
7	Identify the L25 over the summer and identifying their schedules for the upcoming school year.	MTSS Team	July 2017
8	All long-term subs will receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District	October 2017

Pueblo Transition Plan Budget				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # & Action Step #	Source of Funding
Transition Coordinator (1.0 FTE)	\$62,300	To assist campuses with the first year of implementation of Transition Plans and ensure compliance, as well as smooth and successful implementation of all initiatives associated with each Plan.	All steps	Deseg
Math RTI Teacher (1.0 FTE)	\$57,700	Implementation of strategies in RTI	2-1	Deseg
ELA RTI Teacher (1.0 FTE)	\$57,700	Implementation of strategies in RTI	2-1	Deseg
Instructional Data and Interventionist Specialist (1.0 FTE)	\$57,700	Breaks down specific data and develops reports and structures so that teachers can make more informed decisions based on data.	3-6	Deseg
Curriculum Support Provider (CSP) (1.0 FTE)	\$57,700	Supports teachers with developing meaningful and relevant curriculum.	3-3	Deseg
Pueblo Summer Institute	\$14,400	Introduce CR pedagogy to new staff and to develop deeper understanding of CR – this is to support and to strengthen all Tier 1 instruction	4-4	Deseg
Added Duty PD - PLC summer/ <u>school year</u> hours	\$36,000	Allow for collaboration and development of more vigorous classes.	3-3 & 3-8	Deseg

<u>Added Duty Tutoring</u>	<u>\$18,056</u>	<u>Tutoring will be offered to supplement the RTI system for students who need additional support in math and ELA.</u>	<u>2</u>	<u>Deseg</u>
Total: <u>5.0 FTE</u>	<u>\$343,500</u> <u>\$361,556</u>			

Pueblo Title I Budget				
Description	Approximate Cost (including benefits)	Purpose	Reference Strategy # and Action Step #	Source of Funding
Math Interventionist (Certified) (1.0 FTE)	\$55,640	<ul style="list-style-type: none"> Provides push-in and pull-out math intervention services for students. This position may also serve as an RTI instructor; schedules are still being constructed for next year based on student course selection and need. 	Strategic Focus Area #1 and 2. All action steps	Title I
Reading Interventionist (Certified) (1.0 FTE)	\$55,640	<ul style="list-style-type: none"> Provides push-in and pull-out reading intervention services for students. This position may also serve as an RTI instructor; schedules are still being constructed for next year based on student course selection and need. 	Strategic Focus Area #1 and 2. All action steps	Title I

<p>School Community Liaison (Classified) (1.0 FTE)</p>	<p>\$27,950</p>	<ul style="list-style-type: none"> • Plan, implement, and oversee all family and community engagement activities. • Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations. • Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed. • Actively and regularly involve Site Council in review of Transition Plan implementation • Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees. • Communicate with families and community about school programs and student academic achievement using reliable and effective methods 	<p>Strategic Focus Area #4. All action steps</p>	<p>Title I</p>
<p>Media Specialist (Classified) (1.0 FTE)</p>	<p>\$55,640</p>	<ul style="list-style-type: none"> • Creates, publishes, updates web pages • Provides audiovisual support • Supports communication with family and community • Supports recruitment 	<p>Strategic Focus Area #4. Action Step #6.</p>	<p>Title I</p>

District Supplies	\$15,000	• Student supplies	Strategic Focus Area #1 and 2. All action steps	Title I
Instructional Aids	\$14,000	• Will be used to equip new classrooms with resources due to increasing enrollment	Strategic Focus Area #1 and 2. All action steps	Title I
Tech Related Hardware and Software	\$30,000	• Will be used to equip new classrooms with technology due to increasing enrollment	Strategic Focus Area #1 and 2. All action steps	Title 1
Other Books, Periodicals, and Media	\$5,000	• Will be used to purchase books to support teacher professional development	Strategic Focus Area #1, 2, 3, and 5. All action steps	Title 1
Added Duty	\$44,400	<ul style="list-style-type: none"> • Will support off contract professional development including summer institute featuring: <ul style="list-style-type: none"> ➤ Eric “Rico” Gutstein (University of Chicago, math education and teaching for social justice) ➤ K. Wayne Yang (UC San Diego, popular culture and social movements, urban education and critical pedagogy) ➤ Marcy B. Wood (U of A, math) ➤ Julio Cammarota (Iowa State, Latina/o youth, academic achievement, relationship between culture and academic achievement) ➤ Kagan 2.9 Brain 	Strategic Focus Area #1, 2, 3, and 5. All action steps	Title 1
Total: FTE 4.0	\$303,270			

<u>Pueblo Deseg. Other</u>				
<u>Description</u>	<u>Approximate Cost (including benefits)</u>	<u>Purpose</u>	<u>Reference Strategy # & Action Step #</u>	<u>Source of Funding</u>
<u>Think Through Math</u>	<u>\$8,108</u>	<u>The District is proposing to use the researched based system, Think Through Math, to support Tier 1 and Tier 2 instruction. This is an adaptive and interactive web-based system that covers rigorous instruction based on assessed student need.</u>	<u>2-2</u>	<u>Deseg Central</u>
<u>Multi-Tiered System of Support Facilitator (MTSS) (1.0 FTE)</u>	<u>\$53,500</u>	<u>Facilitate school academic community and ensure development in the areas of classroom management, Tier I instruction, and interpreting data. Support student's academic, social and emotional, and behavioral needs. Collaborate with staff to support Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students.</u>		<u>Deseg. Other</u>
<u>Coordinator College and Career Readiness (0.7 FTE)</u>	<u>37,450</u>	<u>To support students with college and career choices.</u>		
<u>Total: 1.7 FTE</u>	<u>\$99,058</u>			

Pueblo, ALE Budget				
<u>Description</u>	<u>Approximate Cost (including benefits)</u>	<u>Purpose</u>	<u>Reference Strategy # & Action Step #</u>	<u>Source of Funding</u>
<u>AVID Teacher (1.0 FTE)</u>	<u>\$53,500</u>	<u>To continue AVID elective offerings</u>		<u>Deseg – ALE</u>
<u>Total: 1.0 FTE</u>	<u>\$53,500</u>			

<u>Pueblo</u>		
<u>Budget</u>	<u>FTE</u>	<u>Amount</u>
<u>Deseg Transition</u>	<u>5.0 FTE</u>	<u>\$361,556</u>
<u>ALE</u>	<u>1.0 FTE</u>	<u>\$53,500</u>
<u>Title I</u>	<u>4.0 FTE</u>	<u>\$303,270</u>
<u>Deseg, Other</u>	<u>1.7 FTE</u>	<u>\$99,058</u>
<u>Total</u>	<u>11.7 FTE</u>	<u>\$817,384</u>

MAGNET PLANS

Bonillas ES

Booth-Fickett K-8

Borton ES

Carrillo ES

Davis ES

Dodge MS

Drachman K-8

Holladay ES

Mansfeld MS

Palo Verde HS

Roskruge K-8

Tucson High

Tully ES

Bonillas Magnet School (Traditional Academics)

INTEGRATION GOAL (2017/18):

By the 40th day of the 2017/18 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 Synergy student tracking system.

ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. Bonillas will earn a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. Students at Bonillas will score higher than the state median in reading and math
3. Students at Bonillas 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 Bonillas will be higher than the state median growth.
5. The achievement gap between racial groups at Bonillas will be less than the achievement gaps in elementary schools in the District.

SITE SPECIFIC GOALS (2017/18):

1. Students at Bonillas will score higher than district median in reading on benchmark assessments at all grade levels (2nd - 5th.)
2. Students at Bonillas will score higher than district median in math on benchmark assessments at all grade levels (2nd - 5th.)

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Magnet Teachers (910G, 202)
- 4.0 FTE Teaching Assistants (910G, 202)
- 0.3 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.88 FTE Teaching Assistants (Title I)
- .8 FTE School Community Liaison (Title I)

Visions Account Title	Budget Description	Sum of FY18 \$	Sum of FY18FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Teacher Salary	Teacher Magnet	\$89,054.00	2	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Reduce class size / student to adult ratio Differentiate Tier 1 instruction</p> <p>Reduce class size in 2nd and 3rd grades, to less than 20 students, which is significantly lower than the district 1 to 27 ratio. These are two grade levels, one as a transitioning grade and one at MOWR level, that we can make a significant impact on tier 1 ELA instruction and strengthen 3rd grade Math. Data analysis shows the need to strengthen ELA instruction overall grade levels and the need to support 3rd graders in Math. Research shows that significantly reduced class sizes reduces achievement gaps in Black and Hispanic subgroups.</p>	<p>Position Control</p> <p>Class rosters</p> <p>Teacher lesson plans Budget detailed added \$2,000 for Masters Degree</p>	
Classified Salary	Teaching Assistant	\$77,056.00	4	Achievement	<p>Improve overall achievement for all students Reduce class size / student to adult ratio Differentiate Tier II instruction</p> <p>Our focus is on strengthening tier 1 instruction in the classroom. The certified teacher will be teaching in small groups for differentiated instruction while the teaching assistant supports classroom management for students learning independently.</p>	<p>Position Control</p> <p>Teacher Assistants' schedules</p> <p>Teacher lesson plans</p>	
District Supplies	Supplies Instructional	\$12,878.90	0	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier 1 instruction</p> <p>Students use of instructional supplies enhances their learning experience and actively engages students in lessons.</p>	Inventory	
Added Duty	Certified Temp Family Engagement	\$2,000.00	0	Family Engagement	<p>Certified teachers will attend evening family engagement opportunities which are critical to overall positive culture of our school and being able to retain the student population while continuing to work towards our integration goal.</p>	<p>Event flier</p> <p>Sign in sheets</p>	
Other Certified Salary	Magnet Site Coordinator	\$42,620.00	1	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier 1 instruction Differentiate Tier II instruction Provide culturally relevant curriculum Magnet coordinator will spend 60% time as an instructional coach modeling lesson for teachers, providing PD, reviewing data, and facilitating PLCs. The magnet coordinator also recruits families and plans for family engagement to support positive school culture. The magnet coordinator documents and reports magnet and USP information.</p>	<p>Common formative assessment results</p> <p>PLC log including plan for differentiation based on student results</p> <p>Recruitment Logs</p> <p>Web-Site, Facebook</p> <p>Documentation of</p>	

Other Certified Salary	Guidance Counselor	\$13,058.10	0.3	Achievement	Improve achievement for all students Improve achievement for L25 Guidance Counselor	Position Control	
Certified Added	PLC	\$19,950.00	0	Achievement	Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier 1 instruction Differentiate Tier II instruction Provide culturally relevant curriculum Teachers and staff will train to create and implement lesson studies in math, where teachers plan lessons in math, observe each other teaching the lesson, and then gather data and provide feedback to one another about the lesson and student learning. Teachers will meet weekly in grade level teams to analyze data and create interventions. Teachers will be meet regularly with the principal to review data. Our data shows the need for training on culturally relevant practices, ELA research based strategies, higher level and critical thinking instruction, and Math lesson studies.	Common formative assessment results PLC log including plan for differentiation based on student results Lesson plans following format assigned by administrator PD Agendas and sign ins Time Clock Logs	
Mileage	Mileage	\$300.00	0	Integration	Magnet coordinator uses personal vehicle to recruit families from preschools and attends recruitment events to attract families that meet our integration goal.	Recruitment Logs Mileage Logs	
Added Duty	Professional Development-	\$15,000.00	0	Achievement	Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier 1 instruction Differentiate Tier II instruction Provide culturally relevant curriculum	PD Agendas and sign ins Time Clock Logs	
District Supplies	Supplies PD	\$3,800.00	0	Achievement	Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Provide culturally relevant curriculum Staff use of instructional supplies enhances their professional learning experience and actively engages personnel in the training.	Inventory	
Added Duty	Added Duty	\$4,150.00	0	Integration	Certified teachers will attend recruitment events where they can engage in discussions with families about the program at Bonillas and recruit families that will support our integration goal.	TNL attendance sheets Documentation of Events	
Employee Benefits	Benefits	\$63,667.03	0				
Advertising	Advertising	\$1,100.00	0	Integration	Advertising items support the recruitment of families towards meeting the integration goal.	Inventory	

Instructional Aids	Supplemental reading resources	\$15,000.00	0	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Bonillas uses the Open court program as part of the comprehensive literacy block for phonics instruction. Teachers will use these supplemental resources to strengthen Tier 1 ELA instruction.</p>	Inventory Teacher Lesson plans	
TOTAL 2017/18 BUDGET		\$359,634.03	7.3				

Booth-Fickett Magnet School (Math/Science)

INTEGRATION GOAL (2017/18):

By the 40th day of the 2017/18 SY, the enrollment of White, African American, and Hispanic students will continue to reflect the definition of integration according to the USP as reported on the Mojave/Synergy student tracking system.

ACHIEVEMENT GOAL (2017/18)

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. Booth-Fickett will earn a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. Students at Booth-Fickett will score higher than the state median in reading and math.
3. Students at Booth-Fickett 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 Booth-Fickett will be higher than the state median growth.
5. 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.

SITE SPECIFIC ACHIEVEMENT GOAL (2017-18):

1. 3rd grade proficiency scores will rise 3% or more on the 2017 Fall Math Benchmark test for the 2016-17 2nd grade cohort (from 50.0% to 53.0%)
2. 4th grade proficiency scores will rise 3% or more on the 2017 Fall Math Benchmark test for the 2016-17 3rd grade cohort (from 33.3% to 36.3%)
3. 5th grade proficiency scores will rise 3% or more on the 2017 Fall Math Benchmark test for the 2016-17 4th grade cohort (from 42.5% to 45.5%)
4. 6th grade proficiency scores will rise 3% or more on the 2017 Fall Math Benchmark test for the 2016-17 5th grade cohort (from 37.7% to 40.7%)
5. 7th grade proficiency scores will rise 3% or more on the 2017 Fall Math Benchmark test for the 2016-17 6th grade cohort (from 43.8% to 46.8%)
6. 8th grade proficiency scores will rise 3% or more on the 2017 Fall Math Benchmark test for the 2016-17 7th grade cohort (from 44.9% to 47.9%)
7. 3rd grade proficiency scores will rise 3% or more on the 2017 Fall ELA Benchmark test for the 2016-17 2nd grade cohort (from 45.3% to 48.3%)

8. 4th grade proficiency scores will rise 3% or more on the 2017 Fall ELA Benchmark test for the 2016-17 3rd grade cohort (from 41.9% to 44.9%)
9. 5th grade proficiency scores will rise 3% or more on the 2017 Fall ELA Benchmark test for the 2016-17 4th grade cohort (from 25.4% to 28.4%)
10. 6th grade proficiency scores will rise 3% or more on the 2017 Fall ELA Benchmark test for the 2016-17 5th grade cohort (from 45.5% to 48.5%)
11. 7th grade proficiency scores will rise 3% or more on the 2017 Fall ELA Benchmark test for the 2016-17 6th grade cohort (from 50.7% to 53.7%)
12. 8th grade proficiency scores will rise 3% or more on the 2017 Fall ELA Benchmark test for the 2016-17 7th grade cohort (from 41.4% to 44.4%)

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 5.0 FTE Magnet Teachers (910G, 202)
- 2.0 FTE Math Interventionist (910G, 202)
- 2.0 FTE Reading Interventionist (Title I)
- 1.0 FTE Instructional Data and Intervention ~~Coordinator~~ Specialist (Data Coach) (910G, 202)
- 1.0 FTE MTSS Facilitator (910G, other)
- 1.0 FTE Restorative and Positive Practices Facilitator (910G, other)
- 1.0 FTE Curriculum Service Provider (910G, other)
- 1.0 FTE ISI Teacher (910G, other)
- 1.0 FTE AVID MS Coordinator / Teacher (910G, other)
- 1.0 FTE AVID ES Coordinator / Teacher (M&O)(910G funds are used for added duty/stipend for additional duties)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE Counselor (M&O)

Visions Account Title	Budget Description	Sum of FY17 \$	Sum of FY17 FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Teacher Salary	Magnet Teachers	\$217,635.00	5	Achievement	<p>Improve overall achievement for all students</p> <p>Booth-Fickett will hire a (2) K-5 science teachers, (1) Robotics & Engineering teacher , (1) Coding teacher, and (1) Media teacher to enrich student learning by building content knowledge, problems-solving strategies, and higher-level thinking skills through project based learning and technology integration, in order to increase overall student achievement.</p> <p>(2) Certified FTE Science Teacher (1) Robotics & Engineering Teacher (1) Coding Teacher (1) Media Teacher</p>	Position Control Master Schedule Lesson Plans	
Teacher Salary	Instructional Data and Intervention Specialist	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students</p> <p>Reduce achievement gap between subgroups</p> <p>Improve achievement for L25</p> <p>Booth-Fickett will hire a data coach to review student achieve data, support teachers in creating CFA, create instructional groupings for re-teaching and enrichment, and meet with parents & teachers to support the MTSS process.</p> <p>(1) Certified FTE Teacher</p>	Position Control	
Teacher Salary	Math Interventionist	\$87,054.00	2	Achievement	<p>Improve overall achievement for all students</p> <p>Reduce achievement gap between subgroups</p> <p>Improve achievement for L25</p> <p>Booth-Fickett will hire a 2 Math enrichment specialists to assist students in building content knowledge, problem-solving strategies, and higher-level thinking skills during sessions in order to enrich student learning.</p> <p>(2) Certified FTE</p>	Position Control	

Teacher Added Duty	Tutoring	\$45,500.00	0	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups Improve achievement for L25 Increase the number of ELLS that are reclassified</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 and to close the achievement gap.</p> <p>Booth-Fickett will hire a certified teacher to coordinate an afterschool tutoring program in order to assist in identifying students, help design lessons to build content knowledge, problem-solving strategies, and activities that require higher-level thinking skills. This position will track student attendance and contact parents to keep them informed.</p>	<p>Evidence of collaboration with teachers/Student data</p> <p>Roster</p> <p>Attendance</p> <p>Parent/Student Surveys</p> <p>Home/School communication, permission slips, call logs</p>	13 Certified Teachers x \$25 x 7 hours/week x 20 weeks	
Supplies - Student	Supplies Instructional	\$43,500.00	0	Achievement	<p>Improve overall achievement for all students</p> <p>Purchase general supplies and materials to support overall student achievement. Purchase math and science supplies to enrich student learning and improve overall student achievement. Purchase student agendas.</p>	<p>Inventory</p> <p>Purchase orders</p>		
Added Duty	Certified Added	\$3,000.00	0	Family Engagement	<p>Recruitment and Retention</p> <p>Added Duty for teachers to participate in Family Engagement events</p>			
Supplies	Family Engagement Supplies	\$1,000.00	0	Family Engagement	<p>Recruitment and Retention</p> <p>Supplies for Family Engagement events: Booth-Fickett will communicate with families through a monthly newsletter in order to maintain and stimulate parent and community involvement.</p>			
Other Certified Salary	Magnet Coordinator	\$43,527.00	1	Integration Recruitment	<p>Improve overall achievement for all students Attain integration status</p> <p>In order to promote the recruitment and retention of a diversified school community, recruit and retain a Magnet Coordinator who will market, conduct recruitment events, and track recruitment activities.</p>	<p>Position Control</p> <p>Log of recruitment events, parent and community contacts, tours, application submissions and magnet enrollment/ retention</p>		

Added Duty	Certified Added	\$20,000.00	0	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups Improve achievement for L25 Increase the number of ELLS that are reclassified</p> <p>Booth-Fickett will allow teachers to meet in PLCs during off-contract time. Staff will address the achievement gaps and overall academic growth by designing strategies and interventions that are systematic, timely and directed.</p>	<p>PLC Logs</p> <p>Student Data</p>	Approximately 13 hours per staff member	
Professional/Educational Contr	Consultant	\$5,000.00	0	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups Improve achievement for L25</p> <p>Teachers will receive training to support best practices in interpreting data and setting students on proper learning path, in order enrich student learning.</p>	<p>Sign-in sheets</p> <p>Agendas</p>		
	Consultant	\$57,392.00	0	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups Improve achievement for L25</p> <p>EEL Training, new teacher support, EEL classroom observations and support</p>	<p>Sign-in sheets</p> <p>Agendas</p> <p>Observation logs</p>	Kim Gunn	
	Registration	\$12,000.00	0	Achievement	<p>Improve overall achievement for all students</p> <p>STEM Conferences, Marzano workshop, Ron Clark workshop</p>	<p>Conference registration forms</p> <p>Conference schedule</p>		
Mileage	Mileage	\$300.00	0	Recruitment	To reimburse Magnet Coordinator for attending recruiting events and targeted schools during the year, as well as to attend all District sponsored Magnet recruiting fairs.	Mileage Logs		
Added Duty	Certified Added	\$27,000.00	0	Achievement	<p>Reduce achievement gap between subgroups Improve achievement for L25</p> <p>Pre-Service days for teachers in July. Teachers analyze student data, review Curriculum 4.0, group students based on math & ELA data for intervention and enrichment, begin lesson planning, receive project-based learning training and science enrichment workshops which will include robotics, engineering, and incorporating technology into all subject areas especially math and science.</p>	<p>Teacher sign-in sheets</p> <p>Time clock entries</p>	60 staff members x 3 days x 6 hours x \$25/hr	

	Certified Added	\$4,000.00	0	Achievement	Improve overall achievement for all students Differentiate Tier I and II instruction 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.	Committee attendance logs Agendas	5-8 Committee members (K-2,3-5, and 3-6 middle school teachers)	
Added Duty	Certified Added	\$4,000.00	0	Recruitment	Maintain integrated status Coordinator (and other certified teachers as needed) to be paid \$25/hour Added Duty for recruitment at events during off contract. Attend District recruitment events, participate in off-site recruitment at preschools, feeder schools, private schools, charter schools, etc.	Time Edit Forms Recruitment/Event Logs		
Employee Benefits	Benefits	\$118,635.75	0					
Instructional Aids			0	Achievement	Improve achievement for L25 Reduce achievement gap between subgroups Based on student data, intervention will be provided using Imagine Learning Package	Purchase Orders Inventory	Paid for from Central Magnet Deseg budget (\$27,500)	
Tech Related Hdwre & Sfwre < \$5,000 Capital	Technology	\$25,000.00	0	Achievement	Purchase technology supplies (doc cameras, projectors, 3D software, slates, activote system) to enrich student achievement	Inventory Purchase orders	REALLOCATE TO 16-17 SY	
Tech Related Hdwre & Sfwre > \$5,000 Capital	Technology	\$20,000.00	0	Achievement	Purchase technology supplies (laptops, promethean boards) to enrich student achievement	Inventory Purchase orders	REALLOCATE TO 16-17 SY	
TOTAL 2017/18 BUDGET		\$778,070.75	9					
Accelerated Expenditures into FY17		-\$45,000.00						
Remaining 2017/18 BUDGET		\$733,070.75						

Borton Magnet School (Project Based Systems Thinking)

INTEGRATION GOAL (2017-18):

Benchmarks apply to each grade level cohort that moves up from Kindergarten starting in the 2015/16 SY.
By the 40th day of the ~~2016/17~~2017/18 SY, Borton will maintain integrated status as defined by the USP.

DISTRICT ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2017:

1. 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.
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.

SITE SPECIFIC GOAL

1. Students at Borton will score higher than district median in reading on benchmark assessments at all grade levels (2nd - 5th.)
2. Students at Borton will score higher than district median in math on benchmark assessments at all grade levels (2nd - 5th.)

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.5 FTE Magnet Teachers (910G, 202)
- 3.78 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Teacher (Resource) (910G, 202)
- 1.0 FTE Behavior Intervention Monitor (910G, 202)
- 0.1 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- ~~.51.0~~ FTE Math Interventionist (910G, 202)
- 1.0 FTE Teacher (Reading Intervention) (Title I)

Visions Account Title	Budget Description	Sum of FY17 \$	Sum of FY17 FTE	Objective	Strategy/ Justification	Implementation Evidence	Additional Notes
Teacher Salary	Teacher Magnet	\$149,800.00	3.5	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction Provide culturally relevant curriculum</p> <p>Our specialists (PE, Art, Music and Outdoor Learning) support our Magnet Plan in 4 ways. They are crucial to our integration goal as most magnet families love that the "whole child" is being attended to here at Borton and that is part of what attracts them and keeps them. The second way is that they are part of a rotation that enables teachers to have grade level PLCs for 120 minutes each week. While teachers are meeting, their students are with specialists. The third way is that they are part of the school wide intervention block. They take large groups of students 3-4 times a week for 30 minutes so that teachers can work with the most at risk students. Finally, the fourth way is that they support the Project Based Learning by giving students different options for the project products. For example, some students choose to create songs that show what they have learned.</p>	<p>Position control</p> <p>Master schedule including PLC blocks.</p> <p>Collaborative projects</p> <p>Lesson plans</p> <p>PLC Logs</p>	
	Teacher Resource	\$42,800.00	1	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Provide culturally relevant curriculum</p> <p>Provide culturally relevant curriculum. Our resource teacher is the instructional coach/project based learning support. This person works with students and teachers to ensure that projects are aligned with the Standards, that the work is of high quality and that projects are integrated. In addition, this person facilitates the PLC process and ensures that teachers have the resources/protocols they need when examining student work and/or planning. This person will assist with recruitment events and ensuring magnet theme is visible.</p>	<p>Position control</p> <p>Master schedule including PLC blocks.</p> <p>Collaborative projects</p> <p>Lesson plans</p> <p>PLC Logs</p>	
Teacher Salary	Math Interventionist	\$21,400.00	0.5	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups Improve achievement for L25</p> <p>A .5 Math Interventionist to assist students in building content knowledge, problem-solving strategies, and higher-level thinking skills.</p>		
Teacher Salary	Counselor	\$4,280.00	0.1	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups Improve achievement for L25.</p> <p>.1 Counselor to support the L25 to ensure Tier 2 Interventions and to support students in learning positive classroom behaviors.</p>		

Classified Salary	Teaching Assistant	\$69,616.00	3.78	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier II instruction</p> <p>Teaching assistants will support Tier 1 instruction by assisting students while teacher works with small groups during guided reading. They will also support school wide intervention time by taking a whole class for an activity while the teacher works with a targeted intervention group. Project Based Learning is differentiation and TAs will provide support with the process and with student choice/voice.</p>	Position Control Master Schedule including TA assignments	6ppl
Classified Salary	Behavior Intervention Monitor	\$26,000.00	1	Achievement	Behavior intervention monitor will work closely with the principal and the counselor. This person will participate in the MTSS process, support the Positive Behavioral Intervention and Support Program (PBIS). This person will also conduct dialogues with students, facilitate restorative conferences, maintain documentation and monitor student behavioral contracts.	Position Control	
District Supplies	Supplies Instructional	\$8,046.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify</p> <p>Supplies to support Project based work.</p>	Inventory	
Added Duty	Added Duty for Family Engagement	\$1,500.00	0	Family Engagement	<p>Families will be invited to participate in content/curriculum nights, including quarterly Parent Informational Meetings and two meetings about Title 1 in the first semester.</p> <p>Families will be invited to participate in quarterly events highlighting student work.</p> <p>The school will survey parents as to their interests and will provide at least two workshops for parents relating to parent interests</p> <p>The school will survey parents as to their interests and will provide at least two workshops for parents relating to parent interests.</p> <p>Parents are invited to quarterly honor roll and perfect attendance assemblies.</p> <p>Borton will communicate essential information and highlight significant news about Magnet teachers, students, events through school website, social media, and marquee.</p>	Event flier Copy of information provided to parents Sign in sheets Updated website Updated marquee Updated Facebook page	

District Supplies	Supplies for Family Engagement	\$500.00	0	Family Engagement	Provide supplies as needed for Family Engagement events	Event flier Copy of information provided to parents Sign in sheets Updated website Updated marquee Updated Facebook page	
Other Certified Salary	Magnet Site Coordinator	\$43,527.00	1	Integration	Magnet coordinator will support recruiting events and focus on building teacher capacity in Systems Thinking.	Event flier Recruitment Log PLC Logs	
Professional/Educational Contr	So. AZ Regional Education Center	\$15,241.00	0	Achievement	Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction Provide culturally relevant curriculum Professional development in the areas of Systems Thinking, Project Based Learning and ELA. ELA PD will be provided by a consultant who will plan, model and co teach in order to improve reading instruction. The consultant will work with teachers during PLC time as well as on PD days.	PD Agendas and Sign ins Consultant Log/Contract PLC Logs	So. AZ Regional Education Center
Added Duty	Certified Added	\$15,000.00	0	Achievement	Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Borton teachers will engage in Learner Centered Professional Development opportunities using a Lesson Study model to strengthen Tier 1 instruction.	PD Agendas and Sign ins Time Clock Logs	PD
District Supplies	Supplies PD Pro	\$1,000.00	0	Achievement	Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Supplies to support Professional/Educational Consultant work	Inventory	
Mileage	Mileage	\$300.00	0	Integration	To increase ethnic diversity, Borton magnet coordinator will recruit.		Recruiting Events
Added Duty	Added Duty - Recruitment	\$1,500.00	0	Integration	To increase ethnic diversity, Borton staff will provide support as needed during recruitment events	Event flier Recruitment Log Time Edit Forms	Recruiting Events
Employee Benefits	Benefits	\$92,955.75					
TOTAL 2016/17 BUDGET		\$493,465.75	10.88				

Carrillo Magnet School (Communications and Creative Arts)

INTEGRATION GOAL (2017/18):

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

By the 40th day of the 2017/18 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.

DISTRICT ACHIEVEMENT GOALS (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. Carrillo will earn a state letter grade of A as defined by the state grading system.
2. Students at Carrillo will score higher than the state median in reading and math.
3. Students at Carrillo 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 Carrillo will continue to be greater than the state median growth.

SITE SPECIFIC GOALS (2017/18):

1. By December, 2017, students at Carrillo will score higher than district median in reading on benchmark assessments at all grade levels (2nd - 5th.)
2. By December, 2017, students at Carrillo will score higher than district median in math on benchmark assessments at all grade levels (2nd - 5th.)
3. By June 2018, students at Carrillo will show academic growth that is higher than the state median growth in reading and math measured by the standardized test.
4. By June, 2018, the growth of the bottom 25% of students at Carrillo will continue to be greater than the state median growth as measured by the standardized test.

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.0 FTE Magnet Teachers (910G, 202)
- 3.75 FTE Teaching Assistants (910G, 202)
- 0.13 FTE Guidance Counselor (910G, 202)
- 0.37 FTE Guidance Counselor (Title I)
- 0.5 FTE Library Assistant (910G, 202)
- 0.5 FTE Library Assistant (M&O)

Visions Account Title	Budget Description	Sum \$	Sum FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Teacher Salary	Teacher Magnet	\$130,581.00	3	Achievement	<p>Improve overall achievement for all students</p> <p>Three positions: Visual Arts (1.0), Performing Arts(1.0), Technology Integration (1.0)- Research validates the correlation between arts learning and overall academic achievement, including gains in intelligence (IQ), grades, and performance on standardized tests. Technology integration supports 21st Century Skills that student need to make them college or career ready (collaboration, communication, creativity, critical thinking.) Also, students will be digitally literate by enhancing fluency with digital hardware and software technologies in order to access, control, and create information.</p>	Master Schedule Position Control Lesson plans	Continued success with Specialist teachers who provide necessary arts integrated lessons and allow teachers to collaborate in PLC groupings while students are in Specialist classes.
Added Duty	Certified Added	\$24,000.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier II instruction Provide culturally relevant curriculum</p> <p>Students need increased intervention minutes to address deficits in their individual learning. Teachers at Carrillo use weekly formative assessments in the classroom to create focused groups based on skills in order to meet the needs of the students. The teachers also complete a quarterly Intervention Plan for their class/grade level based on benchmark assessments to identify student needs and to plan for reteaching and interventions. Before and after school targeted tutoring needs to be offered during the whole school year for all grade levels. Added duty for targeted tutoring outside the school day, 8 teachers at 120 hours at \$25.</p>	Master Schedule Position Control Lesson plans Timesheets	
Classified Salary	Library Assistant	\$9,250.00	0.5	Achievement	<p>Improve overall achievement for all students Provide Culturally Relevant Curriculum</p> <p>The Library Assistant has supported learning with small group instruction and working with enrichment activities in the library. This position will also support students and teachers to access information by providing culturally relevant curriculum through the expedition of accessing books and materials from all perspectives. Support for students also involves working with students in the main library to support research for PBL learning. Support for teachers involves collaboration, and offering guidance in the use of the leveled library and culturally relevant materials.</p>	Master Schedule	.5 Library Assistant position to support teachers and students in Tier 1 instruction by providing resources and allowing full time access to the library, Leveled Library and computer lab.

Classified Salary	Teaching Assistant	\$52,581.00	3.75	Achievement	<p>Improve overall achievement for all students</p> <p>Carrillo's program has had a significant impact on learning for all students is Carrillo has maintained an "A" rating through the state of Arizona for 2 years based on academic achievement; scored higher in ELA (35%) cumulatively (third grade to fifth grade) than the district average (27%) and the state average (34%) on 2014/2015 state assessment (AzMerit); Carrillo also scored higher in Math (39%) as a school average than the district (25%) and the state average (34%); ELD pull-out model has increased reclassification from 12% in 2013 to 47.8% in 2015. Teacher Assistants and Library Assistant have supported learning with small group instruction, working with enrichment activities while the teachers work with students who need focused interventions and reteaching of the standards.</p>	Position Control Timesheets	
ESI Substitutes	Substitutes	\$7,200.00	0	Achievement	<p>Improve overall achievement for all students Differentiate Tier I instruction Provide culturally relevant curriculum</p> <p>Carrillo will incorporate the practice of reflective teaching, "Teachers Observing Teachers: A Professional Development Tool For Every School." The benefits include reflective dialogue with and among teachers/administrators. Teachers benefit from support from an "expert" (peer) who understands the daily demands of the classroom, and the comfort of knowing that someone is available to help, explain, and assist. The school benefits from the establishment of a professional learning community and ultimately, higher student achievement. Substitutes will allow for added collaboration time for grade level colleagues to plan lessons, examine teaching strategies after observations, analyze student outcomes, and adjust for maximum student achievement.</p>	Timesheets	Teachers will continue to observe each other in the classroom, however they will expand their observations to different grade levels allowing for vertical articulation. Teachers will gain knowledge, skills and strategies from each other, along with hands-on knowledge about spiraled curriculum at various grade levels.
Instructional Aids	Instructional Aids	\$10,000.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction</p> <p>Scholastics News; Performance Coach- standards based practice for AZ Merit testing; Simple Solutions- daily standards based math practice (reciprocal teaching); Educational Apps for iPad to increase ELA and Math problem-solving and fundamental practice.</p>	Purchase Orders	
Other Certified Salary	Counselor	\$5,658.51	0.13	Achievement	<p>Improve overall achievement for all students</p> <p>An additional .50 FTE is needed in our counseling department in order to increase parent and family awareness of their child's academic and social/emotional well being and to maintain the daily support for students that is needed at Carrillo.</p>	Master Schedule Position Control Timesheets	
Added Duty	Certified Added	\$5,400.00	0	Family Engagement	<p>Supplemental monies to pay teachers for off contract time to promote family engagement: Math/Science Night, Literacy Night, Culture Night, Fitness Night, Magnet Showcases including performances.</p>	Timesheets	
Other Certified Salary	Magnet Site Coordinator	\$43,527.00	1	Recruitment	<p>Magnet Coordinator will focus on both pillars- student achievement and integration: PLC coordinator, quarterly PLC units, student progress monitoring data, family event coordinator; recruitment</p>	Position Control Timesheets	

Mileage	Mileage	\$800.00	0	Recruitment	Supplemental monies for travel to magnet events to promote our school for integration.	Mileage Logs	
Added Duty	Certified Added	\$7,630.00	0	Achievement	Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Differentiate Tier I instruction Supplemental monies to pay teachers for off contract time for summer professional development: teachers leading teachers/PBL/technology/unpacking standards	Timesheets Sign in sheets	
Employee Training and Professi	Professional Contracted Services Teachers Observing Teachers (\$12,000) PBL Implementation (\$1000) Registration (\$7,787) AZ K12 Center - Technology training at Camp Plug and Play	\$20,787.00	0	Achievement	Improve overall achievement for all students Improve achievement for L25 Differentiate Tier I instruction Contracted trainer from ADE to lead teachers in collaborative practice as they plan lesson together, observe each other teaching the lesson, identify student engagement, reflect and adjust. Continue with PBL trainer to plan and implement PBL units (1 day at \$1000- summer PD 2017.) Continued professional development classes on and off contract hours to enhance teacher knowledge in areas of communications, ELA, math, technology, teaching strategies, PBL	Purchase Order	
District Supplies	Supplies Recruitment	\$15,637.00	0	Recruitment	Display board and props needed to promote our school during off site events to support integration.	Purchase Order	
District Supplies	Supplies Instructional Theme related	\$19,358.00	0	Achievement	Improve overall achievement for all students Supplies include necessary materials to promote PBL learning for units- paper, writing material, art supplies, toner, etc.	Purchase Orders	REALLOCATE TO 16-17 SY
Technology Over \$5000	Technology	\$34,213.00	0	Achievement	Improve overall achievement for all students Differentiate Tier 1 Instruction ActivTables (2) created by Promethean allows students to collaborate on educational activities while using tools and resources through technology. ActivTables promotes inclusion for all students and helps facilitate peer learning. Laptop purchases to create technology learning centers in the classroom.	Purchase Orders	REALLOCATE TO 16-17 SY
Tech Related Hardware and Software less than \$5000	Technology	\$2,000.00	0	Achievement	Improve overall achievement for all students Differentiate Tier I instruction 3D pens will increase planning, critical thinking, reasoning, and creative skills in Carrillo students. Students will use these tools to problem solve in many disciplines, including science, social studies, mathematics. Students will be able to produce a range of objects, both simple and complex to meet project requirements in the classroom. The use of 3D tools promote strong communication and collaboration skills and helps students practice visualization and decision making.	Purchase Orders	REALLOCATE TO 16-17 SY
Added Duty	Certified Added	\$3,000.00	0	Recruitment	Supplemental monies for magnet coordinator/teachers for off contract hours spent at magnet events to promote our school with goal to become integrated.	Timesheets	
Employee Benefits	Benefits	\$60,400.00	0				
TOTAL 2017-18 SY Budget		\$452,022.51	8.38				
Accelerated Expenditures into FY17		-\$55,571.00					
Total 2017-18 Budget		\$412,894.39					

Davis Magnet School (Spanish Immersion)

INTEGRATION GOAL (2017/18):

By the 40th day of the 2017/18 SY, Hispanic enrollment in Kindergarten, 1st, and 2nd grade will continue to move towards the goal of 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.

DISTRICT ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. Davis will earn a state letter grade of A (a minimum of 140 points), as defined by the state grading system.
2. Students at Davis will score than the state median in reading and math.
3. Students at Davis 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 Davis will be higher than the state median growth.
5. The achievement gap between racial groups at Davis will be less than the achievement gap between racial groups in elementary schools in the District.

SITE SPECIFIC GOALS (2017/18):

1. Davis students will score higher than district median in reading on benchmark assessments at all grade levels (2nd - 5th.)
2. Davis students will score higher than district median in math on benchmark assessments at all grade levels (2nd - 5th.)

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.3 FTE Magnet Teachers (910G, 202)
- 3.0 FTE Teaching Assistants (910G, 202)
- 5.75 FTE Teaching Assistants (910G, other)
- 0.75 FTE Specialist (Mariachi) (910G, 202)
- 0.75 FTE Family Liaison (910G, 202)
- 0.75 FTE Instructional Tech Liaison (Title I)
- 1.0 FTE Librarian (910G, 202)
- 0.5 FTE Library Assistant (M&O)

Visions Account Title	Budget Description	Sum of FY17 \$	Sum of FY17 FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Teacher Salary	Specialist Teacher	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups. Provide culturally relevant curriculum. Support the development of L2 through authentic learning. Davis will create a master schedule which will provide PLC time for staff to meet weekly for at least 1 1/2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, timely and teacher directed. (Art)</p>	Master Schedule Position Control PLC Logs	
	Specialist Teacher	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups. Provide culturally relevant curriculum. Davis will create a master schedule which will provide PLC time for staff to meet weekly for at least 1 1/2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, timely and teacher directed.</p>	Master Schedule Position Control PLC Logs	
	Teacher Magnet	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups Reduce class size/student to adult ratio Differentiate Tier I instruction Provide culturally relevant curriculum In order to reduce class size, Davis will utilize a full time certified teacher. (Music)</p>	Master Schedule Position Control Lesson Plans	
Added Duty	Teacher Hourly	\$12,034.00	0	Achievement	<p>Reduce class size / student to adult ratio Differentiate Tier II instruction While certified teachers provides intervention, teacher assistants will be used to provide support for all students.</p>	Master Schedule Position Control Time Clock	Tutoring include Lead Cord
Classified Salary	Teaching Assistant	\$43,856.00	3	Achievement	<p>Reduce class size / student to adult ratio Differentiate Tier II instruction While certified teachers provides intervention, teacher assistants will be used to provide support for all students. Bilingual para-professionals support in dual language classrooms is critical as language models, assist in district/state required assessments and help teachers manage workloads which double when learning /teaching in two languages. Bilingual para-professionals are language role models and are guided by teachers to support students as teacher directs learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement.</p>	Master Schedule Position Control Time Clock	5ppl at .75
Classified Salary	Specialist/ Mariachi	\$10,964.00	0.75	Achievement	<p>Improve overall achievement for all students Differentiate Tier I instruction The unique Spanish Immersion model at Davis Magnet utilizes specialists to release teachers to meet with PLC's but specialists also serve to support L2 learning in non-threatening, authentic classroom environments. The mariachi instructor would support K-2 student services and provide opportunities for teacher home visits and additional parent conferences for K-2 struggling students for early interventions.</p>	Master Schedule Position Control Time Clock	Full time
Classified Temporary	Classified Hour	\$2,745.00	0	Achievement	<p>Improve overall achievement for all students Differentiate Tier 1 instruction Provide culturally relevant curriculum Classified personnel will support computer based learning through approved Achieve 3000 and SuccessMaker intervention software. Support overall improvement for targeted students in after school tutoring program.</p>	Master Schedule Position Control Time Clock	3ppl

ESI Certified	Teacher PE	\$12,876.00	0.3	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups. Davis will utilize the PE specialist create a master schedule which will provide PLC time for teachers to meet weekly for at least 2 hour blocks.</p> <p>Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, timely and teacher directed. Support the development of L2 through authentic learning.</p>	Master Schedule Position Control	PE Teacher
District Supplies	Supplies Instructional	\$11,948.00	0	Achievement	<p>Improve overall achievement for all students Differentiate Tier II & III instruction Provide culturally relevant curriculum</p> <p>Improve overall achievement for all students.</p> <p>Davis will purchase supplies and materials which are culturally relevant to strengthen differentiated Tier I and Tier II learning opportunities</p>	Inventory	
	Supplies Tier 3 After School	\$2,479.00	0	Achievement	<p>Improve overall achievement for all students Differentiate Tier I/II instruction Provide culturally relevant curriculum</p> <p>Purchase added materials for after school tutoring program.</p>	Inventory	
Classified salary	Family Liaison	\$21,200.00	0.75	Family Engagement	<p>Davis has demonstrated a pattern of growth in our eligible Title I population moving from 50% to 57% with in the last 4 years. A family liaison will help support/strengthen family engagement, training opportunities, and increase parent participation to improve student learning.</p>	Master Schedule Position Control Event Log	Full time
District Supplies	Supplies for Family Engagement	\$500.00	0	Family Engagement	<p>Provide supplies as needed for Family Engagement events</p>	Inventory	Funded by Title 1
Added Duty	Certified Hourly	\$800.00	0	Family Engagement	<p>Improve overall achievement for all students.</p> <p>Work with families to support family engagement and provide training session in reading and mathematics for parents.</p> <p>Added Duty for certified staff to participate in parent training session on school site.</p>	Sign-in Sheets Flyers	Family Engagement
Other Certified Salary	Magnet Site Coordinator	\$42,620.00	1	Recruitment	<p>Magnet Coordinator will focus on both pillars- student achievement and integration; PLC coordinator, quarterly PLC units, student progress monitoring data, family event coordinator; recruitment</p>	PLC Log Sign-in Sheets	PD - PLC
Added Duty	Certified Temp PD-PLC	\$7,650.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I/II instruction Provide culturally relevant curriculum</p> <p>Teachers will meet in PLC's 1 1/2 hours weekly to analyze student data and implement action plans for Tier II & III differentiated instructional groups, common assessments and planning.</p>	PLC Log Sign-in Sheets	PD - PLC
Mileage	Mileage	\$150.00	0	Recruitment	<p>Mileage reimbursements for off site recruitment and marketing events</p>	Mileage Log	
Added Duty	Certified Added	\$13,800.00	0	Achievement	<p>Improve overall achievement for all students Differentiate Tier I instruction Provide culturally relevant curriculum</p> <p>Davis teachers will participate in a 5 day summer PD to unpack the standards, task analysis, and align standards to curriculum. Summer PD sessions will focus on best instructional practices for Bilingual Education, Culturally Relevant Curriculum, and strengthening PLC structures/process.</p>	Agenda Sign-in Sheets	Summer PD 2016-17 16ppl 30 hours/ea.

Other Certified Salary	Librarian	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction Provide culturally relevant curriculum</p> <p>In order to allow teachers to meet in PLC groups, Davis will fund a full time librarian who teaches both the walk to Spanish Reading and creates multi-cultural learning opportunities and materials for all K-5 students.</p> <p>Teachers will meet in PLC's 1 1/2 hours weekly to analyze student data and implement action plans for Tier I/II differentiated instructional groups, common assessments and planning.</p>	Master Schedule Position Control	
Added Duty	Added Duty - Recruitment	\$3,500.00	0	Recruitment	<p>Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information card, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large targeted populations)</p> <p>Maintain high parent participation in PTA, Site Council and school-wide functions, and train parents as school recruiters</p> <p>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.</p>	Time Clock Recruitment Log Sign-in Sheets Flyers	Recruitment Events off Contract
Technology-Related Hardware & Software \$5,000 or More	Technology Related Hardware and Software	\$7,612.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Differentiate Tier I/II instruction Provide culturally relevant curriculum</p> <p>Davis will purchase technology that will be used by teachers to Differentiate Tier I/II instruction in small group settings. Computers in classrooms will allow additional access to Achieve 3000 and SuccessMaker which are reading and math intervention programs utilized in classrooms and after school programs. Increase access to multi-cultural student learning material available through public media and difficult to find in print.</p>	Tech Inventory	REALLOCATE TO 16-17 SY
Advertising	Advertising	\$716.00	0	Recruitment	Create banners, brochures, marketing flyers and advertising material to enhance recruitment for Magnet program and support ethnic diversity.	Inventory	Marketing materials
Employee Benefits	Benefits	\$81,292.87	0				
TOTAL		\$450,850.87	9.8				
Accelerated Expenditures into FY17		-\$7,612.00					
Remaining 2017/18 BUDGET		\$443,238.87					

Dodge Magnet School (Traditional Academics)

INTEGRATION GOAL (2017/18):

By the 40th day of the 2017/18 SY, Dodge will maintain integrated status as defined by the USP.

DISTRICT ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. Dodge will maintain a state letter grade of A (a minimum of 140 points) as defined by the state grading system.
2. Students at Dodge will score higher than the state median in reading and math.
3. Students at Dodge 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 Dodge will be higher than the state bottom 25% median growth.
5. 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.

SITE ACHIEVEMENT GOALS (2017/18):

By June, 2018:

1. Reduce the achievement gap for Hispanics taking the Math AzMERIT 2017 by at least 10%.
2. The principal will increase the number of leadership opportunities in 2017 by 10%.
3. Increase the use of the PLC process to improve instruction by 10% in number of hours spent in PLCs.

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE Math Interventionist (910G, 202)
- 1.0 FTE Reading Interventionist (910F, 202)
- 0.8 FTE School Community Liaison (910G, 202)

Visions Account Title	Budget Description	Sum \$	Sum FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Teacher Salary	Intervention Teacher	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Differentiate Tier II instruction</p> <p>Students in the L25 in math and reading will be assigned an intervention class moving in and out based on performance data.</p>	<p>Master Schedule Position Control Lesson Plans Ability Groups</p>	
	Reading Interventionist	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Improve achievement for the L25 Differentiate Tier I instruction</p> <p>All 6th grade students will take two hours of ELA with one hour dedicated to reading instruction and one to grammar and writing.</p>	<p>Master Schedule Position Control Lesson Plans Ability Groups</p>	
	Travel to attend the MSA Conference	\$6,000.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for the L25 Reduce the achievement gap between subgroups Teachers will attend three conferences during the school year to learn best practices for Magnet Schools.</p>	<p>Trip Agenda Summary of the skills learned Teacher implementation in the classroom.</p>	2 People
	Substitutes for PLC work and conferences	\$19,560.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for the L25 Reduce the achievement gap between subgroups</p> <p>In order to allow teachers to PLC during the school day once each quarter. Substitutes are needed for MSA Convention, NEU Convention, and PLC training.</p>	<p>Agendas Sign In sheets Summary of the skills learned Teacher implementation in the classroom.</p>	
	Added Duty PLC work	\$19,800.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for the L25 Reduce the achievement gap between subgroups</p> <p>In order to allow teachers to participate in regular PLC after the contract day.</p>	<p>Sign in shets for PLC Agenda for PLC Meetings</p>	
Added Duty Certified	Added Duty Tutoring	\$5,625.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for the L25 Reduce the achievement gap between subgroups</p> <p>To provide Tier II interventions, Dodge will continue to offer after school tutoring by grade level. Open to all students but student with an F at progress or end of quarter will get specific invitation to attend.</p>	<p>Attendance sheets and documentation of invitations for at-risk students. Time Clock</p>	
	Added Duty: Tutoring, Certified Summer Hourly Summer Jump Program Coordinator	\$15,450.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25</p> <p>Dodge will maintain a 10 day summer JumpStart program for incoming 6th graders. This sets guidelines and expectations of the Dodge program, establishes relationships with teachers, and provides remediation of basic skills in core classes.</p>	<p>Pre-post tests for math Incoming student intervention/ALE identification and class scheduling SuccessMaker and benchmark tracking. Summer program applications in. Meetings, agendas, class</p>	

Classified Temporary	Classified Hourly Summer Jump Bridge Program	\$1,580.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for the L25 Reduce the achievement gap between subgroups</p>	Pre-post tests for math Incoming student intervention/ALE identification and class scheduling	
District Supplies	Supplies Instructional	\$5,860.00	0	Achievement	<p>Improve overall achievement for all students This will included resources for teachers to use in the classroom to improve instruction.</p>	Inventory PO Order forms and shipping lists	
Classified salary	Community Liaison	\$17,690.00	0.8	Family Engagement	<p>Improve overall achievement for all students Assure equal access to resources Reduce achievement gap between subgroups Community Liaison will work with students from targeted ethnicity to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school.</p>	Position Control Student mentoring logs Family contact logs	
Other Certified Salary	Magnet Coordinator	\$43,527.00	1	Integration Recruitment	<p>Improve overall achievement for all students Maintain an integrated status In order to attract diverse ethnically balanced students and maintain an integrated status, the Magnet Coordinator will market, conduct recruitment events, track recruiting activities, and attend all district sponsored magnet events that are pertinent to middle school enrollment targeting the ethnic groups needed. In addition to recruitment responsibilities, Magnet Coordinator will ensure that student interventions are working and to help in identifying intervention needs, Magnet Coordinator will participate regular data analysis and support the MTSS team.</p>	Position Control Log of recruitment events, parent and community contacts, tours, application submissions and magnet enrollment/ retention Data Charts of intervention effectiveness	
Technology	Licensing for SRI Software	\$3,808.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Differentiate Tier I and II instruction Provide 21st Century technology opportunities School-wide SRI License (1,808) is used to differentiate instruction, provide evidence for interventions and ALE opportunities, and to ensure students are reading at proper levels to continue to grow in their reading skills. Provide new technology and maintain current technology for student use (2,000).</p>	SRI reading Lexile's results	
Added Duty	Certified Added	\$3,600.00	0	Recruitment	Supplemental monies for magnet coordinator/teachers for off contract hours spent at magnet events to promote our school with goal to become integrated.	Timesheets	
Benefits	Benefits	\$46,357.75	0				
Mileage	Mileage	\$300.00	0	Integration	Magnet Coordinators are required to travel to sites around the district	Mileage Logs	
TOTAL		\$276,211.75	3.8				

Drachman Magnet School (Montessori)

INTEGRATION GOAL (2017/18):

By the 40th day of the ~~2016/17~~2017-18 SY, the Hispanic enrollment in Kindergarten, 1st, and 2nd Grade will be no more 70%, and the enrollment of White and Hispanic students will meet the USP definition for integration.

DISTRICT ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. 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.
2. Students at Drachman will score higher than the state median in reading and math.
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
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.

SCHOOL ACHIEVEMENT GOAL (2017/18):

1. By June, 2018, the percent of students passing the AzMERIT ELA and Math Exams will be at least 5% higher than the percent passing in 2017.
2. By June, 2018, the percent of students passing the End of Year DIBELS Benchmark will be at least 5% higher than the percent passing in 2017.
3. By March 2018, the percent of students passing the TUSD School City ELA and Math Spring Benchmark Exams will be at least 5% higher than the percent passing the 2017 TUSD School City ELA and Math Spring Benchmark Exams.
4. By December 2017, the percent of students passing the TUSD School City ELA and Math Fall Benchmark Exams will be at least 5% higher than the percent passing the 2016 TUSD School City ELA and Math Fall Benchmark Exams.

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Magnet Teachers (910G, 202)
- 2.5 FTE Montessori Lead Teachers (910G, 202)
- .94 FTE Instructional Specialist (910G, 202)
- 0.6 FTE 6/5 Contracts for PLCs
- 1.0 FTE Success Specialist (Title I)
- 4.0 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Teaching Assistants (Title I)
- 1.0 FTE Behavior Intervention Monitor (910G, 202)

Visions Account Title	Budget Description	Sum \$	Sum FTE	Objective	Strategy/ Justification	Implementation Evidence	Additional Notes
Teacher Salary	Teacher Resource Montessori	\$108,818.00	2.5	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction</p> <p>The 2.0 FTEs for the Montessori Lead Teachers will go to one full-time position, and two half-time positions. These teachers will provide professional development for ten teachers in their 1st - 3rd year at Drachman who are new to Drachman, Montessori, and/or the teaching profession. The .5 FTE for Montessori Practical Life Teacher will go to an individual who will provide whole-group Montessori Practical Life lessons to classes, and this will free up teachers for Partner PLC Time.</p>	<p>Position control</p> <p>Master schedule</p> <p>Lesson plans</p> <p>PLC logs</p>	
	Teacher Magnet (Montessori)	\$43,527.00	1	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Reduce class size / student to adult ratio Differentiate Tier I instruction</p> <p>This 1.0 FTE will go for a fourth/fifth grade Montessori multiage teacher to reduce the class sizes in our upper elementary program.</p>	<p>Position control</p> <p>Master schedule</p> <p>Lesson plans</p>	
	Placing Three Middle School Teachers on 6th/5th Contracts	\$26,116.00	0.6	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction</p> <p>With our expansion to 8th grade, we will have our 6th, 7th, and 8th grade students attend school for an additional 45 minutes beyond the minutes of K-5 students. Since we don't have funding for elective classes, these teachers will be required to teach their self-contained 6th, 7th, and 8th grade classes all day, without a mid-day planning period, and will also provide students with elective experiences. This was a part of our proposal and plan to become a K-8 school that was approved by the district, the Special Master, and individuals involved in the deseg case. The regular part of these teachers' contracts is funded out of M & O.</p>	<p>Position control</p> <p>Master schedule</p> <p>Lesson plans</p>	

Classified Salary	Instructional Specialist	\$18,000.00	0.94	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Provide culturally relevant curriculum</p> <p>This classified Music Instructional Specialist will provide violin instruction to students, and this will provide teachers will additional time for professional growth while on contract</p>	<p>Position control</p> <p>Master schedule</p> <p>Lesson plans</p>	
Classified Salary	Teaching Assistant	\$60,000.00	4	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Reduce class size / student to adult ratio</p> <p>These eight half-time Montessori teaching assistants were in our Magnet budget for 2016-2017. The Montessori Model of education requires teaching assistants in grades K-3, and recommends teaching assistants in grades 4-8, to support instruction.</p>	<p>Position control</p> <p>Master schedule with teaching assistant schedules</p>	
Classified Salary	Montessori Behavior Intervention Monitor	\$17,410.00	1	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups</p> <p>The classified Montessori Behavior Intervention Monitor will help with the culture and climate among students and the implementation of PBIS practices. This individual will monitor and conduct dialogues with students, using Montessori Grace & Courtesy techniques, will serve as liaison between students and the administration, and will maintain documentation. This individual will be essential with the expansion to eighth grade (especially because we only have funding to staff a half-time guidance counselor and there is no other staff to support with behaviors besides the half-time counselor and the principal). This individual will also support our students who are new to Drachman in understanding Montessori behavioral expectations, and will help them build relationships with returning students.</p>	<p>Position control</p> <p>Documentation of student interventions</p>	
District Supplies	Supplies Family Engagement	\$500.00	0	Family Engagement	<p>Improve Family Engagement</p> <p>We will have specific nights designed for Montessori parent education, and we will be able to purchase supplies for these nights with these funds.</p>	<p>Inventory</p> <p>Event fliers</p> <p>Copies of handouts</p>	

Other Certified Salary	Magnet Site Coordinator	\$43,527.00	1	Integration	Maintain Integration Status The Magnet Coordinator will specifically target the integration pillar & support PLCs and our CFA calendar	Position control Recruitment log	
Added Duty	Certified Hourly	\$3,000.00	0	Integration	Maintain Integration Status This budget line would be used by our Magnet Coordinator to pay for staffing recruitment events outside of contract time.	Recruitment log Time Edit Forms	
Stipend Certified	Montessori Stipends	\$4,000.00	0	Achievement	Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Provide culturally relevant curriculum With these funds, we would pay a \$1000 stipend to our Montessori teachers who have completed Montessori Teacher Certification recognized from the American Montessori Society. We will have four teachers with this status. The goal of this budget line is to retain teachers who we fund this training for, and to use as an incentive for recruiting future teaches if there is teacher turnover.	Montessori teacher certificates	
Added Duty	Certified Added	\$8,000.00	0	Achievement	Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups This funding is for certified staff to attend an Extended Wednesday PD once a month with colleagues. This provides time for cross-grade PLC experiences and for planning for parent education nights.	PLC logs Time Clock Logs	
ESI Substitutes	Substitutes for Team Reviews of Data & for 1:1 Student/Teacher Montessori Progress Conferences	\$8,000.00	0	Achievement	Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Substitutes would be funded for Montessori teachers to meet with the principal to review data of students, and so these teachers can meet 1:1 with students to review their progress in our Montessori classrooms.	Sub finder Meeting logs Formative assessment data	
Mileage	Mileage	\$500.00	0	Integration	Mileage is submitted for staffing recruitment events and for attending functions related to promoting and enhancing our Magnet program in Arizona.	Mileage logs Recruitment logs	

Professional/ Educational Contr	Professional Contracted Services PD	\$3,000.00	0	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Provide culturally relevant curriculum</p> <p>We would work with Montessori Consultant, Ramya Fernando, with a specific focus on our Montessori classroom and school-wide environment. Ms. Fernando worked with Drachman and TUSD from 2009-2012, and she helped our school move from an underperforming status to a program that eventually had national recognition. Ms. Fernando, who lives in Portland, Oregon, would provide in-person and electronic support for our school, and specifically our new staff, in establishing and maintaining strong standards for their Montessori learning environments.</p>	Contract Meeting notes	
Employee Training and Profess	Registration	\$22,165.50	0	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Provide culturally relevant curriculum</p> <p>This funding would pay for 2-4 teachers to attend form Montessori training starting in June of 2018 from the Khalsa Montessori training organization</p>	Registration confirmation	
Out - of - State Travel	Registration/Trave l	\$2,948.00			Magnet Schools of Amerca Conference		
Added Duty	Certified Hourly	\$1,000.00	0	Integration	This budget line would be used by our staff to pay for staffing recruitment events outside of contract time.	Recruitment log Time Edit Forms	

Technology-Related Hardware & Software \$5,000 or More	Capital Equipment	\$3,490.00	0	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups</p> <p>With these funds, we would purchase additional laptops or desktops that students will use to better access the Montessori Cultural and Science Curriculum through sites such as National Geographic and the Discovery Channel. They will also be used to purchase document cameras and/or eBeam configurations so teachers can present information from the Montessori Cultural and Science Curriculum. In Montessori, students learn about their roles in the world, and where concepts and inventions/innovations originated globally, and these capital technology equipment tools will bring the complete Montessori curriculum to life.</p>	Inventory Lesson plans	REALLOCATE TO 16-17 SY
Instructional Aids	Montessori related materials	\$4,000.00	0	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Provide culturally relevant curriculum</p> <p>This funding would be used to replace Montessori materials that have been worn-out over time over our 11 years as a Montessori school.</p>	Inventory	REALLOCATE TO 16-17 SY
Employee Benefits	Benefits	\$81,749.50					
TOTAL		\$459,751.00	11.04				
Accelerated Expenditures into FY17		\$7490,00					
Remaining 2017/18 BUDGET		\$452,261.00					

Holladay Magnet School (Fine and Performing Arts)

INTEGRATION GOAL (2017/18):

By the 40th day of the 2017/18 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.

ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. Holladay will earn a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. Students at Holladay will score higher than the state median in reading and math.
3. Students at Holladay 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 Holladay will be higher than the state median growth.
5. 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.

SITE GOAL:

All grade level teams will participate in Professional Learning Communities on a weekly basis.

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Magnet Teacher (910, 202)
- 2.0 FTE Intervention Teachers (Math / Reading) (910G, 202)
- 3.0 FTE Teacher Specialists (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, other)
- 3.0 FTE Master Teachers (910G, other 202)
- 1.0 MTSSF (910G, 202)
- 1.0 FTE School Community Liaison (910G, 202)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE MTSS Facilitator (910G, other)

Visions Account Title	Budget Description	Sum \$	Sum FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Teacher Salary	Reading Interventionist	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Reduce class size / student to adult ratio Differentiate Tier 1 instruction</p> <p>Holladay will use a certified math specialist and reading specialist to provide reading and math intervention for struggling students.</p>	<p>Position control</p> <p>Master schedule</p> <p>Formative assessment results</p> <p>Lesson plans</p>	
	Teacher Performance Arts	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Reduce class size / student to adult ratio Differentiate Tier 1 instruction</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. Teams will meet during the contract day while students attend Music, Art and PE. Magnet funds will pay for a Music teacher.</p>	<p>Position control</p> <p>Master schedule</p> <p>Formative assessment results</p> <p>Lesson plans</p>	
	Teacher Visual Arts	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Reduce class size / student to adult ratio Differentiate Tier 1 instruction</p> <p>Also a Recruitment and Retention strategy: Holladay will produce Broadway productions and Fine Arts Exhibitions. Holladay will send invites to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.</p>	<p>Position control</p> <p>Master schedule</p> <p>Formative assessment results</p> <p>Lesson plans</p> <p>Event fliers</p> <p>Parent sign ins from events</p>	
Teacher Salary	ELL/Math interventionist	\$43,527.00	1	Achievement	<p>Provide push in support for L25, ELL, and Ex Ed students Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Reduce class size / student to adult ratio Differentiate Tier 1 instruction</p>		

Classified Salary	Instructional Specialist	\$77,000.00		3	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Reduce class size / student to adult ratio Differentiate Tier 1 instruction Differentiate Tier II instruction Will work with students and teachers.</p>	<p>Positional Control</p> <p>PLC logs</p> <p>Time clock log</p>	
District Supplies	Supplies Fine Arts	\$5,000.00		0	Achievement	<p>Improve achievement for all students Differentiate Tier I instruction Holladay will purchase fine arts supplies for use in the classroom.</p>	Inventory	
	Supplies Instructional	\$10,000.00		0	Achievement	<p>Improve achievement for all students Differentiate Tier I instruction Holladay will purchase instructional supplies for use in the classroom.</p>	Inventory	
	Supplies Intervention	\$10,000.00		0	Achievement	<p>Improve achievement for all students Improvement achievement for L25 Differentiate Tier II instruction Holladay will purchase intervention supplies for student use.</p>	Inventory	
Classified Salary	Community Liaison	\$26,000.00		1	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups To address the financial, social, and emotional needs of our community. The need for a full time community liaison was stressed heavily by the special master and his team.</p>		
Added Duty	Added Duty for Family Engagement	\$0.00		0	Family Engagement	<p>Holladay will: Communicate with parents of students from feeder schools to ensure successful transition to and from elementary school. Offer academic family engagement activities and events scheduled minimally quarterly as evidenced by sign in sheets, notifications, parent-link (August-May). Notifications regarding Family Engagement Center Support as evidenced by Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters(August-May). Communicate with parents of students from feeder schools to ensure successful transition to and from elementary school.</p>	<p>Event flier</p> <p>Copy of information provided to parents</p> <p>Sign in sheets</p> <p>Updated website</p> <p>Updated marquee</p> <p>Updated Facebook page</p>	
Other Certified Salary	Counselor	\$21,310.00		0.5	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Reduce class size / student to adult ratio Differentiate Tier 1 instruction Due the backlog of students in the MTSS process and to address the social/emotional needs of the students.</p>	MTSS Logs and documented interventions	

Other Certified Salary	Magnet Site Coordinator	\$43,527.00	1	Integration	Holladay will utilize a Magnet Coordinator whose responsibilities include both recruitment and academic achievement. Magnet Coordinator will maintain social media, market, conduct recruitment events, attend district recruitment events, and track recruitment activities. Magnet Coordinator will also facilitate PLCs.	Positional Control Recruitment Logs Event fliers/other documentation Website/Social media PLC logs Time clock log	
Added Duty	Certified Added	\$18,000.00	0	Achievement	Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier II instruction Students will participate in extended day tutoring. 6 teachers, 27 weeks, 4 days per week, for 1 hour. Students will also have the opportunity to participate in morning tutoring. 4 teachers, 30 minutes. Students will participate in summer school.	Intervention lesson plans Time clock Log	
Added Duty	Certified Temp PD	\$10,000.00	0	Achievement	Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction Holladay certified staff will participate in Professional Development during pre-service/off contract time to build organizational capacity and work on school-wide initiatives. This will include review of student data and the creation of action plans for individual students. A team of teacher leaders will plan for pre-contract/post contract professional development. (8 Certified Staff/ 12 Hours/\$25 per hour. Not funded by Magnet)	PD Agendas and sign ins Time Clock Logs Copies of information given to staff Formative assessment results	
Tutoring	Tutors	41,826.00		Achievement	Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Reduce class size / student to adult ratio Differentiate Tier I instruction Differentiate Tier II instruction To address the 65% of Holladay students who are not proficient in math.. To provide Tier II interventions, Holladay will continue to offer during and after school tutoring by grade level.	Contract Formative assessment results	

Out of state travel	Travel	\$10,000.00		Achievement	Travel for lead teachers to attend Math and ELA conferences ie. National Council of Teachers of mathematics and National Council of teachers of English		
Professional/Educational Contr	Consultants PD	\$20,000.00		Achievement	Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction Teacher and support staff are requesting certification and materials The Leader in Me to shift the school culture which will address student social and emotional needs. Our benchmark school CE Rose has experienced success implementing this program.	Inventory PLC Logs	
ESI Substitutes	Substitutes	\$4,500.00	0	Achievement	Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction Substitutes will help cover classes while certified staff review and plan task analysis	Time Clock Logs	
Capital	Capiatal Equipment	\$30,000.00	0		Improve campus security to address concerns raised by potential paretns during recruitment.	Inventory	
Tech Related Hardware & Software less than \$5,000	Computers / laptops	\$40,000.00	0	Achievement	Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction Differentiate Tier II instruction Technology will be used by students to create a one-to-one environment for interventions and enrichment before, during and after school in reading and math.	Inventory Lesson plans	REALLOCATE TO 16-17 SY
Added Duty	Added Duty - Recruitment	\$3,000.00	0	Integration	To increase ethnic diversity, Holladay staff will focus recruitment activities at targeted TUSD schools, private schools, and charter schools. Certified staff will participate in district sponsored magnet events and encourage current parents to also serve as representatives.	Recruitment Log School lists Time Edit Forms Event fliers	
Employee Benefits	Benefits	\$105,061.25					
TOTAL		\$649,332.25	9.5				
Accelerated Expenditures into FY17		\$40,000.00					
Remaining 2017/18 BUDGET		\$609,332.25					

Mansfeld Magnet School (STEM)

INTEGRATION GOAL (2017/18):

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

By the 40th day of the 2017/18 SY, the Hispanic enrollment in 6th, 7th, and 8th grade will be no more 70%. White and African American enrollment will continue to meet the USP definition of integration as reported on the Mojave/Synergy student tracking system.

ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

1. By June, 2018, 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, 2018, students at Mansfeld will score higher than the state median in reading and math.
3. By June, 2018, students at Mansfeld will show academic growth that is higher than the state median growth in reading and math.
4. By June, 2018, the growth of the bottom 25% of students at Mansfeld will be higher than the state median growth.
5. By June, 2018, the achievement gap between racial groups at Mansfeld will be less than the achievement gap between the same grade configurations in the District.

SITE SPECIFIC GOAL (2017/18):

Increase the number of students enrolled in advanced level classes compared to 2016/17.

Outperform the District in math and reading benchmarks.

~~*the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available~~

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 7.0 FTE Magnet Teachers (910G, 202)
- 0.5 FTE Counselor (910G, 202)
- 0.5 FTE Counselor (Title I)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Behavior Intervention Monitor
- 1.0 FTE Dean of Students
- 1.0 FTE School Community Liaison

Visions Account Title	Budget Description	Sum of FY17 \$	Sum of FY17 FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Teacher Salary	Teacher Magnet	\$302,128.20	7	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify</p> <p>In order to maintain and strengthen our focus on the STEM Practices, our program requires continued support of the 7 period day allowing for PLC time during the school day. During this time PLCs will participate in STEM related lesson/unit design, data analysis of benchmark results as part of the continuous school improvement model, as well as planning interventions for students with academic gaps. This requires funding of 7.0 FTE teachers to facilitate the 7 period day and PLC time.</p>	Master Schedule Position Control PLC Logs	7ppl
Added Duty	Certified Tutor	\$27,000.00	0	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify</p> <p>Tutoring will be made available to all students. Tutors will be made up of interested Mansfield faculty and augmented by outside vendors as needed so that all students can receive the necessary academic support to be successful in all classes, pass benchmark and state assessments, and be college and career ready.</p>	Time Clock Tutoring Schedule	
Other Certified Salary	Magnet Counselor	\$21,400.00	0.5	Achievement	<p>Improve achievement for all students</p> <p>Due to the increased enrollment projected due to the demand for our STEM magnet program from both neighborhood and magnet students we need to ensure those students are supported. As we increase the number of ALE offerings and increase the integration of those offerings, we will use a magnet counselor who will meet with teachers to identify students who might be well suited for ALE offerings. The magnet counselor will be responsible for the magnet students in all three grade levels (registration, class scheduling, parent conferences, behavior and academic support). This magnet counselor will provide additional support to students and parents of students new to the magnet program as they learn new study skills for STEM. The magnet counselor will be conducting home visits to all students with excessive absenteeism throughout the year. The magnet counselor will also meet with support staff, community liaison, and African-American and Native American liaisons to review data and coordinate efforts to ensure students new to the program are supported. Strategic placement of students in intervention classes during the school day requires support of a magnet counselor who can carefully monitor student academic progress towards mastery, ensure that the correct students (L25) are receiving interventions, meets with students and parents to strengthen any academic needs. This position will not pull a current teacher from the classroom.</p>	Master Schedule Position Control	

District Supplies	Supplies Instructional	\$4,000.00	0	Achievement	Improve achievement for all students Instructional supplies will enhance our STEM program. Teachers will purchase instructional supplies that facilitate STEM-based Problem-Based and Project-Based Learning.	Inventory	
Student Admissions		\$3,500.00	0	Achievement	Improve achievement for all students Differentiate Tier I instruction Students will participate in off-campus learning activities (Sky School).	Sky School Student Roster	Sky School
Student Travel Food/Lodging.		\$1,600.00	0	Achievement	Improve achievement for all students Differentiate Tier I instruction Students will participate in off-campus learning activities (Sky School).	Sky School Student Roster	Sky School
Other Certified Salary	Magnet Coordinator	\$43,527.00	1	Recruitment	In order to maintain and strengthen our focus on the STEM Practices our program requires continued support from our Magnet Coordinator who stays up to date on ways to integrate STEM into content areas while supporting the AZCCRS with a specific emphasis on standards not being mastered by students. Magnet Coordinator will continue to provide PD to staff and facilitate PLCs that inform staff and allow them to make connections across content. One of the primary duties of the Magnet Coordinator will be to continue to recruit students from across the city in order to integrate Mansfield's student body. Magnet Coordinator will also assist the principal with the Magnet budget and Magnet plans.	Master Schedule Position Control Recruitment Log	
Added Duty	Certified Added	\$1,500.00	0	Achievement	Improve achievement for all students Facilitation of family 4 STEM Nights that allow students and their families to learn and apply STEM practices and STEM concepts outside school hours.	STEM Night Fliers Agendas Sign-In Sheets	
Added Duty	Certified Added	\$6,500.00	0	Achievement	Improve achievement for all students Creation of innovative STEM units that make Mansfield's magnet program attractive require planning above that of a traditional middle school. These funds will be used to provide additional time to teachers to develop and evaluate STEM units off contract time.	Lesson/Unit Plans Agendas Sign-in Sheets	
Mileage	Mileage	\$300.00	0	Recruitment	To reimburse Magnet Coordinator and Magnet magnet counselor for attending recruiting events and targeted elementary schools during the year, as well as to attend all district sponsored Magnet recruiting fairs.	Recruitment Log Time sheets Mileage Logs	
District Supplies	Supplies PD	\$346.00	0	Achievement	Improve achievement for all students Differentiate Tier I instruction To purchase materials to train teachers in the implementation of STEM practices as well as Project-Based and Problem-Based techniques.	Inventory	
Nontaggable Equipment	Tech Supplies	\$3,000.00	0	Achievement	Will allow the replacement of keyboards, ink cartridges etc required for students to complete multi-media presentations as culminating activities in their Project-Based and Problem-Based STEM units	Inventory ink cartridges, keyboards,	REALLOCATE TO 16-17 SY

Nontaggable Equipment	Capital Technology	\$2,000.00	0	Achievement	Capital technology will utilized so that students can demonstrate their learning via a multi-media approach. Students need access to computers, projectors, promethean boards, etc. to create their multi-media presentations as culminating activities in their Project-Based and Problem-Based STEM units.	Inventory projector bulbs and document camera bulbs	REALLOCATE TO 16-17 SY
District Supplies	Instructional Aides	\$7,000.00	0	Achievement	Improve achievement for all students Instructional aides will enhance our STEM program. Teachers will purchase instructional aides that enhance and deepen STEM instruction. Student agendas will also be purchased to aide students in time management , <u>balancing homework, and poriect due dates.</u>	STEM Kits Inventory	REALLOCATE TO 16-17 SY
Added Duty-Coordinator Recruitment	Added Duty - Recruitment	\$3,000.00	0	Recruitment	Recruiting students from across the city requires our Magnet Coordinator to facilitate and attend school and community functions both on and off campus. These events are often after contract hours so that potential students and parents can learn about Mansfield's STEM Program.	Recruitment Log Time sheets	
Employee Benefits	Benefits	\$99,364.00	0				
TOTAL 2017-18 BUDGET		\$526,165.20	8.5				
Accelerated Expenditures into FY17		\$12,000.00					
Remaining 2017/18 BUDGET		\$514,165.00					

Palo Verde Magnet School (STEAM)

INTEGRATION GOAL (2017/18):

By the 40th day of the 2017/18 SY, Palo Verde will maintain integrated status as defined by the USP.

DISTRICT ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. 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. Students at Palo Verde will score higher than the state median in reading and math.
3. Students at Palo Verde 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 Palo Verde will be higher than the state median growth.
5. The achievement gap between racial groups at Palo Verde will be less than the achievement gaps compared to other high schools in the District.

SITE ACHIEVEMENT GOAL:

Students at Palo Verde will score above District average on benchmark assessments.

Teachers at Palo Verde will engage in weekly Professional Learning Communities.

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- ~~2.0 FTE Magnet Teachers (910G, 202)~~
- 2.0 FTE Math and Reading Specialist Teachers (910G, 202)
- 1.0 FTE Instructional Data and Intervention ~~Coordinator~~ Specialist (Data Coach) (910G, 202)
- 1.0 FTE Classified Network Tech (910, 202)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.0 FTE Behavior Intervention Monitor (Title I)
- 1.0 FTE Dean of Students (Title I)
- 1.0 School Community Liaison (Title I)
- 1.0 FTE Curriculum Service Provider (910G, other)
- .7 FTE Coordinator for College and Career Readiness (910G, Other)
- .3 FTE Coordinator for College and Career Readiness (Perkins)
- 1.0 FTE MTSS Facilitator (910G, other)
- 2.0 FTE Teacher AVID (910G, other)

Visions Account Title	Budget Description	Sum \$	Sum FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Teacher Salary	Teacher Math Specialist	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Differentiate Tier I and II instruction</p> <p>Freshman students who have been selected based on 8th grade math scores will be scheduled in a Response To Intervention class targeting essential skill deficits. Provide on-site targeted support to teachers, coaches and leaders. This may range from providing lesson planning and pacing support, to helping educators analyze data and apply it to instruction, to working with leaders to identify evidence of implementation successes and challenges.</p>	Master Schedule Position Control	
	Teacher Reading Specialist	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Differentiate Tier I and II instruction</p> <p>A Reading Specialist will assist L25 students using Concept Recovery program. The Reading Specialist will work with PLCs and teachers to develop strategies to improve classroom instruction with a focus on literacy. Work collaboratively with a team to plan instruction. Demonstrate commitment to continuous learning.</p>	Master Schedule Position Control	
Added Duty	Certified Tutoring	\$10,800.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Differentiate Tier I and II instruction</p> <p>To reduce achievement gaps, four teachers will provide afterschool opportunities related to reading and math achievement that target African American and Hispanic students (tutoring 2 times each week for 1.5 hours).</p>	Timesheets	
Classified Salary	Classified Network Tech	\$56,371.00	1	Achievement	<p>Improve overall achievement for all students Differentiate Tier I and II instruction</p> <p>A Network Tech will support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The Tech will support student achievement, by assisting teachers in developing integrated, differentiated lessons using accessible technology. The Network Tech will assist with Technology issues with new capital purchases.</p>	Position Control Timesheets	
District Supplies	Supplies Instructional	\$3,000.00	0	Achievement	<p>Improve overall achievement for all students</p> <p>Supplies will be purchased as needed to support the STEAM program and success of the students.</p>	Purchase Order Inventory	
District Supplies	Supplies	\$500.00	0	Achievement	<p>Improve overall achievement for all students</p> <p>To improve instruction, supplies will be purchased to support classroom activities.</p>	Purchase Order Inventory	
	Magnet Site Coordinator	\$43,527.00	1	Integration	<p>Recruitment The Magnet Coordinator will communicate essential information and highlight significant news about Magnet teachers, students, events through the school Newsletter (mailed out in English/Spanish), school website, social media, marquee, and maintain technology infrastructure. The Magnet Coordinator will schedule presentations/events to showcase magnet program at local middle schools especially feeder schools (Booth-Fickett, Secrist, Naylor, Vail)</p>	Position Control Timesheets Magnet Logs	

Other Certified Salary	Instructional Data and intervention Specialist	\$43,527.00	1	Achievement	Improve overall achievement for all students Reduce achievement gap between subgroups Differentiate Tier I and II instruction A Data Coach will create and implement interventions for the L25 and at-risk students. This position will work with PLCs to develop intervention strategies will work with teams to disaggregate data in order to differentiate Tier 1 instruction and intervention opportunities.	Position Control Timesheets	
	Curriculum Service Provider	\$52,064.00	1	Achievement	Improve overall achievement for all students Reduce achievement gap between subgroups Differentiate Tier I and II instruction A Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC groups to assess and utilize School City data within their curriculums.	Position Control Timesheets	
Added Duty	Added Duty-Recruitment	\$3,000.00	0	Integration	Magnet Coordinator will work at district and site based recruiting events.	Recruiting log Time Edit Forms	
Advertising	Recruitment and marketing materials.	\$800.00	0	Integration	Recruitment Promotional materials will be purchased to advertise the school and its accomplishments.	Purchase Order	
Mileage	Mileage	\$100.00	0	Integration	Recruitment PV magnet coordinator and teachers will attend District recruitment events and recruit students at feeder Middle Schools.	Mileage logs Timesheets	
District Supplies	Supplies Recruitment	\$100.00	0	Integration	Recruitment Recruitment supplies will be purchased to promote the school and increase enrollment.	Purchase Order Inventory	
District Supplies	Supplies PD	\$500.00	0	Achievement	Improve overall student achievement for all students To improve instruction, supplies to support Professional Development and PLC meetings, such as, copies, books, and display materials.	Purchase Order Inventory	
Added Duty	Certified Added	\$1,000.00	0	Achievement	Improve overall achievement for all students Reduce achievement gap between subgroups Differentiate Tier I and II instruction To support student achievement, PV teachers will have the opportunity to participate in PLCs outside of contract time. 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.	Position Control Timesheets	
Furniture and Equipment less than \$5,000	furniture under 5,000	\$5,325.00	0	Recruitment and Achievement	Recruitment and retention of students and families requires attention to the resources available to students and the environment that fosters a STEAM model. Palo Verde seeks to outfit classrooms with furniture and equipment that reflects the needs of students and the PBL approach being implemented through collaborative PLC work. Furniture purchased will be conducive to cooperative learning to meet the needs of all students.	Purchase Order Inventory	
Technology over \$5,000	tehnology over 5,000	\$16,000.00	0	Recruitment and Achievement	An ActivWall is a widescreen system and advancement from the traditional projector. The ActivWalls will be mounted in STEAM classrooms. It can be divided into individual learning spaces to enable students to work together using their own web browser and on-screen keyboard. The walls will allow student work to be displayed in order to enhance learning. Data shows that hands-on and active learning is the most effective. The collaborative units created by the STEAM teachers call for active participation from the students. The walls also make for better use of instruction time by cutting down on the amount of time transitioning from one objective to the next.	Purchase Order Inventory	

Substitute Teachers	Substitutes	\$14,250.00	0	Achievement	Improve overall student achievement for all students To support student achievement, teachers will be provided a substitute and given time to meet in PLCs once a month. The PLCs will review student testing data, collaborate on curriculum, analyze student work and data, problem solve and develop strategies to close the achievement gap. (15 teachers x \$95/day x 10 days)	Timesheets, sign in sheets/logs	
Instructional Aids	Instructional Aids	\$1,000.00	0	Achievement	Improve overall student achievement for all students Instructional aids will be purchases to support student success and classroom material that supports the STEAM program.	Purchase Order Inventory	REALLOCATE TO 16-17 SY
Furniture and Equipment less than \$5,000	Furniture and equipment to align to STEAM theme and curriculum	\$3,654.00	0	Recruitment and Achievement	Recruitment and retention of students and families requires attention to the resources available to students and the environment that fosters a STEAM model. Palo Verde seeks to outfit classrooms with furniture and equipment that reflects the needs of students and the PBL approach being implemented through collaborative PLC work.	Purchase Order Inventory	REALLOCATE TO 16-17 SY
	Benefits	\$73,596.00	0				
TOTAL		\$416,168.00	6				
Accelerated Expenditures into FY17		\$4,654.00					
Remaining 2017/18 BUDGET		\$411,514.00					

Roskruge Magnet School (Dual-Language)

INTEGRATION GOAL (2017/18):

By the 40th day of the 2017/18 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 Synergy student tracking system.

By the 40th day of the 2017/18 SY, the Hispanic enrollment in 6th, 7th and 8th grade will be no more 70%, and the enrollment of White students will be no less than 6.2%, and African American enrollment will continue to reflect the definition of integration as reported on the Synergy student tracking system.

DISTRICT ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. Roskruge will maintain at least a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. Students at Roskruge will score higher than the state median in reading and math.
3. Students at Roskruge 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 Roskruge will be higher than the state median growth.
5. 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.

SITE SPECIFIC GOALS (2017/18):

Roskruge students will perform above District average on math and reading benchmark assessments.

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 5.2 FTE Magnet Teachers (910G, 202)
- ~~2.04.0~~ FTE Dual-Language Teachers (910G, other)
- 1.0 FTE 6/5 Teacher (910G, 202)
- 3.00 FTE Teaching Assistants Bilingual (910G, 202)
- 7.25 FTE Teaching Assistants Bilingual (910G, other)
- 1.5 FTE Instructional Specialist (910G, 202)
- 1.0 Instructional Tech Liaison (Title I)
- 1.0 FTE Librarian (910G, 202)
- ~~0.5~~1.0 FTE Library Assistant (M&O)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE Guidance Counselor (M&O)

Visions Account Title	Budget Description	Sum \$	Sum FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Teacher Salary	Teacher Spanish	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Provide culturally relevant curriculum</p> <p>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.</p>	Master Schedule Position Control	
	Teacher Math	\$43,527.00	1	Achievement	<p>Improve achievement for L25 Reduce achievement gap between subgroups Differentiate Tier I and II instruction</p> <p>Math interventionist will be used to support FFB, L25, ELL and SPED students; will also instruct a core enrichment Math Counts class. SEE CIP</p>	Master Schedule Position Control	
	Teacher Spanish	\$130,581.00	3	Achievement	<p>Improve overall achievement for all students Provide culturally relevant curriculum</p> <p>All 6th-8th graders at Roskruge are enrolled in Spanish as a Core class. This is not an elective. These teachers plan with the other Core teachers who reinforce the Spanish language in their own classes. This includes increasing the number of students participating in Advanced Learning Experience (ALE) classes by providing opportunities for students to be promoted from Roskruge with Spanish HS credit and offer required support to students in Spanish.</p>	Master Schedule Position Control	
	Teacher Fine Arts	\$8,705.40	0.2	Achievement	<p>Improve overall achievement for all students Differentiate Tier I and II instruction Provide culturally relevant curriculum</p> <p>Fine Arts 4th-5th grade music to increase oral reinforcement of Spanish Language development through fine arts experiences</p>	Master Schedule Position Control	
	Teacher 6/5th	\$8,705.40	0.2	Achievement	<p>Improve overall achievement for all students Differentiate Tier I and II instruction Provide culturally relevant curriculum</p> <p>Establish Dual Language Academy 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. The Roskruge Dual Language Ambassadorship will be based on academic rigor and commitment to higher education.</p>	Master Schedule Position Control	
	Teacher 6/5th (4 teachers)	\$34,821.60	0.8	Achievement	<p>Improve overall achievement for all students Reduce class size/student to adult ratio Provide culturally relevant curriculum</p> <p>Expand advanced (HS credit) classes through our Advanced Learning to provide students with access to advanced learning opportunities beyond Spanish, Math and Science in a Dual Language Environment.</p>	Master Schedule Position Control	

Added Duty	Certified Summer Hourly	\$36,330.00	0	Achievement	Improve overall achievement for all students The objective of the Summer Academy will be to provide all students with the Dual Language and ALE experience while ensuring a smooth transition for our incoming 6th grader. This will be accomplished by embedding critical thinking skills.	Master Schedule Position Control	
Classified Salary	Teacher Asst Bilingual	\$54,000.00	3	Achievement	Improve overall achievement for all students Reduce achievement gap between subgroups Teacher Assistants will be used in the classroom to provide support to classroom teachers by working with students on assignments and projects while the teacher works with struggling students and small groups. Teacher Assistants are also language models and support the process of learning a second language. They provide oral and written language support.	Position Control Time sheets	
	Instructional Specialist	\$55,518.00	1.5	Achievement Integration	Improve overall achievement for all students Provide culturally relevant curriculum Increase oral reinforcement of Spanish language development through fine arts experiences.	Position Control Time sheets	
Classified Temporary	Classified Summer hourly	\$1,500.00	0	Achievement	Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Reduce class size/student to adult ratio Teacher Assistants will be used in the classroom to provide support to classroom teachers to allow the classroom teacher the ability to provide Tier 2 targeted, small group interventions with L25	Position Control Time sheets	
	Classified hourly	\$3,300.00	0	Achievement	Improve overall achievement for all students Utilize social media (school web page, Facebook, U-Tube, Twitter and LinkedIn), within the district guidelines, to further develop, promote, and inform the Tucson Community of our magnet program.	Position Control Time sheets	
District Supplies	Summer Supplies Inst	\$2,757.00	0	Achievement	Improve overall achievement for all students Instructional supplies for summer school programs	Purchase Order Inventory	
Instructional Aids	Instructional Aids	\$10,000.00	0	Achievement	Improve overall achievement for all students Instructional Aids	Purchase Order Inventory	
District Supplies	Supplies for Family Engagement	\$500.00	0	Family Engagement	Improve overall achievement for all students Provide supplies as needed for Family Engagement events	Purchase Order	
Other Certified Salary	Magnet Site Coordinator	\$43,527.00	1	Achievement Integration	Improve overall achievement for all students Coordinator will coordinate all the components from our magnet plan and assure all strategies and goals are our focus through the year. This individual will also promote our magnet program and recruit the necessary students to meet USP recruitment requirements.	Position Control Time sheets Magnet Logs	
Added Duty	Added Duty - Recruitment	\$3,000.00	0	Integration	Improve overall achievement for all students Provide information regarding dual language program to prospective families.	Timesheets Magnet Logs	

ESI Substitute	Substitutes	\$1,500.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Math department will be required to develop and participate in Math PLCs utilizing various district and state data to address the academic needs of subgroups: L25, ELL, AA, Hispanics identified as Minimally Proficient in Math.</p>	Timesheets	
Mileage	Mileage	\$300.00	0	Recruitment	To reimburse Magnet Coordinator and Magnet Counselor for attending recruiting events and targeted elementary schools during the year, as well as to attend all district sponsored Magnet recruiting fairs.	Recruitment Log Time sheets Mileage Logs	
District Supplies	Supplies PD	\$500.00	0	Achievement	<p>Improve overall achievement for all students Provide materials for teachers to plan and create the teaching materials for the 16-17 SY during PLC and summer training.</p>	Purchase Order Inventory	
Added Duty	Certified Added PD-PLC	\$16,667.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Provide extended PLC time for K-8 teachers to weekly for a 2 hour block during which time teachers will address achievement discrepancies and focus on improving achievement gap for L25, reducing achievement gap between subgroups and increasing the number of ELLs who reclassify. In their PLCs, teachers will design instructional strategies that are systematic, timely and focused on specific needs.</p>	Timesheets Sign in sheets Agendas	
Other Certified Salary	Librarian	\$43,527.00	1	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Provide culturally relevant curriculum Full Time Librarian to support and build reading, dual language, and technology in all classes by providing additional direct instruction on reading, research, and writing skills to support all students while targeting the L25% Support to teachers with Spanish materials for dual language integration within the classrooms.</p>	Position Control Time sheets	
Classified Temporary	Classified Summer hourly Office	\$3,700.00	0	Achievement	<p>Improve overall achievement for all students Improve achievement for L25 Office support during summer school program to complete all clerical duties to include but not limited to: registration, attendance, material distribution and address parent, student and staff needs.</p>	Position Control Time sheets	
Classified Temporary	Classified Summer hourly Monitor	\$1,264.00	0	Achievement	<p>Improve overall achievement for all students Student safety during summer school program and to provide hallway supervision as well as supervision before school and at lunch time and dismissal.</p>	Position Control Time sheets	
Capital	Technology under 5,000	\$20,000.00					

Capital Equipment	Capital Equipment	\$10,000.00	0.00	Achievement Integration	Magnet Focus/PBIS Behavior Matrix	Purchase Order Inventory Poster Maker Laminator	REALLOCATE TO 16-17 SY
Technology Related Hardware and Software less than \$5000	Technology Related Hardware and Software	\$10,761.00	0.00	Achievement Integration	Improve overall achievement for all students Reduce achievement gap between subgroups Differentiate Tier I instruction	Purchase Order Inventory	REALLOCATE TO 16-17 SY
Furniture	Furniture under 5,000	\$27,838.00	0				
Employee Benefits	Benefits	\$129,762.00	0				
TOTAL		\$746,118.40	12.7				
Accelerated Expenditures into FY17		\$20,761.00					
Remaining 2017/18 BUDGET		\$725,357.40					

Tucson High Magnet School

INTEGRATION GOAL (2017/18):

By the 40th day of the 2017/18 SY, the Hispanic enrollment in 9th, 10th, and 11th grade will be no more 70%, and the enrollment of White and African American students meet the USP definition of an integrated school as reported on the Mojave/Synergy student tracking system.

DISTRICT ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. Tucson High will earn a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. Students at Tucson High will score higher than the state median in reading and math.
3. Students at Tucson High 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 Tucson High will be higher than the state median growth.
5. 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.

SITE ACHIEVEMENT GOAL (2017/18):

Students at Tucson High will score above District average on benchmark assessments.

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Intervention Specialist (910G, 202)
- 1.0 FTE Instructional Data and Intervention ~~Coordinator~~ Specialist (Data Coach) (910G, 202)
- 1.0 FTE Media Specialist (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 23.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Magnet Counselor (910G, 202)
- 0.6 FTE ~~Network Tech~~ Educational Technology Integration Specialist (910G, 202)
- 0.5 FTE Assistant Curator (910G, 202)
- 5.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.0 FTE RTI Teacher (Title I)
- 1.0 FTE Counselor (Title I)
- 1.0 FTE MTSSF (910G, other)
- 1.0 FTE RPPF (910G, other)
- 1.0 FTE Social Worker (910G, other)
- 1.4 FTE College and Career Readiness Coordinator (910G, other)
- 0.6 FTE College and Career Readiness Coordinator (CTE)

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Visions Account Title	Budget Description	Sum of FY17\$	Sum of FY17 FTE	Subject	Strategy/Justification	Implementation Evidence	Additional Notes
2 Teachers	Magnet Teachers	\$984,400.00	23		Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify		
2 District Supplies	Supplies	\$20,000.00	0	Achievement	Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups With no other source of funding, supplies are necessary to keep Magnet classrooms fully operational. These supplies include things like sheet music, manipulatives in science, repairing and replacing music accessories, published scripts, digital tapes, recording accessories, fees for competitions and professional seminars, and the accompanist for Musical Theater and Choir, etc.	Purchase Order Inventory	This line was reduced by \$8000
3 Instructional Aids	Instructional Aids	\$20,000.00	0	Achievement	Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups This allows us to purchase curricula and supplemental instructional materials that are research-based; enhance classroom instruction; and reflect standards for science, mathematics, and fine and performing arts education developed by national professional organizations.	Purchase Order Inventory	This line was reduced by \$8000
4 Added Duty	Certified Added	\$17,000.00	0	Family Engagement	Certified staff will be present during nightly events to increase family engagement and increase ethnic diversity, THMS will hold an annual Open House as well as a New Student Orientation night.	Parent Sign-ins Event fliers	This line was reduced by \$6000
5 Other Certified Salary	Instructional Data and Interventon Specialist	\$50,700.00	1	Achievement	Improve overall achievement for all students A Data Coach will work with site leaders and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Data Coach will also work with teams to align curriculum with assessments.	Position Control Formative Assessment Results	Sharon Ingram
6 Other Certified Salary	Magnet Coordinator	\$57,200.00	1	Achievement	Improve overall achievement for all students According to the requirements of the USP, each magnet school must have a magnet coordinator. Recruitment events and academic achievement	Position control Recruitment log	Kathleen Erickson
7 District Supplies	Recruiting Supplies	\$7,500.00	0	Integration	To increase ethnic diversity, THMS will create a recruiting video designed to showcase Magnet Programs. We also need supplies for recruiting visits at targeted middle schools and the community.		This line was reduced by \$4000
8 Other Certified Salary	Assistant Curator	\$12,500.00	0.5	Integration	To increase theme visibility, an assistant curator will be in charge of keeping display cases current, increasing signage, and maintaining the gallery. This could be an individual or extended contractual day for multiple individuals.	Master Schedule Position Control	Budget has been cut in half due to it being a classified position. It needs to be changed to the proper budget line

9	Other Certified Salary	Curriculum Service Provider	\$43,527.00	1	Achievement	Improve overall achievement for all students Reduce achievement gap between subgroups Differentiate Tier I and II instruction A Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC groups to assess and utilize School City data within their curriculums.		This has been reduced to 1 CSP and not the 2 that was originally requested
10	Added Duty	Certified Added	\$20,000.00	0	Achievement	Improve overall achievement for all students To continue to the work of PLCs, teachers will participate in off contract PLC meetings. This time will be used to analyze student data in order to inform instructional decisions and address achievement discrepancies.	PLC logs Formative Assessment Results	This line was reduced by \$8000
11	Stipend Certified	Stipend Fine Arts	\$34,000.00	0	Achievement Integration	Improve overall achievement for all students THMS has many extra duty assignments which our outlined in TUSD-TEA consensus which are not covered in the M & O budget. Therefore, these assignments must be paid for through magnet funds.	Time sheets	Dance (3), Steel Drums, Folklorico, Mariachi, Theatre, Orchestra (2), Band (1), Choir - Brady, Stewart, Dodge, Loya III, Enriquez, Almquist, Miners, Breen, Huestis, D Moore, Juneteenth, Mexican Dance, Gardens
12	District Supplies	Supplies Printing	\$5,000.00	0	Integration	THMS will print materials to use for recruitment. To increase theme visibility, supplies for signage and printing costs are essential.	Copies of printed materials	
13	Added Duty	Certified Added	\$17,500.00	0	Achievement	Improve overall achievement for all students PD-off contract	Time sheets Sign in sheets	Cut \$8230
14	Added Duty	Certified Added	\$20,000.00	0	Achievement	Improve overall achievement for all students Teachers will spend time in June, 2017 creating cross-curricular lesson plans that support student achievement, theme development and address the needs of the lowest 25% in math and English.	Time sheets Sign in sheets	Summer PD- This line was reduced by \$9000
15	ESI Substitutes	Substitutes	\$20,000.00	0	Achievement	Improve overall achievement for all students Substitutes are necessary for the following reasons: it allows teachers to perform in community events, attend recruitment activities at targeted schools, and to participate in peer observations. This will also allow for PLCs and/or Magnet strand groups to meet once a month in order to review student data and work to support student achievement.	Time sheets	
16	District Supplies	Supplies PD	\$16,000.00	0	Achievement	Improve overall achievement for all students Supplies for teachers and staff to use during PD	Inventory	This line was reduced by \$4926
17	Added Duty	Added Duty - Recruitment	\$10,000.00	0	Integration	Recruitment events To increase ethnic diversity, THMS will focus recruitment activities at targeted TUSD schools, private schools and charter schools. This includes mileage and stipends for attending recruitment activities.	Recruitment Log Time Edit Forms Event Fliers	This line was reduced by \$1500

18	Transportation	Transportation	\$2,500.00	0	Integration	Targeted Middle School students need transportation to THMS in order to learn about, and participate in, our Magnet programs. We also need transportation to take our Fine and Performing Arts students to targeted Middle Schools and the community in order to perform and showcase THMS programs. Science students and groups will also be visiting Middle School to recruit for their programs. This will allow for guaranteed transportation for our Magnet programs.		This line was reduced by \$1,250
20	Other Certified Salary	Magnet Counselor	\$43,527.00	1	Achievement	Due to the increased enrollment projected due to the demand for our two Magnet strands, from both neighborhood and Magnet students, we need to ensure those students are supported. As we increase the number of ALE offerings and increase the integration of those offerings, we will use a counselor who will meet with teachers to identify students who might be well suited for ALE offerings. The counselor will assist other counselors to support magnet students in all grade levels (registration, class scheduling, parent conferences, behavior and academic support). The magnet counselor will provide additional support to students and parents of students new to the THMS. The magnet counselor will ensure PBIS support throughout the year. The magnet counselor will also meet with support staff, community liaison, and African-American, Mexican-American, and Native American liaisons to review data and coordinate efforts to ensure students new to the program are supported. Strategic placement of students in intervention classes during the school day requires support of a magnet counselor who can carefully monitor student academic progress towards mastery, ensure that the correct students (L25) are receiving interventions, meets with students and parents to strengthen any academic needs.	Master Schedule Position Control	
21	Certified	Educational Technology Integration Specialist	\$26,116.20	0.6	Achievement	Improve overall achievement for all students Differentiate Tier I and II instruction A Network Tech will be hired to support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The Tech will support student achievement, by assisting teachers in developing integrated, differentiated lessons using accessible technology. The Network Tech will assist with Technology issues with new capital purchases.	Position Control Timesheets	Reduced from a 1.0 to a .6 position
22	Employee Benefits	Benefits	\$304,493.00	0				
	TOTAL 2017-18 BUDGET		\$1,731,963.20					

Tully Magnet School (Gifted and Talented)

INTEGRATION GOAL (2017/18):

By the 40th day of the ~~2016/17~~2017-18 SY, the Hispanic, African American, and White enrollment in Kindergarten will continue to reflect the definition of integration in the USP.

DISTRICT ACHIEVEMENT GOAL (2017/18):

***the District will revise goals for SY 2017-18 in the summer of 2017 once 2016-17 achievement data is available**

By June, 2018:

1. Tully will earn a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. Students at Tully will score higher than the state median in reading and math.
3. Students at Tully 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 Tully will be higher than the state median growth.
5. 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.

SITE ACHIEVEMENT GOAL:

Tully students will score higher than the District average on math and reading benchmark assessments.

Other school-site FTE to support Achievement Goals and Site Specific Goals:

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

- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Curriculum Service Provider (910G, 202)
- ~~2.0~~+0 FTE Magnet Teachers (910G, 202)
- 0.5 Guidance Counselor (M&O)
- 0.5 FTE Library Assistant (M&O)
- 1.0 FTE Instructional Specialist (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE MTSSF (910G, other)

Visions Account Title	Budget Description	Sum of FY18 \$	Sum of FY18 FTE	Objective	Strategy/Justification	Implementation Evidence	Additional Notes
Other Certified Salary	Curriculum Service Providers	\$85,600.00	2	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction</p> <p>Curriculum Service Providers (CSP) will serve to provide professional development to teachers in GATE practices, lead PLC grade level groups for data driven instruction, plan, co-teach and support teachers. They serve to offer intervention and enrichment experiences for students to help differentiate, challenge, engage and assist in student success within a new model of instruction. Data will guide the direction of the PD, PLC, intervention and enrichment they foster. Each CSP will focus on grade level bands, collaborating with one another, in the development and implementation of curriculum and student and staff success within the GATE model.</p>	Master Schedule Position Control Time sheets	1.0 CSP to coach teachers for refinement of Tier 1 instruction and to support PLCs.
Certiied Salary	Magnet Teacher	\$85,600.00	2	Achievement	<p>Improve overall achievement for all students Improvement achievement for L25 Reduce achievement gap between subgroups Reduce class size / student to adult ratio Differentiate Tier 1 instruction</p> <p>Gifted and Talented programs require attention to education of the whole child and include intellectual, creative, and artistic fields. According to the National Association for Gifted Children and the foundation upon which this associations philosophy is based, "arts are essential to a balanced education, with specific benefits for the cognitive, affective and psychomotor development of all students." The elective Art teacher will aid in fostering the development of skills critical to students in a GATE model in respect to innovation, cultural appreciation and fine and gross motor skills essential for early learners through collaborative leson design with grade level teachers. Also a recruitment and retention strategy: Tully will produce Visual Arts Exhibitions andl send invittations to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.</p>	Master Schedule Lesson Plans Position Control Exhibition Calendar	Elective teacher who will provide necessary arts integrated lessons and allow teachers to collaborate in PLC groupings while students are in the elective class.
Other Certified Salary	Magnet Site Coordinator	\$42,800.00	1	Recruitment	The Magnet Coordinator (MC) works, in collaboration with the principal, to recruit a diverse population of students and families, coordinates and facilitate family engagement events to promote the school, market the school's program through community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The MC also works to establish and maintain community partnerships through establishing contacts, collaborating and scheduling in-kind service/trade to benefit all parties. The MC will record all activities related to these responsibilities and assess the effectiveness of practices through data.	Master Schedule Position Control Time sheets Magnet Logs	
Added Duty	Added Duty Recruitment	\$3,000.00	0	Recruitment	Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths and other public relations opportunities, which are available to all qualified staff to serve as representatives.	Sign in sheets Time sheets	NEW Recruitment Event off contract

Mileage	Mileage	\$500.00	0	Recruitment	Supplemental monies for travel to magnet events to promote our school for integration.	Mileage Logs	
Added Duty	Certified Added	\$16,750.00	0	Achievement	<p>Improve achievement for all students Improve achievement for L25 Reduce achievement gap between subgroups Increase the number of ELLs who reclassify Differentiate Tier I instruction</p> <p>PLC is geared toward the continued development of staff in GATE and bridging the achievement gap between students. Official GATE endorsement requires specialized training, which will be facilitated inside and outside of the teacher's regular contract, requiring extended days. PLC also includes reflection of instructional practices through data desegregation and collaborative instructional design.</p>	Master Schedule Time sheets Sign in sheets Agendas	PLC
Furniture and Equipment less than \$5,000	Furniture to align to GATE environment	\$15,000.00	0	Recruitment	Recruitment and retention of students and families requires attention to the resources available to students and the environment that fosters a GATE model. As a school founded in inquiry, critical thinking and problem solving, Tully seeks to outfit classrooms with furniture and equipment that reflects the needs of students and the instructional approach being implemented through collaborative and intentional space that is easily modified and student centered.	Purchase Order Inventory	NEW Furniture that aligns to GATE environment REALLOCATE FUNDS TO 16-17 SY
Instructional Aids	Instructional Aids	\$10,000.00	0	Achievement	<p>Improve achievement for all students Differentiate Tier I instruction</p> <p>GATE instruction requires attention to instructional aides that align with student needs and pedagogical practices. As a dynamic environment, funding to purchase materials that are founded in project and inquiry based learning to support critical thinking, skill development and creation are essential. Instructional aides will be used with students, for students and by students.</p>	Purchase Order Inventory	REALLOCATE FUNDS TO 16-17 SY
Professional/Educational Contr	GATE Consultant	\$13,500.00		Achievement	<p>Improve achievement for all students Differentiate Tier I instruction</p> <p>Gate Consultant to work with staff on effective models for implementation of strategies in a regular classroom. Consultant to collaborate on creative scheduling which allows teachers more time for PLC and peer mentoring. Consultant to meet quarterly with Curriculum Service Providers to design data driven professional development and trouble shoot program concerns.</p>	Purchase Order Sign in sheets	
Employee Benefits	Benefits	\$57,450.00	0				
TOTAL 2017-18 BUDGET		\$330,200.00	5				
Accelerated Expenditures into FY17		\$25,000.00					
Total 2017-18 Budget		\$305,200.00					