

**Booth-Fickett K-8 Magnet School Plan 2017-18 SY
Magnet Theme: Math/Science
Tucson Unified School District**

Principal: Norma Flores											
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply							
X	School Wide		Targeted Assistance	X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement
TIMELINE											
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA					
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission					

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence and Equity	
Needs Statement: Booth-Fickett K-8, met the definition of a “highly diverse” school, defined as having no racial/ethnic group over 70% and all groups within +/- of 15% of the average for the District. On the 40th day of 2016-2017, Booth-Fickett’s student enrollment was 24.4% White, 15.9% African American, 50.5% Hispanic, 2.1% Native America, 2.4% Asian American, and 4.6% Multi-racial.	
Goal(s): By the 40 th day of the 2017-18 SY, [for K-8] every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1 st , 2 nd , 3 rd , and 6 th , 7 th , and 8 th grades.	
Indicator: Integration of Diverse Student Population	
Actions to Address Integration Indicator and to Achieve Goal(s):	
<ul style="list-style-type: none"> • Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school’s branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Booth-Fickett will be part of the District Communication Department deployment of commercial media including television, print, and social media. 	
Critical Focus Area: Recruitment and Retention	
Critical Focus Area Action Steps:	
<ol style="list-style-type: none"> 1. Participate in all District recruitment activities offered to site. 2. Strategically identify areas for site based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, and places of worship]. 3. Create partnerships with community members that assist in recruitment events and site magnet visibility. 4. Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. 5. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries. 	
Evidence of Progress	
<ul style="list-style-type: none"> • Magnet School Quarterly Reports • Recruitment Logs 	<ul style="list-style-type: none"> • Partnership Letters • Parent Attendance or Retention Activities

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

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

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

Principle 4: Effective Curriculum

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

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction

Needs Statement:

An analysis of the 2017 AzMERIT shows a need to increase student achievement in math and ELA.

ELA: Based on 2017 AzMERIT grades 3-5 ELA data, 29.6% of Booth Fickett’s students achieved proficient or highly proficient. This is 4.5% below the district average.

Math: Based on 2017 AzMERIT grades 3-5 math data, 36% of Booth-Fickett’s students achieved proficient or highly proficient. This is 1.5% below the district average.

ELA: Based on 2017 AzMERIT grades 6-8 ELA data, 22.1% of Booth-Fickett’s students achieved proficient or highly proficient. This is 2.6% below the district average.

Math: Based on 2017 AzMERIT grades 6-8 math data, 15.5% of Booth-Fickett’s students achieved proficient or highly proficient. This is 2.3% below the district average.

Achievement Goal(s):

ELA Grades 3-5: Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (34.1%) in grades 3-5 on the 2018 AzMERIT ELA assessment.

ELA Grades 6-8: Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (24.7%) in grades 6-8 on the 2018 AzMERIT ELA assessment.

Math Grades 3-5: Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (37.5%) in grades 3-5 on the 2018 AzMERIT math assessments.

Math Grades 6-8: Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly

proficient students (17.8%) in grades 6-8 on the 2018 AzMERIT Math assessment.

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

Actions to Address SIAP Indicator and to Achieve Goal(s):

- The school PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources).
- The principal and school leadership team will follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits).
- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, and responsibilities for each faculty and staff member.
- Use of Teacher Evaluation Instruments (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- The principal, assistant principal, and leadership team will conduct weekly classroom observations and provide reflective feedback to teachers.
- An educational consultant will observe classrooms once a month and provide coaching and reflective feedback to teachers.
- The principal and assistant principals will check teachers' lesson plans during walkthroughs and pre and post conferences to ensure that plans include engagement strategies, planned discussion questions using Costa's level of questioning, differentiation instruction, Daily Five/Balanced Literacy/Guided Math instruction and checks for understanding.
- Through classroom walkthroughs, ensure that the teacher states clear learning goals and that strategies for success are clearly communicated to students before/during/end of each lesson.
- Plan and deliver on-going professional development on Tier 1 instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies, and cooperative learning structures.
- Daily instruction will include research based practices, such as EEI, as evidenced in lesson plans and observation.
- Teachers will model Sheltered English Language Development using visual models to support second language learners.
- Embedded PLC time will allow for teachers to meet with our Data Coach, Curriculum Service Provider, and grade level colleagues for curriculum mapping, to lesson plan, to review student assessments/data, and to create CFAs.

- All classrooms will have student data binders; students and teachers will track student progress together, create student goals, and have data chats with students.
- Administration and the leadership team will identify master teachers to model lessons, to mentor teachers, and to lead Wednesday professional development.
- A needs assessment will be given to teachers in regards to quality Tier 1 instruction. The data will be used to design professional development that will meet teachers identified needs. Professional Development will be provided during District Wednesday PD sessions.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

- A lesson plan template will be used by teachers that will include EEI format which will include: objective, task analysis, monitor/adjust, questioning, active participation, and closure.
- Instructional leaders will check lesson plans to ensure they correlate with teacher instruction. Feedback, coaching, and reflection will be shared by administration and leadership team.
- Administration and leadership team will follow a walkthrough and reflection cycle schedule to ensure that teachers are receiving instructional support at least two times monthly.
- Instructional team will collect data of instruction, lesson plans, and lesson structure. The data will be shared with teachers to provide feedback, coaching, teacher reflection, and refinements.
- The principal and leadership team will maintain an observation tracker with action steps for each teacher, document refinements, monitoring, and goal setting.

Evidence of Progress

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| • Observation Cycle Calendar | • Lesson Plan Template |
| • Observation Log | • Walkthrough Data |
| • Completed Teacher Reflection Template | |

Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilize an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.

3. The principal and Magnet Coordinator will attend a two-day PD session titled “Teaching for Mastery of Learning.” This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

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| • Magnet PD Calendar for Principals and Magnet Coordinators | • Observation and Reflection Tracker |
| • PD Agendas and Planning Documents | • Magnet Department Site-Visit Summaries and Next Steps |
| • Principal PD Reflection Comments | • Magnet Department Site-Visit Calendar with Agenda |

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

Actions to Address SIAP Indicator and to Achieve Goal(s):

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- The principal and school leadership team will use a structured system to monitor the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. The principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.

- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- Magnet Coordinators will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- The Restorative and Positive Practice Facilitator (RPPF) will serve as the coordinator for restorative practices school wide, inform the school administration of identified trends and challenges with regard to school discipline, and will serve as the facilitator with regard to the school's implementation of PBIS.

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

Critical Focus Area Action Steps:

1. Students in grades 6-8 that are minimally proficient as measured by the 2017 AzMERIT math & ELA data will be enrolled in a Study Skills class. Students will utilize Edgenuity, a web-based program that delivers targeted instruction on concepts that the student has not mastered, during the Study Skills class.
2. Targeted students will have access to the ALEKS program, a web-based program that delivers targeted math instruction based on an individual student's needs.
3. The Reading Specialists will delivered Tier 2 and 3 instruction in a small group setting to targeted K-6 students who are not performing at grade level, based on DIBELS, 2017 AzMERIT, and/or SchoolCity benchmark assessments.
4. The Math Specialists will work with teachers on delivering high quality instruction in the classroom, interpreting student data, monitoring student progress and to ensure students are mastering grade level standards.
5. The school data coach will pull student data from the ALEKS program, Edgenuity, Imagine Learning, Benchmark data and SchoolCity. The data coach and Curriculum Service Provider will work with classroom teachers on interpreting student data and delivering tiered instruction to meet student needs.

Evidence of Progress

- Data Binder
- PLC Notebook
- PD Sign-In Sheets
- Imagine Learning Data

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. PLCs are embedded in the school day each week for at least 60 minutes.
2. PLC s will use the results from common formative assessments to share and to develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.

3. Through lesson studies, teachers will share instructional strategies and evaluate effectiveness of strategies based on student mastery of an objective.
4. Instructional leaders will meet with teacher teams to assist them in developing lessons, conducting peer observations, and to share best practices with each other.
5. During PLCs, teachers will use the Understanding by Design Model to unwrap the TUSD Curriculum 4.0, to identify power standards that need to be taught during the instructional unit and to create assessments including common formative assessments.

Evidence of Progress

- PLC Schedule
- PLC Binders and Data Notebooks
- District 4.0 Curriculum Scope and Sequence
- PLC Meeting Agendas/Minutes

SIAP Principle 4: Effective Curriculum

Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0.

Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.

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

Actions to Address SIAP Indicator and to Achieve Goal(s):

- Implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- Instructional Leaders will review lesson plans and observe lessons during walkthroughs and classroom visits to ensure that opportunities for students to personally connect with the curriculum is evident in various content areas.
- Teachers will create pacing calendars for 2017-18 SY based on curriculum maps for TUSD Curriculum 4.0.
- PD will be offered to all teachers by the Lead Teachers in Math, Guided Reading, and Scholastic Leveled Readers to support the implementation of TUSD Curriculum 4.0.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.

Critical Focus Area Action Steps:

1. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the scope and sequence.
2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum 4.0 during walkthroughs, PLC observations, and pre-post teacher conferences.
3. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity.
4. Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives, and benchmark data to guarantee that TUSD Curriculum 4.0 is aligned to all planning.
5. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum 4.0 and scope and sequence.
6. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 4.0 and the scope and sequence to the daily lesson plan.
7. Instructional leaders will work with teachers who show misalignment of the TUSD Curriculum 4.0 in their planning and daily instruction to ensure alignment.

Evidence of Progress

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| <ul style="list-style-type: none"> • Lesson Plans • Common Formative Assessments • Walkthrough Data | <ul style="list-style-type: none"> • PLC Binders and Data Notebooks • TUSD Curriculum 4.0 Scope and Sequence • Site Task Analysis Guides |
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SIAP Principle 6: Family and Community Engagement: Increasing Quality and Degree of Involvement between School and Stakeholders

Needs Statement: Data to be submitted by School Community Services by September 15, 2017

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating. Overall, [xxx] applications for magnet enrollment were received for the 2017-18 SY, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child’s academic and/or behavioral progress and to learn from families how best to meet the needs of their student.

- Home and community partnership related questions, leadership related questions, and overall satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.

Actions to Address SIAP Indicator and to Achieve Goal(s):

- Provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.
- Coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Inform teachers, staff, parents, and the community of the Magnet Plan that is designed to increase student achievement.
- 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).
- Fall and spring parent/teacher conferences will be scheduled school wide.
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Develop and use social media structures to connect with students and families.
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.
- Teachers will have a method of communication with families to inform them of the following information: grades, student progress, celebrations, and concerns.

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

Critical Focus Area Action Steps:

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

3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. Collaboration will occur among the Magnet Coordinator and the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
5. Magnet Coordinator will establish at least one new formal community partnership, as documented by a letter of support.
6. Renewal of continuing partnerships will be documented by updated letters of support.

Evidence of Progress

- Parent and Community Outreach Attendance Sheets
- Parent Volunteer Attendance Sheets
- Parent and Community Outreach Plan
- Parent and Community Outreach Plan Quarterly Monitoring
- Leadership Team Meetings Agendas/Minutes