

EXHIBIT C

NON-MAGNET INTEGRATION AND ACADEMIC PLANS

A. Development

The CIP committee worked first to identify the information required for the plans, and developed templates to ensure the appropriate information was included. Then, the committee worked to pre-populate the templates with school information so principals could focus on developing their integration and academic strategies.

The interim Assistant Superintendent of Curriculum and Instruction organized a series of workshops to bring together site principals and their Assistant Regional Superintendents to develop school integration and academic achievement plans. Administrators worked from the pre-populated template that included integration data, enrollment information, and the school's most recent AzMERIT test scores. In addition, the template included information from each school's 2019-20 Title I or school improvement plan. Monitored by the ADE, these plans detail the strategies that each school will take to improve instruction and student academic achievement. As the District has done with magnet site plans, the District worked to align closely schools' non-magnet academic plans with their Title I or school improvement plan. The templates also included, where applicable, any existing marketing and recruitment plans that the school had developed in collaboration with the Communications and Social Media campaign. Each site administrator reviewed, revised and updated their individual school template.

The District will host a series of follow-up meetings with each Regional Superintendent and site Principal at the end of the first semester to monitor and evaluate plan progress and make adjustments as needed.

B. Templates

Each plan includes a student profile with the school's mobility rate, percentage of students on free and reduced lunch (F&RL), percentage of English Language Learner (ELL) students, and percentage of Exceptional Education (ExEd) students, based on SY2018-19 data. The plan also includes integration information from the SY2018-19 40th day enrollment data, showing the numbers and percentages of students from each race or ethnicity, the percentage of non-neighborhood students, the integration range for the relevant school level (ES, MS, K8, HS), and the school's integration status (Integrated, Racially Concentrated, or Not Integrated nor Racially Concentrated). For non-Integrated school plans, the number of students from a targeted demographic needed to integrate a school is included in the integration section, as well as an

indicator of the school's potential for integration (High, Moderate, or Low), and brief explanation of the reasoning supporting the categorization. All plans include specific marketing, outreach, and recruitment strategies to improve integration; only High- or Moderate-potential schools identify transportation issues and/or strategies. In general, plans for underperforming schools focus on improving academic achievement as the primary integration strategy, among others. Other Low-potential school plans also include integration strategies. In the academic achievement section, each school's academic profile includes the most recent letter grade and ELA and math proficiency rates by race and ethnicity. Each plan includes specific strategies to improve academic achievement (aligned with the school's Title I or school improvement plan), and professional development plan.

C. Individual Non-Magnet Integration and Academic Plans

Exhibit 1 includes non-magnet integration and academic plans, labeled 1-69. The chart below provides a reference number for each plan, the integration potential indicator, and the 2018 letter grade.

	SCHOOL	INTEGRATION POTENTIAL	LETTER GRADE		SCHOOL	INTEGRATION POTENTIAL	LETTER GRADE
<i>Non-Magnet Elementary Schools</i>				<i>Non-Magnet K-8 Schools</i>			
1	Banks	Integrated	B	42	Borman K-8	N/A	A
2	Blenman	Integrated	F	43	Dietz K-8	Low	D
3	Bloom	High	B	44	Hollinger K-8	Low	C
4	Cavett	Low	D	45	Lawrence 3-8	Low	F
5	Collier	Low	B	46	McCorkle K-8	Low	C
6	Cragin	Integrated	C	47	Miles K-8	Integrated	B
7	Davidson	High	B	48	Maxwell K-8	High	C
8	Dunham	Moderate	B	49	Pueblo Gardens K-8	Low	C
9	Erickson	Integrated	D	50	Roberts-Naylor K-8	Integrated	C
10	Ford	Moderate	C	51	Robins K-8	High	B
11	Fruchthendler	Low	A	52	Rose K-8	Low	C
12	Gale	Moderate	A	53	Safford K-8	Low	D
13	Grijalva	Low	D	<i>Non-Magnet Middle Schools</i>			
14	Henry	Moderate	C	54	Doolen MS	High	C
15	Howell	High	C	55	Gridley MS	Moderate	C
16	Hudlow	Integrated	C	56	Magee MS	Low	D
17	Hughes	Integrated	A	57	Pistor MS	Low	D
18	Johnson	Low	N/A	58	Secrist MS	Low	D
19	Kellond	High	B	59	Utterback MS	Low	F
20	Lineweaver	High	B	60	Vail MS	Integrated	D
21	Lynn/Urquides	Low	C	61	Valencia MS	Low	D
22	Maldonado	Low	D	<i>Non-Magnet High Schools</i>			
23	Manzo	Low	C	62	Catalina	Integrated	D
24	Marshall	Moderate	B	63	Cholla	Low	C
25	Miller	Low	C	64	Pueblo	Low	C
26	Mission View	Low	C	65	Rincon	Integrated	B
27	Myers/Ganoung	Integrated	D	66	Sabino	Moderate	A
28	Ochoa	Low	F	67	Sahuaro	Moderate	B
29	Oyama	Moderate	B	68	Santa Rita	Integrated	D
30	Robison	Low	D	69	University	N/A	A
31	Sewell	Integrated	B				
32	Soleng Tom	Moderate	A				
33	Steele	Integrated	C				
34	Tolson	Moderate	B				
35	Van Buskirk	Moderate	B				
36	Vesey	Moderate	C				
37	Warren	Moderate	C				
38	Wheeler	High	C				
39	White	Low	B				
40	Whitmore	Integrated	C				
41	Wright	Moderate	B				

EXHIBIT 1

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Banks Elementary
 Principal: Sean Wilken**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
44%	76%	8%	15%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Banks	82	27%	13	4%	202	66%	4	1%	1	0%	6	2%	308
% non-neighborhood												22%	
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- Recruit families for our tuition-based preschool program
- Call interested families for school tours
- Open house for grades PK-5 with community partners serving families including Girl Scouts, Boy Scouts, 4H, public library and church organizations
- Work with Transportation Department to identify opportunities for bus routes bordering attendance area of adjacent Marana School District
- Market school on Nextdoor App and list dates of upcoming events

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Banks	White	AA	Hispanic	Total	AA vs W	AA vs H
# Tested	45	9	118	177		
% proficiency	51.1%	33.3%	32.2%	38.4%	-17.8%	-18.9%

Math

Banks	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	45	9	117	176		
% proficiency	66.7%	55.5%	44.4%	51.1%	-11.2%	-22.3%

Strategies to improve Academic Achievement:

- 90 minute uninterrupted Reading Blocks with Balanced Literacy and Daily 5 Stations
- 60 minutes uninterrupted Math Blocks
- Academic Instructional Specialist or Certified Academic Tutor supporting classroom instruction

- Quarterly job-embedded PD, coaching, and feedback to all certified staff
- Weekly grade level meetings to collaboratively review data and prepare standards-driven lesson plans
- Common formative assessments in ELA and math to guide instructional practices
- Progress monitoring for student reading using DIBELS and DRA
- 20 minute pull-out ELA intervention sessions 4 days weekly for targeted students in grades 1-4
- 30 minutes of targeted ELA intervention or enrichment sessions for students in grades 4-5 to extend individual learning needs of students
- Minimum of 2 days of weekly Math interventions provided to targeted students in grades 1-4
- 30 minutes of targeted Math intervention or enrichment sessions to extend individual learning needs of students

Professional Development:

- Principal led weekly grade-level PLC meetings to review and analyze data for developing new instructional strategies and skills
- Weekly school-based Professional Development
- PD menu of 6 sessions for teachers to choose from for differentiating professional development, including Fred Jones Classroom Management, guided reading and interventions, common formative assessments, and math centers and interventions
- Use multiple formative assessments to differentiate instruction and to plan grade level lesson plans
- Weekly Wednesday Professional Development for all Certified Staff
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all teachers
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth
- School Lead Teachers professional development (Scholastic Leveled Books, Math, Guided Reading, and ELA)
- Professional development and curriculum training as available in the District's Learning Portal

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Blenman Elementary
 Principal: Kelly Mack**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
57%	79%	20%	11%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Blenman	66	21%	59	18%	146	46%	13	4%	18	6%	18	6%	320
% non-neighborhood													33%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- Recruit to neighborhood preschools
- Advertise OMA Gold and GATE cluster
- Participate in TUSD recruitment opportunities and district's low enrollment initiatives including postcard mailers, Love of Reading Literacy Fair, School Choice Fair, Bowl-in, and Welcome video by principal
- Enhanced online presence on website and social media platforms including FaceBook and Twitter

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: F)

ELA

Blenman	White	AF. AM.	Hispanic	Total		
# Tested	31	33	84	176		
% proficiency	38.7%	21.2%	23.8%	23.3%	-17.5%	-14.9%

Math

Blenman	White	AF. AM.	Hispanic	Total		
# Tested	31	33	86	178		
% proficiency	22.6%	18.2%	18.6%	16.9%	-4.4%	-4.0%

Strategies to Improve Academic Achievement:

- Expand opportunities to embed the district's multicultural curriculum into math and ELA instructional activities to make learning more relevant to students

- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and observational feedback to teachers
- Sheltered English language development strategies and visual models used in classes to support all students, including those recently reclassified
- Increase use of SIOP strategies that strengthen inclusive instructional practices, expand open-ended questioning strategies, increase student engagement, and consistent checking for understanding
- Address academic achievement gaps of targeted students using small group instructional models, core intervention blocks, and individualized support from Teacher Assistant
- 90 minute Reading Blocks that use Balanced Literacy and Daily 5 (or modified) Stations
- Leveled libraries in all classrooms
- 60 minute Math Block
- PLCs and Grade-level teams develop Common Formative Assessments for units
- Students participate in end of year timed assessments in "Principal Challenge" assessing exit skills for math fluency at each grade level

Professional Development

- Weekly Wednesday Professional Development
- Monthly differentiated job-embedded professional development, coaching and feedback
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and for teacher feedback
- Bimonthly PLC's use DeFour's Best Practices for Enhancing Student Achievement and PLC Guidebook
- Content specialists (ELA, Math, Guided Reading, Bookroom) provide professional development and coaching, to support teacher professional growth
- Expanded use of technology to enhance student engagement during learning time
- Professional development in TrueNorthLogic, Principal Meetings, and site-specific training that advances the use of Multicultural Curriculum and Gifted strategies
- MTSS and CSP plan for and provide job-embedded professional development based on targeted, comprehensive needs

**Tucson Unified School District
Integration Plan
2019-20 SY
Bloom Elementary School
Principal: Lucinda Brunenkant**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
39%	63%	7%	21%

B. Integration Plan

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Bloom	97	33%	52	18%	125	42%	4	1%	5	2%	14	5%	297
% non-neighborhood													39%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 16 Hispanic students

Potential for Integration: High

- As a Two Way Dual Language school Bloom is in an excellent position to attract more Hispanic students

Transportation: Currently utilizes transportation to support TWDL recruitment. Consider routing modification or additional routing and consider incentive transportation and/or express shuttles in the future, see Transportation Plan.

Marketing Outreach and Recruitment Strategies for Integration

- Bloom is currently participating in the District's ALE Outreach and Recruitment campaign
- Participate in district enrollment events
- Promote successful programs at opportunities with community events, including the TWDL strand

C. Academic Achievement**AzMERIT Spring 2018 (Letter Grade: B)**

ELA

Bloom	White	African American	Hispanic	Total	AA vs W	AA vs H
# Tested	50	26	45	139		
% proficiency	44.0%	34.6%	35.5%	41.1%	-9.4%	-8.5%

Math

Bloom	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	50	26	45	139		
% proficiency	40.0%	26.9%	33.3%	33.9%	-13.1%	-6.7%

Strategies to Improve Academic Achievement:

- 90 minute uninterrupted Reading Block embedded with Guided Reading and Daily 5 literacy centers
- 60-minute uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instructional practices from the district's Eureka Math curriculum
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback.
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Daily classroom reading groups using instructional materials from the Scholastic Book Room
- Use of culturally relevant books that align to curriculum
- Classroom learning environments are based upon culturally responsive and inclusive professional practices that enhances student motivation and engagement
- Multi-Tiered System of Support (MTSS) processes are used school-wide for systemic use of data to guide instructional decisions (screening, diagnosis, and progress monitoring) and student achievement
- Instructional decisions based upon a range of student data including DIBELS, Quarterly Benchmarks, School City, grade-leveled Common Formative Assessments, NSGRA , AZELLA, and Avenues
- Students in grades K-5 receive 20 minutes of individualize biweekly technology-based curriculum (Imagine Learning) for interventions or extended learning opportunities
- Targeted students in bottom quartile of grades K-5 provided additional 30 minutes of individual biweekly interventions using the technology-based curriculum (Imagine Learning) for 3 times weekly
- After-school tutoring offered to students in grades 3-5 for AZMERIT preparation
- ELA and Math tutoring provided to targeted students in grades K-5

Professional Development

- Data observational feedback loop used by Principal to guide professional growth
- CSP works school-wide and individually with teachers to assist accessing resources, curriculum needs, and professional development

- CSP leads teacher with data analyses of DIBELS, Quarterly Benchmarks, School City, grade-leveled Common Formative Assessments, NSGRA , AZELLA, and Avenues to inform instructional practices and student academic achievement
- Curriculum Training and Professional Development available on the district's Learning Portal
- Wednesday weekly Professional Development

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Cavett Elementary
 Principal: Carol Leeson**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
44%	81%	18%	17%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Cavett	16	7%	22	9%	180	78%	9	4%	1	0%	4	2%	232
% non-neighborhood													18%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 14 White and 11 Other race students (AA, NA, API, MR)

Potential for Integration: Low

As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to improve student academic achievement.

Marketing, Outreach and Recruiting targeted student population for Integration

- As a low enrollment school Cavett will participate in district’s outreach and recruitment campaign including postcard mailers, School Choice Fair; Bowl In, digital ads, and create a Principal Welcome video.
- Increased online presence on social media platforms including FaceBook and Twitter.
- Other activities include Family Paint Night, OMA Gold events, G.A.T.E. Cluster events, Literacy and Math nights
- Community Outreach with Utterback Middle School and local businesses including Back to School Event
- Jujitsu course through Higher Ground partnership and 21st Century grant

C. Academic Achievement

Academic profile

Letter Grade: D

AzMERIT Spring 2018

ELA

Cavett	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	6	9	109	130		
% proficiency	16.7%	0.0%	19.3%	18.4%	-16.7%	2.6%

Math

Cavett	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	6	9	111	132		
% proficiency	50.0%	0.0%	25.2%	23.5%	-50.0%	-24.8%

Strategies to Improve Academic Achievement:

- Sheltered English language development strategies and visual models to support all students including those recently reclassified
- Summer School through School Improvement Grant and 21st Century to intervene and enrich academic achievement
- 21st Century after-school tutoring opportunities for students, including one hour of daily enrichment in math and ELA
- Fulltime Reading Recovery teacher
- Martin Porres Intervention Instructor
- Lower class size in intervention and enrichment block classes
- Peer tutors
- Weekly PLCs develop Common Formative Assessments for progress monitoring of high-leveraged standards within units
- Students access differentiated learning through lessons derived from Imagine Learning data digs
- 90 minute Reading Blocks of Balanced Literacy and Daily 5 Stations
- 60 minute uninterrupted Math Blocks

Professional Development

- Weekly Wednesday Professional Development
- Monthly job-embedded professional development, coaching and feedback provided to all teachers
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and for teacher feedback

- Weekly 90 minutes PLCs create common formative assessments for units and analyze student performance data to guide instructional practices
- Scholastic Guided Reading Coach that models and coaches teachers
- Professional development by G.A.T.E. Consultant to help teachers dive deeper into higher order thinking strategies
- G.A.T.E. Cluster Teachers complete a Book Study
- Professional development, observational feedback, and coaching for specific math strategies by district's Math Department
- Math Consultant Coach, modeling and coaching
- Professional Development on TRE, Guided Reading and Technology to support Reading
- Differentiated professional development focused in Guided Reading, Classroom Management, PBIS, and Technology
- Comprehensive School Improvement observational feedback for all teachers throughout the school year

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 SCHOOL NAME: Collier Elementary School
 Principal: Lisa Langford**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
29%	39%	5%	13%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Collier	82	57%	13	9%	40	28%	1	1%	4	3%	5	3%	145
% non-neighborhood													25%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Neutral.

Integration target population (minimum): 60 Hispanic students and 23 Other (AA, NA, API, MR)

Integration potential: Low

- Based on 2017 Census estimates there are insufficient numbers of targeted populations living within Collier's attendance boundary.
- The school's location makes it difficult to reach

Marketing, Outreach and Recruitment Strategies to reach Integration:

- School is participating in district initiatives for low enrollment with targeted marketing support including postcard mailers, a Principal Welcome Video, Love of Literacy Fair, Bowl-in, School Choice Fair, and expanded ads on social media accounts including Facebook and Twitter
- Brochures and information about our school distributed to the community
- New families are invited to school events so they can get to know our students, staff, and families
- Work with communication department to develop updated banners, flyers, brochures
- Use social media platforms to promote current events and school information updates
- Participate in all district enrollment events to market the school to new families

C. Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: B)****ELA**

Collier	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	50	10	29	94		
% proficiency	52.0%	30.0%	62.1%	52.1%	-22.0%	10.1%

Math

Collier	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	50	10	29	94		
% proficiency	58.0%	20.0%	44.8%	47.9%	-38.0%	-13.2%

Strategies to Improve Academic Achievement:

- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 60-minute uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instruction from the Eureka Math curriculum
- Student performance outcomes from Common Formative Assessments for units developed in grade-level PLC teams considered for instructional decisions of teachers
- Daily instruction includes reading groups using resources from the Scholastic Book Room
- Teacher Evaluation Instruments (Danielson) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Teachers reinforce culturally relevant classroom environments using diverse instructional materials to engage and motivate student learners

- Multi-Tiered System of Support (MTSS) framework-processes used for all students including systematic use of data for educational decision making (screening, diagnosis, and progress monitoring)
- Students in grades 3-5 offered afterschool (Targeted Learning) tutoring for AZMERIT prep
- Students in grades K-2 offered afterschool tutoring for ELA
- Students in grades K-5 receive 20 minutes of individualized biweekly technology-based curriculum (SuccessMaker) for interventions and/or extended learning time
 - Students in bottom quartile receive an additional 30 minutes of individualized biweekly technology-based curriculum (SuccessMaker) for interventions 3 times weekly
- Use services of outside educational expert to work with teachers and students to improve student achievement in ELA and Math
- Instructional Assistants provide direct classroom support to targeted students
- Progress monitoring of student achievement includes data analyses student screener platforms, formative assessments, and quarterly benchmarks to target intervention support

Professional Development

- Principals uses cyclic feedback loop to support teacher professional growth
- Teachers participate in PLCs analyze comprehensive student data to inform instruction, share best practices, create Common Formative Assessments, and monitor student learning progressions
- Professional growth enhanced by observational feedback from Leadership Team and Principal
- Weekly Wednesday Professional Development for all teachers
- Professional development and curriculum training available on the district's online Learning Portal

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Cragin Elementary
 Principal: Andrea Steele**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
53%	75%	9%	22%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Cragin	62	24%	43	17%	118	46%	7	3%	6	2%	18	7%	254
% non-neighborhood													36%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies

- Currently participating in district’s marketing campaign for low enrollment schools including the following
 - Targeted postcards to neighborhoods
 - Love of Literacy Fair
 - School Choice Fair hosted at Tucson Children’s Museum
 - Bowl-In
 - Enhanced online presence through FaceBook and Twitter platforms
 - Digital ads
 - Kinder Roundup at Brichta Early Learning Center
 - Create a Principal’s Welcome Video
- Enhanced presence at neighborhood community events by Principal and select support staff
- Visit area preschool and daycare facilities with invitation to tour kindergarten classrooms
- Host informational afterschool sessions for families

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Cragin	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	34	21	75	151		
% proficiency	38.2%	42.9%	21.3%	27.2%	4.7%	-16.9%

Math

Cragin	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	34	21	76	151		
% proficiency	41.2%	23.8%	30.2%	29.8%	-17.4%	-11.0%

Strategies to Improve Academic Achievement

- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and for teacher feedback
- Sheltered English language development strategies and visual models support all student learners including those recently reclassified
- Continue school reform through practices and methodologies implemented during the School Improvement Grant Transformation processes (Seven Turnaround Interventions and the Turnaround Competencies)
- Cultivate stronger stakeholder relationships, processes, and practices that reinforce a stronger culture of academic achievement
- Implement and communicate consistent school wide procedures and routines throughout the academic year reinforced at the beginning of the year and as needed during the year
- Positive reinforcements used to improve academics, proactive behaviors and interdependent relationships
- 90 minute uninterrupted reading block embedded with Balanced Literacy and Independent Literacy Stations
- Guided reading used in Reading Block for differentiated instruction
- 60-minute uninterrupted Math Block using Engage NY instructional strategies, use of manipulatives, fluency practice, differentiated instruction, and cognitively guided instruction
- Students in grades 2-5 receive 20 minutes of biweekly technology-based curriculum (SuccessMaker) to support and/or extend individual learning
- Students in bottom quartile in grades K-5 receive targeted interventions during school day through an MTSS team-created student success plan, provided by the classroom teacher or an intervention aide
- Students in the bottom quartile invited to attend after-school tutoring through 21st Century grant
- Differentiated instruction for all students through guided reading, 21st Century after-school tutoring, and GATE instruction for qualifying students
- Students in grades 2-5 receive differentiated math instruction through small group classroom instruction with SuccessMaker and/or Imagine Learning computer-based program
- Targeted students receive weekly online math fluency practice for a 30 minute elective period

Professional Development

- Weekly Wednesday Professional Development for all teachers
- Monthly job-embedded Professional Development, Coaching and Feedback provided to all teachers
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and for teacher feedback
- Weekly job-embedded 90 minute PLC grade level teams co-facilitated by the Curriculum Service Provider (CSP) and/or Principal to analyze student data, progress monitoring, and evaluate next instructional steps
- Site-based teacher-lead professional development, observational feedback, and coaching in specific reading and math strategies coordinated through district's curriculum departments
- Curriculum training and professional development available through the district's Learning Portal, Principal's Meetings, and site-based trainings

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Davidson Elementary
 Principal: Sarah Andricopoulos**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
56%	80%	12%	16%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Davidson	57	25%	42	19%	93	42%	9	4%	4	2%	19	8%	224
% non-neighborhood													34%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 14 Hispanic students

Potential for Integration: High

- 2017 Census estimates suggest that there are approximately 150 Hispanic students within the Davidson attendance area

Transportation: Additional transportation funding not needed because existing routes to targeted geographical areas in place.

Marketing Outreach and Recruitment Strategies for Integration

- Current Outreach and Recruitment Campaign for low enrollment schools providing following opportunities
- Bus Shelter signage
- Billboards
- Postcard mailers to targeted neighborhoods
- Participate in Love of Literacy Fair
- Participate in School Choice Fair
- Participate in Bowl-In event
- Participate in Bowl-In event
- Expanded online presence and digital ads using FaceBook and Twitter platforms ads
- Create a Principal Welcome Video
- Public outreach and advocacy by School Community Liaison to access community resources currently needed by families and student success
- Host Back-to-School Night
- Host Literacy Nights for families
- Host STEAM Night event for parents and family
- Host Fine Arts Festivals for school community

- Host a School Carnival
- Host a Family Dance
- Host Movie Nights for students and families
- Provide Parent workshops to address current needs and interests
- Promote and solicit Parent Volunteers

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Davidson	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	20	17	58	113		
% proficiency	25.0%	29.4%	37.9%	32.7%	4.4%	12.9%

Math

Davidson	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	20	18	58	114		
% proficiency	25.0%	11.1%	29.3%	24.5%	-13.9%	4.3%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and for teacher feedback
- Strategies for Sheltered English Language Development and visual models used to support all students including those recently reclassified

- Multi-Tiered System of Support (MTSS) framework and processes used for student progress monitoring and MTSS referrals during MTSS Coordinator and/or PLC meetings
- MTSS Coordinator facilitates MTSS meetings with teachers to review formative and summative student data and plan next instructional practices
- 75 minute uninterrupted Guided Reading Block with Balanced Literacy and 60 minutes co-teaching with Exceptional Education teachers supporting IEP student accommodations, including Shared Reading and/or Independent Reading
- 90-minute uninterrupted Math Block with Eureka manipulatives and cognitively guided instructional practices, including 60 minutes of co-teaching with Exceptional Education Teacher supporting IEP student accommodations
- Use Common Formative Assessment student data from units created by PLC grade-level teams to gauge progress, target intervention and enrichment opportunities, and to plan next instructional steps
- Students in grades K-1 receive 4 weekly 20 minute sessions of individualized technology-based curriculum (Waterford) for extended learning
- Targeted students in grades K-1 receive 4 weekly 20 minute sessions individualized Waterfold intervention
- Students in grades 2-5 receive 2 weekly 20 minute sessions of individualized technology-based curriculum (SuccessMaker) for extended learning
- Scholastic's *Storyworks* magazine classroom subscriptions provided for grades 2-5 classrooms for high interest stories and nonfiction articles to engage students in Shared Reading practices
- *Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader* by Jan Richardson strategies and practices for targeted guided reading interventions for bottom quartile students in grades K-5 who do not receive Exceptional Education services
- Students grades K-5 in the bottom 25%, who do not receive Exceptional Education services, to receive instruction from certified Reading Intervention Teacher.

Professional Development

- Weekly Wednesday Professional Development for all teachers

- School-wide participation in Arizona Department of Education's CALL (Connecting and Applying Literacy Learning) Pilot program to strengthen literacy practices in learning processes
- Monthly job-embedded Professional Development, Coaching and Feedback provided to all teachers
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and teacher feedback
- PBIS professional development to review behavioral flow-chart, classifying behaviors and responses, ROAR (Responsible, On Task, Always Safe, Respectful) reinforcements and expectations, bullying prevention strategies, Student Check-ins-Check-outs, and SEI skill-building
- MTSS Coordinator facilitates professional development sessions guiding practices and resources that monitor and adjust for student performance outcomes
- Professional development and curriculum training available on district Professional Learning Portal
- Professional development, observational feedback and coaching by district's Math Department for targeted math strategies, content, and support

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Dunham Elementary
 Principal: Kathleen Chandler**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
31%	56%	4%	12%

B. Integration

Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Dunham	103	46%	21	9%	76	34%	0	0%	11	5%	14	6%	225
% non-neighborhood													41%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Neutral.

Integration target population (minimum): 53 Hispanic and 11 Other race/ethnicities

Integration potential: Moderate

- 2017 Census estimates show that there are sufficient numbers of targeted populations living within neighboring areas
- Competition among neighboring elementary schools for targeted populations is high

Transportation: Additional transportation routing may be necessary. Consider routing modification or additional routing; consider express shuttles, see Transportation Plan.

Marketing Outreach and Recruitment Strategies for Integration:

- Participate in the district’s recruitment events including those at the Preschools, Early Learning Centers, and Children’s Museum
- Use flyers that promote school programs to distribute and market enrollment opportunities, particularly at the kindergarten level
- Market the school at the local library and neighborhood grocery stores, including posting school flyers
- Host website talks about “What Makes Us Special” to promote the best aspects of the school
- Participate in the district’s low enrollment schools campaign including the following strategies
 - Postcard mailers to targeted neighborhoods
 - Love of Literacy Fair
 - School Choice Fairs
 - Bowl-in Event
 - Digital ads on social media platforms including Facebook and Twitter
 - Create a Principal Welcome Video

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Dunham	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	56	12	52	129		
% proficiency	46.4%	25.0%	44.2%	44.2%	-21.4%	-2.2%

Math

Dunham	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	57	11	52	129		
% proficiency	47.4%	27.3%	48.1%	48.8%	-20.1%	0.7%

Strategies to improve academic achievement

- 90 minute uninterrupted Reading Block embedded with Balanced Literacy, Daily 5 Stations, and small group instruction
- 60-minutes of uninterrupted Math Block using Eureka Math curriculum and engagement strategies
- 30 minutes of daily instructional time dedicated for the reteach and enrichment of ELA and Math
- PLC meetings include systemic teacher analyses of student data to inform instruction, create grade-leveled Common Formative Assessments, share best practices, and target students for interventions or enrichments
- Student learning progressions monitored using applicable platform screeners (DIBELS, NSGRA , AZELLA, Avenues), quarterly benchmarks, formative classroom data, and Common Formative Assessments
- Student interventions monitored and supported by MTSS Team
- 60 minutes of targeted after-school tutoring offered 4 days weekly

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English language Development strategies and visual models used to support all students including, those recently reclassified
- Students learn in culturally relevant classroom environments that foster engaging and relevant learning experiences, including the use of culturally relevant instructional materials
- Instructional Assistant provides direct classroom support for ELA and Math student interventions

Professional Development

- Teacher participants in PLC institute lead site PLCs with expanded knowledge about PLC philosophy and best professional practices during PLC meetings
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth
- Principal uses the data observation feedback loop to support professional growth of teachers
- Teachers participate in differentiated professional development opportunities that supports cross-grade level articulation of learning standards, coaching, and mentoring opportunities
- Weekly Wednesday Professional Development
- Curriculum training and professional development available on the district's Learning Portal

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Erickson
 Principal: Rachel Romero**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
48%	82%	8%	14%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Erickson	77	19%	87	22%	188	47%	5	1%	7	2%	33	8%	397
% non-neighborhood													22%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- Notification and communication with neighborhood, especially apartments complexes and Section 8 housing
 - Marquee
 - Brochures
 - Visible presence by walking through the neighborhood before and after school with students
- Direct marketing to families who are attending schools in another district by one on one meetings and providing school based literature
- Direct marketing to HeadStart for incoming kindergarteners
- Open house for incoming Kinder students
- On-going registration opportunities throughout the summer for families to enroll
 - 1-1 support with accessing online resources for registration as needed
- Flyers placed in local businesses by School Community Liaison

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: D)

ELA

Erickson	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	38	53	101	212		
% proficiency	36.8%	11.3%	21.8%	22.6%	-25.5%	-15.0%

Math

Erickson	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	38	53	101	212		
% proficiency	18.5%	18.9%	13.9%	17.0%	0.4%	-4.6%

Strategies to Improve Academic Achievement:

- The Teacher Evaluation Instruments (Danielson Framework) are used to guide professional growth and to provide teacher feedback
- Consistent implementation of the walkthrough-feedback cycle with actionable feedback provided to teachers
- Language Opportunities through Sheltered English Language Development strategies and visual models that support all students, including those recently reclassified
- Universal Design for Learning (UDL) and SPARKS strategies used to support student learning
- 90 minute Reading Blocks embedded with Balanced Literacy and Daily 5 Stations
- 60-minute Math Blocks using EngageNY, manipulatives, and cognitively-guided instructional strategies
- Culturally responsive classrooms at school that foster student voices, and honors and reflects the students served
- Targeted students receive 20 minutes of biweekly technology-based ELA interventions or enrichment opportunities using SuccessMaker
- Targeted students receive 60 minutes of weekly technology-based math interventions or enrichment opportunities using SuccessMaker
- DIBELS used for ELA progress monitoring in grades K-5
- Instructional decisions based upon student outcomes on grade-level Common Formative Assessments

Professional Development

- Weekly Wednesday Professional Development
- Monthly job embedded Professional Development, coaching and feedback provided to all teachers
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Weekly embedded Collaborative Teacher Team meetings to access resources, data, create assessments and receive PD/support from the Curriculum Service Provider and administration
- Grade-level common formative assessments are developed in PLC and Grade-level teams, and used to determine instructional decisions and practices

- Curriculum Training as available and as evidenced by Professional development opportunities offered in the TUSD portal, Principal meetings and site trainings
- Math Pathways and Pitfalls PD - TSI funded off-contract time to support implementation of Math Pathways and Pitfalls
- Curriculum Support Provider to provide job-embedded coaching for teachers. Targeted support in first and second grades
- PLCs collaboratively meet to analyze student performance data, plan, and to create grade-level Common Formative Assessments

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Ford Elementary
 Principal: Diana Johnston**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
34%	73%	8%	12%

B. Integration

Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Ford	110	34%	46	14%	125	39%	1	0%	11	3%	27	8%	320
% non-neighborhood													23%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Neutral.

Integration target population (minimum): 35 Hispanic students

Integration potential: Moderate

- The 2017 Census estimates indicate that there are sufficient Hispanic students within Ford's attendance boundary and neighboring areas.

Transportation: Additional transportation routing may be necessary. Consider routing modification or additional routing; consider incentive transportation and/or express shuttles, see Transportation Plan.

Marketing Outreach and Recruitment Strategies to attract targeted population:

- Community Liaison enhances opportunities for meaningful opportunities for families to engage with staff about student achievement data other academic topics that support student growth
- Plan, organize, and host neighborhood activities with feeder pattern schools to enhance family engagement and inclusiveness of broader community
- Maintain school website with informational updates about school events including OMA, Band, Orchestra, Art Integration, programmatic events, curriculum nights, student activities, parent support, and opportunities for academic support
- Promote availability of new summer office hours to welcome new prospective students, complete registrations, respond to questions about student services including incentive transportation, and provide families with a one-stop enrollment process for families with a variety of grade levels

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Ford	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	61	34	68	180		
% proficiency	41.0%	29.4%	32.3%	35.5%	-11.6%	-8.7%

Math

Ford	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	61	35	68	181		
% proficiency	36.0%	22.9%	32.3%	32.0%	-13.1%	-3.7%

Strategies to improve academic achievement

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Writing Curriculum by Lucy Calkins used by students in grades K-5
- Strategies for Sheltered English Language Development and visual models used to support all students, including those recently reclassified
- Technology used in all classrooms for student learning including interactive boards, document cameras, small group computer centers, computer lab, and COWS
- Students supported by Library Assistant to encourage and assist use of leveled books for promoting academic achievement
- Library Assistant collaboratively supports teachers with targeted and extended reading interventions and enrichment opportunities
- Instructional Assistant provides direct classroom support for targeted interventions in ELA and Math
- Multi-Tiered System of Support (MTSS) framework and processes used to enhance student achievement using systemic data sources for educational decision making (screening, diagnosis, and progress monitoring)
- Teachers, Teacher Assistant and/or Interventionists collaboratively provide direct student interventions in the classrooms
- Positive Behavior Supports are used school-wide to support a healthy school climate conducive to high levels of learning, good citizenship and character development of students
- 60-minutes of uninterrupted Math Block using UDL methodologies, and strategies and manipulatives from the Eureka Math curriculum
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy, Daily 5 Stations, and small group instruction

- Biweekly grade-level Common Formative Assessments used to guide instructional decisions of students
- Daily use of technology resources including interactive boards, document cameras, small group computer centers, computer lab and COWS
- Reading Seed Program coordinated by School Community Liaison provides one-on-one weekly support to targeted students
- Students in grades 2-5 receive 20 minutes of individualized support for ELA and Math 4 times weekly using SuccessMaker
- Students in grades 2-5 in the bottom quartile receive an additional 30 minutes 3 times weekly using SuccessMaker
- Response to Intervention process (RTI) for student interventions includes support from the Instructional Support Specialist and Teacher Assistants
- Targeted students at-risk of academic failure are invited and encouraged to participate in the before school, after school, and summer programs for academic support and enrichment opportunities offered through the school's 21st Century Grant

Professional Development

- Observation Feedback Loop used by Principal to enhance teacher professional growth
- Teacher Evaluation Instruments (Danielson Framework) used for professional growth of teachers
- Biweekly grade-level Common Formative Assessments guide instructional decisions of students
- Professional Development for using Scholastic Leveled Books provided by district Curriculum Department
- Weekly PLCs include systemic teacher analyses of student data to inform instruction, create grade-leveled Common Formative Assessments, share best practices, and target students for interventions or enrichments
- Weekly Wednesday Professional Development for all teachers
- Professional development and curriculum training available online through the district's Learning Portal
- Ongoing off-contract professional development on the Pathways and Pitfalls intervention system is provided to teachers by the district's Math Curriculum Department, including instructional coaching and methodology

**Tucson Unified School District
Integration and Academic Achievement Plan
2019-20 SY
Fruchthendler Elementary
Principal: Mary Anderson**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
20%	19%	3%	12%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Fruchthendler	208	58%	24	7%	93	26%	1	0%	15	4%	15	4%	356
% non-neighborhood													41%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Neutral.

Integration target population (minimum): 144 non-White students (including, at minimum, 130 Hispanic students) and fewer White students

Integration potential: Low

- Based on 2017 Census estimates there are insufficient number of Hispanic students living within the Fruchthendler attendance boundary.

Marketing, Outreach and Recruitment Strategies to reach Integration

- Promote option of summer office hours for student registration, availability to respond to prospective students, and assist with inquiries for student services including incentive transportation
- Market eligibility to for designation as an A+ school by the Arizona Education Foundation
- Conduct targeted marketing for neighborhood parents who decide other school choice options
- Participate in district enrollment events
- Annual Principal visits to share school information and fliers for parent distribution at targeted pre-schools including St. Albans, St. Marks, Tanque Verde Lutheran, Schumaker, JCC and Anshei Hebrew

C. Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: A)**

ELA

Fruchthendler	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	112	12	49	189		
% proficiency	85.7%	41.6%	67.4%	76.2%	-44.1%	-18.3%

Math

Fruchthendler	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	112	12	49	189		
% proficiency	90.1%	33.4%	71.4%	79.9%	-56.7%	-18.7%

Strategies to improve academic achievement

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Professional contributions of the Curriculum Service Provider to teachers enhances student achievement and academic outcomes
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- 90 minute uninterrupted Reading Block
- 90-minute uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instructional strategies from the Eureka and Engaged NY curriculum
- Targeted students in grades K-5 academically at-risk for ELA participate in weekly tutoring sessions with Instructional Specialist
- Targeted students in grades 3-5 academically at-risk for math participate in weekly tutoring sessions with Instructional Specialist
- Students in bottom quartile in grades 3-5 receive 30 minutes of individualize technology-based curriculum (SuccessMaker) for interventions or extended learning 3 times weekly
- Targeted students in grades 1-5 assigned to the Gate Cluster Classroom receive academic enrichment services in all subject areas

Professional Development

- Weekly Wednesday Professional Development for all teachers
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all certified teachers
- Weekly PLCs during teacher contract time
- Professional development, observational feedback, and coaching in specific math strategies by the district's Math Curriculum Department
- Curriculum Training and Professional Development available online from the district through True North Logic
- Teacher practices are strengthened from the professional development and support of the Curriculum Service Provider

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Gale Elementary
 Principal: Kathy Osollo**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
18%	37%	4%	12%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Gale	168	43%	36	9%	146	37%	0	0	17	4%	23	6%	390
% non-neighborhood												63%	
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Not Racially Concentrated nor Integrated

Integration target population (minimum): 65 Hispanic and 12 Other race/ethnicities (AA, NA, API, MR)

Integration potential: Low

- 2017 Census estimates show that there are insufficient numbers of the target population living within the Gale attendance area.
- Competition with neighboring schools for the same target population
- GALE is currently over 90 percent of its capacity

Marketing Outreach and Recruitment Strategies for Integration:

- Designated staff members and the PTC president maintain continuously updates to the school’s Facebook account to share information about weekly events, school resources, and student recruitment
- Market to targeted neighborhoods with postcard mailers
- Advertise and host two Kindergarten Open Houses during the spring

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: A)

ELA

Gale	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	72	14	72	185		
% proficiency	77.8%	42.8%	44.4%	59.4%	-35.0%	-33.4%

Math

Gale	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	71	14	72	184		
% proficiency	69.0%	50.0%	45.8%	60.3%	-19.0%	-23.2%

Strategies to improve academic achievement

- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 60-minute uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instructional strategies from the Eureka Math curriculum
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Teachers reinforce culturally relevant classroom learning environments that reflect the student diversity
- The Reading Enrichment Teacher supports student learning by working with teachers to provide extended literary activities that are culturally relevant and engaging
- Daily classroom instruction includes use of culturally relevant books and materials aligned to the curriculum
- Instructional decisions for students are based upon MTSS process of data analyses from a range of performance data including Quarterly Benchmarks, DIBELS, NSGRA , AZELLA, Avenues, and grade-level Common Formative Assessments
- Interventionists provide direct classroom support to targeted students with teachers
- Targeted students invited to participate in after-school “Math Camp” for interventions, and to foster achievement and proficiency using Math Pathways and Pitfalls to foster achievement growth/grade level proficiency
- All students have a designated Reading Buddy with whom they share specific reading activities
- Students in grades K-1 participate in the Read with Dogs program

Professional Development

- Interventionist provides professional develop to train teachers with data analyses
- The Interventionist collaboratively facilitates teacher professional growth, informed instructional pedagogy, accessing resources, identifying targeted students, and how to effectively use the district’s curriculum
- A Multi-Tiered System of Support (MTSS) framework is used for systematic data gathering processes to guide educational decision making (screening, diagnosis, and progress monitoring) of teachers

- Weekly 90 minutes PLCs of collective and cyclic inquiry with Interventionists to address achievement gaps through collaborative best practices, sharing strategies, analyzing data, and targeting student supports

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Grijalva Elementary
 Principal: Megan Chavez**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
33%	82%	17%	11%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Grijalva	26	5%	12	2%	495	86%	25	4%	4	1%	12	2%	574
% non-neighborhood													32%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 24 White and 109 Other race students (AA, NA, API, MR)

Potential for Integration: Low

As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to focus on academic student achievement.

- Grijalva is currently 86 percent Hispanic and relies heavily on neighborhood enrollment
- Grijalva is over the design capacity of 95 percent

Marketing Outreach and Recruitment Strategies for Integration

- Grijalva's Dual Language program offers students in kinder-5th grade an opportunity to become bilingual and bi-literate in English and Spanish.
- Build a 2nd Dual Language to offer more students in our neighborhood, and the greater Tucson area, access to our Dual Language program.
- Effort to increase academic achievement through our partnership with the University of Arizona who is providing targeted professional development for organizational learning at Grijalva.
- Launch an integrated Garden Program, which allows students to make real world connections to math, science, art, language, social studies, and literacy.
- Reach out to pre-schools in the area and share information our programs. We will offer shadowing kindergarten days for preschool students and their parents to experience a day in our kindergarten program.
- Increasing presence on social media (Facebook, Twitter, and Instagram) to highlight the learning and experiences of our students.

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: D)

ELA

Grijalva	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	14	8	275	317		
% proficiency	28.5%	37.5%	21.8%	23.0%	9.0%	-6.7%

Math

Grijalva	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	14	8	277	319		
% proficiency	50.0%	25.0%	16.6%	18.8%	-25.0%	-33.4%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
 - Small group instruction with reading and math workstations.
 - Embedded formative assessment throughout the lesson and the unit.
 - Language Opportunities providing sheltered English language development and visual models to support all students including recently reclassified ELD strategies will be used in classrooms in instruction. (August-May)
 - Teacher Assistants work with students supporting literacy and math development.
 - Technology Integration Liaison supports students w/ online assessments and computer based learning
 - Integrated content through our garden program
 - Real world connections and critical thinking opportunities through the integrated garden program
- Curriculum Service Provider (CSP) provides ongoing teacher support through professional development, coaching, and modeling.

- Balanced Literacy including Guided Reading and Daily 5 Stations Embedded into reading block 90 minute uninterrupted reading block
- 90-minute uninterrupted math block
- Ensure quality math instruction by building students' conceptual understanding through appropriate tools and models including math manipulatives from our Eureka Math resources
- Teacher developed instructional strategies that foster rigor through critical thinking, relevant, and engaging lessons that are culturally responsive

Professional Development to support Quality Instruction

- Weekly Wednesday Professional Development
- Monthly job-embedded PD, Coaching & Feedback provided to all teachers
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and to guide teacher feedback
- CTTs meet weekly
- Curriculum Training as available in Learning Portal, Principal Meetings, site-based trainings MTSS, PBIS and Trauma-Informed Practice
- Support instruction through professional development, observations with feedback, and coaching in specific math strategies from our math consultant.
- Job-embedded training in systems, data, and practices that support positive student outcomes in MTSS, PBIS, and Trauma-Informed Practice.
- Continue to incorporate Culturally Responsive Practices in weekly PD to model expectations for SPARKS integration in daily classroom lessons.

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Henry Elementary
 Principal: Aaron Coleman**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
32%	63%	6%	15%

B. Integration Plan

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Henry	130	38%	45	13%	125	37%	3	1%	14	4%	22	6%	339
% non-neighborhood													37%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Not Racially Concentrated nor Integrated

Integration target population (minimum): 45 Hispanic students

Potential for Integration: Moderate

- 2017 Census data estimates that there are insufficient targeted students living within Henry's attendance area.

Transportation: Additional transportation funding not needed because existing routes to targeted geographical areas in place.

Marketing Outreach and Recruitment Strategies for Integration:

- Work with the Mexican American Student Services Department to assist marketing that targets prospective students
- Collaborate with the Program Coordinator of the Anna Henry Elementary Preschool to target prospective families for targeted enrollment
- Extend opportunities for bilingual (Spanish) communication including Parent link, Marquee, Facebook, and school website
- Work with HR for more targeted and diverse for school openings

C. Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: C)**

ELA

Henry	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	83	25	52	174		
% proficiency	47.0%	32.0%	32.7%	42.0%	-15.0%	-14.3%

Math

Henry	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	83	25	53	175		
% proficiency	45.8%	24.0%	37.7%	42.3%	-21.8%	-8.1%

Strategies to improve academic achievement

- Teacher evaluation instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Enhanced use of technology in all classrooms including interactive boards, document cameras, small group computer centers, computer lab, and COWs
- Multi-Tiered System of Support (MTSS) framework supports student learning with systematic data analyses that are used for educational decision-making (screening, diagnosis, and progress monitoring)
- 90 minute uninterrupted daily Reading Block embedded with Daily 5 Stations and small group Guided Reading
- 60 minute uninterrupted daily Math Block using EngageNY
- Biweekly grade-level Common Formative Assessments used for educational decision-making
- All students receive 20 minutes of individualize support 4 times weekly on SuccessMaker for interventions and/or enrichment opportunities
- Students in the bottom quartile in grades 2-5 receive an additional 30 minutes of individualize support on SuccessMaker 3 times weekly
- Counselor coordinates student PBIS Recognition Program for positive recognitions of students meeting established goals on assessments
- Technology used in classrooms to engage and motivate student learning including interactive boards, document cameras, small group computer centers, computer lab, and COWS
- Targeted students provided Tier 2 support in the After-School Program

Professional Development

- Weekly Wednesday Professional Development for all Certified Staff
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all teachers
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth

- Weekly PLCs conduct data analyses, create Common Formative Assessments, share best practices, plan, and target student supports
- Professional Development for Scholastic Leveled Books provided by district personnel
- Participate in biweekly MTSS Team meetings to review student performance data, learning progressions, and identify students for targeted support
- Professional development, observational feedback, and coaching in specific math strategies by the district's Math Curriculum Department
- Teachers use common grade-level Math & ELA Lesson Plans
- The Curriculum Service Provider supports teachers and Principal with the use of technology

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Howell Elementary
 Principal: Jaquetta Alexander**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
36%	73%	12%	19%

B. Integration Plan

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Howell	77	27%	52	18%	119	42%	12	4%	5	2%	21	7%	286
% non-neighborhood													44%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 18 Hispanic students

Potential for Integration: High

- According to 2017 Census estimates there are approximately 120 K-4 Hispanic students living within Howell's attendance area

Transportation: Additional transportation funding not needed because existing routes to targeted geographical areas already in place.

Marketing Outreach and Recruitment Strategies for Integration

- Welcome Back events
- Host Math, Science, and ELA family events
- Host Kindergarten Open House to welcome new kindergarten families and students
- Market school's Preschool Transition Model program
- Participate in district events for recruiting new students
- Expand online presence using Facebook digital platform
- Update school website
- Host the OMA Jamboree with community outreach for expanded attendance
- Public outreach and advocacy by School Community Liaison to access community resources currently needed by families and student success
- Expand public outreach by marketing events hosted by the Parent Teacher Organization and their advocacy

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Howell	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	37	27	67	146		
% proficiency	32.4%	18.5%	19.4%	22.6%	-13.9%	-13.0%

Math

Howell	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	38	27	69	148		
% proficiency	39.5%	18.5%	24.6%	29.7%	-21.0%	-14.9%

Strategies to Improve Academic Achievement:

- Review and reinforce school-wide MTSS (Multi-Tiered System of Support) processes for use of student data and systemic decisions for individualized support and successful outcome
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 60-minute uninterrupted Math Block using the SBR instructional model including use of manipulatives and cognitively guided teacher practices during instruction
- Use grade-level Common Formative Assessments for units developed in PLC grade-level teams to guide next instructional steps

Professional Development

- Weekly Wednesday Professional Development for all teachers
- Monthly job-embedded Professional Development, Coaching and Feedback provided to all teachers by district's Math Department

- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and for teacher feedback
- Weekly PLCs during the school day provides one hour of professional time to review student data, determine individual needs for interventions and enrichment opportunities, guide instructional plans, and create Common Formative Assessments
- Professional development and curriculum training available on the district's Professional Learning Portal

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Hudlow Elementary
 Principal: Eva Almonte**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
51%	78%	10%	23%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Hudlow	61	29%	30	14%	99	47%	6	3%	0	0%	15	7%	211
% non-neighborhood													43%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- Hudlow will participate in district's 2019-20 Outreach and Recruitment campaign to increase enrollment
 - Postcard mailers to targeted neighborhoods
 - Increase online presence using FaceBook/Twitter platforms and Digital Ads
 - Create a Principal Welcome Video
- Host Math and ELA Family Nights
- Host a Love of Literacy Fair
- Participate in the School Choice Fair and enrollment events
- Participate in Preschool Recruitment Fairs
- School Community Liaison will do outreach to neighborhood PreSchools
- Participate in Kindergarten outreach activities
- Host OMA Celebrations opened to the extended community
- Promote school's Community Garden

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Hudlow	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	28	18	62	123		
% proficiency	28.6%	33.4%	29.0%	28.4%	4.8%	0.4%

Math

Hudlow	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	28	19	63	125		
% proficiency	42.9%	36.8%	31.7%	32.8%	-6.1%	-11.2%

Strategies to Improve Academic Achievement

- 90-120 minute Reading Block embedded with Guided Reading, Daily 5, and High DOK Literacy Stations
- 60-90 minute Math Block
- CSP coaching and co-teaching math using manipulatives and cognitively guided instruction with Engage NY
- Enhanced integration of technology into the curriculum including activities in reading and math
- feedback
- Sheltered English language development and visual models used to support all students including those recently reclassified
- Ongoing Multi-Tiered System of Support Framework (MTSS) and processes with student screenings, diagnosis, and progress monitoring to support student achievement
- Ongoing Positive Behavioral Interventions Supports (PBIS) with student screenings, diagnosis, and progress monitoring to support student achievement
- Implement CR and MC practices into classroom learning activities including use of materials that reflect diverse range of historical accounts and cultures
- Grade-level Common Formative Assessments to guide learning plans of teacher
- After-school targeted tutoring 4 days weekly for students in grades 3-5 for ELA and Math
- Use differentiated instruction using a culturally responsive approach to interrelate to students with disabilities, creating multiple means of engagement and options to sustain effort, persistency, and options to self-regulate

Professional Development

- Teacher participate in deliberately planning for differentiated instruction using Universal Design for Learning (UBL)
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and teacher feedback
- Monthly job-embedded professional development for Guided Reading for all teachers
- Summer Professional Development opportunities for teachers to increase knowledge and proficiencies in the integration of technology

- WestEd Math Pathways and Pitfall (MPP) methodology for inclusive math intervention PD for all teachers including student to student conversations, collaboration, use of manipulatives, and strategies for specific standards that have historically proven difficult for students to learn
- Wednesday Professional Development for all teachers
- Technology integration including specialized training for ELA and math
- Bimonthly PLC's for developing and analyzing grade-level Common Formative Assessments
- Observational feedback and coaching for specific math and reading strategies from the district's math and ELA Curriculum Department
- Professional development opportunities and curriculum training available on district's Learning Portal, Principal Meetings, site-specific trainings, and off-campus options

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Sam Hughes
 Principal: Kathryn Bolasky**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
18%	30%	8%	9%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Sam Hughes	108	28%	24	7%	189	52%	2	1%	24	7%	71	6%	363
% non-neighborhood													52%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

Sam Hughes' enrollment is maintained through a basic marketing plan.

- Updated website
- Parent Teacher Association maintained Facebook site to communicate school achievements and activities.
- Active community at Sam Hughes to speak positively about their first hand experience.

Sam Hughes is currently over capacity and has limited numbers of open enrollment placements available. Marketing is limited due to the limited number of students that we can take from outside our neighborhood boundary.

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: A)

ELA

Hughes	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	57	14	81	178		
% proficiency	98.3%	71.4%	67.9%	75.9%	-26.9%	-30.4%

Math

Hughes	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	57	14	81	178		
% proficiency	78.9%	71.4%	69.1%	73.1%	-7.5%	-9.8%

Strategies to Improve Academic Achievement

- 90 minute uninterrupted Reading Block embedded with Guided Reading and Daily 5 Stations
- 60 minute Math Block
- Math SBR instructional strategies including manipulatives and cognitively guided instruction
- Daily Instruction to include research based practices
- Multi-Tiered System of Support (MTSS) framework-processes to maximize achievement for all students through systematic data gathering uses by teachers to individual learning
- Grade-level common formative assessments used by teachers to guide their instructional decisions for students
- All students in grades 2-5 receive 20 minutes of individualized biweekly technology-based extended learning of curriculum (Successmaker)
- Students in the bottom 25% receive additional 30 minutes of individualized technology-based learning (Sucessmaker) 3 times weekly
- Small group or individual support from Instructional Specialist to targeted students to develop and strengthen Highly Leveraged Academic skills
- Students provided enrichment opportunities in Chess and Ecology by Enrichment Instructors, connecting learning to the math standards

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Johnson Elementary
 Principal: Rose Cota**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
54%	86%	10%	23%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Johnson	10	5%	3	2%	109	55%	72	37%	0	0%	3	2%	197
% non-neighborhood													24%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 13 White Students and 169 Non-Native American students

Potential for Integration: Low

- With the large Native American population integration is not practicable

Marketing Outreach and Recruitment Strategies for Integration

Johnson is part of the District's outreach and recruitment initiative for low enrollment schools. Strategies include targeted postcards to neighborhoods; Love of Literacy Fair; School Choice Fair; Bowl In; FB/Twitter – digital ads; Principal Welcome Video.

Johnson will continue to host Kinder Welcome and attend District Enrollment Fairs

C. Academic Achievement Plan

AzMERIT Spring 2018/Letter Grade: N/A

Strategies to Improve Academic Achievement:

- Tier 1 instruction provided in small group rotations
- Daily Principal walk-throughs with appropriate feedback
- Biweekly CSP walk-throughs with feedback
- Biweekly MTSS meetings facilitated by Counselor and/or MTSS Lead
- Targeted students receive daily interventions with Reading Interventionist
- Sheltered English language development strategies and visual models used to support all students, including those recently reclassified

Professional Development

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback and guide professional growth
- Feedback loop used by Principal to support teacher improvement in daily practice
- Weekly Wednesday professional development for all teachers
- Review of current school-wide practices including Teaching Reading Effectively
- Professional development and curriculum training available in district's online Learning Portal
- Training to support Universal Design for Learning professional practices in classrooms

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Kellond
 Principal: Brenda Meneguín**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
19%	51%	5%	14%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Kellond	167	35%	61	13%	206	43%	3	1%	7	1%	32	7%	476
% non-neighborhood													61%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 23 Hispanic students

Potential for Integration: High

- 2017 Census estimates show that there are sufficient numbers of Hispanic students living in the Kellond attendance boundary and neighboring areas
- As a high performing school Kellond can attract a highly diverse population

Transportation: Additional transportation funding not needed because existing routes to targeted geographical areas are place.

Marketing Outreach and Recruitment Strategies for Integration

With a self-contained GATE program, Kellond participates in ALE outreach and recruitment activities.

- Increase GATE student population through ALE Department recruitment.
- Adding a Pre-GATE kindergarten class to increase GATE student population, as families tend to stay at one school.
- Work with School Community Services to recruitment of students outside of attendance boundary.
- Advertise Before-school and After-school programs for families.
- Community outreach mailings to unresponsive families of qualifying GATE students, to share campus opportunities and services.
- Host annual Open Houses for both GATE and Kindergarten
- Site support provided to parents for online enrollment using ParentVue technology and translation support for non-English speakers.
- Participate in the district's Recruitment Events for elementary schools throughout the year.

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Kellond	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	87	30	130	273		
% proficiency	64.3%	40.0%	43.8%	51.3%	-24.3%	-20.5%

Math

Kellond	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	88	30	130	274		
% proficiency	63.7%	50.0%	43.1%	52.2%	-13.7%	-20.6%

Strategies to Improve Academic Achievement

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Strategies for Sheltered English Language Development and visual models used to support all students, including those recently reclassified
- Teacher peer-to-peer observational feedback opportunities to enhance Tier 1 instructional practices and to share best practices.
- Increased Professional Learning Community practices through Collaborative Teacher Teams emphasizing assessment informed instruction.
- MTSS teacher support for identifying and servicing at-risk students
- 90 minute Reading Block embedded with Balanced Literacy and Daily 5 Stations Embedded
- 60 minute Math Block using research-based instructional strategies including manipulatives and cognitively guided instructional practices

- PLCs created grade-level Common Formative Assessments (CFAs) for units
- CFAs created in the School City platform
- Students targeted for interventions and enrichment opportunities based upon outcomes on CFAs
- NSGRA data from assessments administered at the beginning, middle, and end of the year are used to inform instructional decisions
- Lateral PLC articulation
- Grade-level PLC meetings 10 times annually to review student performance data for instructional decisions and instructional practices
- Students in grades 2-5 receive 20 minutes of biweekly technology-based curriculum (ex: SuccessMaker) support for individual ELA or Math interventions or extended learning
- Bottom quartile students in grades 2-5 receive additional 60 minutes of weekly technology-based interventions (ex: SuccessMaker) for ELA or Math
- SuccessMaker reports used by teachers for discussions with students and families about student progress
- Waterford supplemental used for K – 1 ELA interventions
- PLCs consider intervention models such as walk-to-intervention grouping during math instruction

Professional Development

- Weekly Wednesday Professional Development for all Certified Staff
- Data Dig PD (2) with district personnel
- Modeling of specific and actionable feedback through PLC facilitators
- Grade-level PLC meetings 10 times annually to review student performance data to guide instructional decisions and practices
- Monthly Job-Embedded Professional Development, Coaching, and Observational Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth of teachers
- District personnel provide teachers with two Data Dig professional development sessions
- Modeling of specific and actionable feedback through PLC facilitators
- Lateral PLC articulation

- ELA and Math professional development opportunities from district's curriculum departments
- 4 Release Days during each assessment cycle for PLCs to analyze student performance data, plan instruction, create CFAs, and target student interventions and enrichment opportunities
- Professional development for Guided Reading and Leveled Library support
- Professional development, observational feedback, and coaching for specific math strategies through the district's Math Curriculum Department
- Professional Development and Curriculum Training as available on the district's online Learning Portal

TEMPLATE FOR SITE PLANS
Tucson Unified School District
Integration and Academic Achievement Plan
2019-20 SY
SCHOOL NAME
Principal: Emily Walls

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
12%	54%	6%	12%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Lineweaver	222	38%	32	5%	274	47%	3	1%	8	1%	46	8%	585
% non-neighborhood													89%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 17 Hispanic students and 32 Other race students (AA, NA, API, MR)

Potential for Integration: High

- 2017 Census estimates indicate that there are sufficient numbers of targeted students living within the school’s attendance boundary and neighboring areas
- With its self-contained GATE program, Lineweaver can attract a diverse population

Transportation: Additional transportation funding not needed because existing routes to targeted geographical areas in place.

Marketing Outreach and Recruitment Strategies for Integration

Lineweaver currently participates in all GATE and ALE outreach and recruitment activities

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Lineweaver	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	97	28	148	297		
% proficiency	68.0%	50.0%	46.0%	55.3%	-18.0%	-22.0%

Math

Lineweaver	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	97	28	148	297		
% proficiency	71.1%	57.2%	47.3%	57.6%	-13.9%	-23.8%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Multi-Tiered System of Support (MTSS) framework-processes used to maximize achievement for all students through systematic gathering of data used for educational decision making (screening, diagnosis, and progress monitoring) to support student achievement as evidenced in progress monitoring data
- Bimonthly MTSS team meetings to review student progress and supports
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 (or modified) Stations
- Leveled Libraries used for guided reading group instruction
- Teachers motivate and engage student learners using the Culturally Relevant Curriculum literature library
- 60-minute uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instruction from Investigations math curriculum
- End of year math fluency exit skills for each grade level measured with Principal Challenge (timed assessments)
- Technology used to help drive instruction and access
- Instructional decisions based upon student data from grade-level Common Formative Assessments
- Common instruction guided by grade-level ELA and Math Curriculum and Pacing Guides
- Small group student support with Reading Interventionist
- Kindergarten students assessed at the beginning of year with pretest screener for ELA and Math
- Targeted MTSS students receive enhanced support from Reading Interventionist and Instructional Assistants both in and out of the classroom
- DIBELS and/or School City used for student progress monitoring
- Tier 2 MTSS students in grades K-5 receive additional 20 minutes of biweekly interventions or extended learning through technology-based curriculum (SuccessMaker)
- Tier 3 MTSS students in grades K-5 receive additional 20 minutes of daily interventions or extended learning through technology-based curriculum (SuccessMaker)
- Biweekly after-school tutoring provided to MTSS students grades K-5

- Grade level student intervention/enrichment block at least twice per week for 30 minutes (select grade levels)
- Technology used to enhance student engagement during learning
- Appropriate and engaging manipulatives and materials are used by teachers to increase students' conceptual understanding
- All K-3 classes utilize SuccessMaker daily on classroom tablets

Professional Development

- Weekly Wednesday Professional Development for all Certified Staff
- Provide professional growth opportunities throughout the year based upon principal feedback and teacher reflection
- Differentiated Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth of teachers
- Bimonthly PLCs following protocol from DeFour's Best Practices for Enhancing Student Achievement and district's PLC Guidebook
- Professional development, coaching, and teacher support from content specialists (ELA, Math, Guided Reading, Bookroom)
- Using technology to engage student learning
- District training and professional development available on the district's TrueNorthLogic portal, including Curriculum and Gifted strategies
- Instructional alignment and differentiation through overlapping collaboration during weekly grade level planning sessions, bimonthly PLCs, and quarterly release days for teacher planning
- Kindergarten teachers working to obtain gifted endorsement on credentials, and implementing enrichment and critical thinking opportunities for all students.

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Lynn Urquides
 Principal: Marisa Salcido**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
41%	85%	34%	18%

B. Integration

<u>Enrollment</u>	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Lynn Urquides	21	5%	4	1%	400	89%	18	4%	1	0%	5	1%	449
% non-neighborhood													32%
Elementary Total	3382	21%	1573	9%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6%-37%		0%-24%		44%-70%		0%-19%		0%-17%		0%-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 65 White students and 5 Other race (AA, NA, API, MR)

Integration potential: Low

- 2017 Census estimates indicate that there are insufficient number of White students living within Lynn-Urquides attendance boundary.
- There are at least 5 Elementary schools and 2 K-8's within a 20 minute travel time that are in competition for the same demographic groups.

Marketing, Outreach and Recruitment Strategies to reach Integration:

- Targeted recruiting from two preschool programs
- Work on student retention
- Host community events including Open House, Kinder Roundup, Meet the Teachers, Math and Science Nights, Curriculum Events, and Holiday Events
- Participate in district enrollment events and fairs
- Maintain the school website with updates about upcoming events and highlighting positive accomplishments
- Enhanced use of Facebook to market school
- Participate in the district's outreach and recruitment initiatives for low enrollment including
 - Postcard mailers to targeted neighborhoods
 - Love of Literacy Fair
 - School Choice Fair
 - Bowl In
 - Digital Ads on social media platforms including Facebook and Twitter – Digital Ads
 - Create a Principal Welcome Video

C. Academic Achievement**AzMERIT Spring 2018 (Letter Grade: C)****ELA**

Lynn/Urquides	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	5	2	202	217		
% proficiency	40.0%	100.0%	19.8%	21.2%	60.0%	-20.2%

Math

Lynn/Urquides	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	5	2	201	216		
% proficiency	80.0%	50.0%	28.9%	29.6%	-30.0%	-51.1%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- Integrate technology for ELA instruction
- 60-90 minute uninterrupted Math Blocks using Scientifically Based Research instructional strategies, manipulatives, and cognitively guided instruction from Eureka Math Program
- Targeted students in grades K-5 are invited and encouraged to attend intervention academies during the Fall and Spring Intersessions
- Targeted Tier III MTSS students are invited to attend after-school tutoring
- Quarterly Benchmarks –TUSD School City benchmarks – School City grades 2-5
- Grade Level Common Math & ELA Lesson Plans

- Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams
- All students grades 1-5 receive 20 minutes technology based-curriculum (SuccessMaker) 4 times weekly for interventions and/or extended learning
- All ELD students in grades 1-5 receive 20 minutes of technology-based curriculum (Imagine Learning) 4 times weekly for interventions and/or extended learning
- After school tutoring is offered for AzMERIT prep
- Instructional Assistants provide direct classroom support for interventions and enrichments
- Targeted ELD students receive 120 minutes of daily reading support using Avenues
- Teachers create culturally relevant classroom learning environments that foster Universal Design for Learning practices for inclusive learning and use diverse multi-cultural instructional materials to engage students

Professional Development

- Weekly Wednesday Professional Development
- TTL Professional Development by the Educational Technology Department
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all certified staff
- Weekly PLCs to evaluate the student learning progressions for each unit, create Common Formative Assessments, share best practices planning next instructional units, identify students for targeted interventions, and plan re-teaching strategies
- Ongoing professional development on the WestEd Math Pathways and Pitfall (MPP) processes for supporting struggling students provides additional teacher professional knowledge about inclusive classroom instructional strategies in general education setting

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Maldonado Elementary
 Principal: Robbie Ramirez**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
44%	82%	15%	9%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Maldonado	18	7%	13	5%	183	75%	22	9%	4	2%	4	2%	244
% non-neighborhood													18%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 17 Non-Hispanic students

Potential for Integration: Low

As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to improve student academic achievement.

Marketing Outreach and Recruitment Strategies for Integration

- Strategic use of school marquee to inform the community of school events
- Preschool recruitment for students currently in preschool at Maldonado
- Provide information on Maldonado and the available of school tours to area preschools
- Kindergarten Roundup to familiarize the school to potential families
- Host Open House to share information with the community and prospective families about how students are supported academically, socially, and emotionally
- Participate in community enrollment events
- Participate in district-sponsored enrollment fairs
- Maldonado is part of the District's MOR initiative for low income schools. Activities include targeted postcards to neighborhoods; Love of Literacy Fair, School Choice Fair; Bowl in; FB/Twitter – digital ads; Principal Welcome Video

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: D)

ELA

Maldonado	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	8	8	121	156		
% proficiency	25.0%	25.0%	20.7%	23.0%	0.0%	-4.3%

Math

Maldonado	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	8	8	121	156		
% proficiency	25.0%	12.5%	15.7%	19.2%	-12.5%	-9.3%

Strategies to Improve Academic Achievement:

- Classroom instructional strategies for Sheltered English Language development and the use of visual models used to support all students, including those recently reclassified
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth to provide teacher feedback
- Teachers use SIOP classroom instructional strategies to help students increase their development of vocabulary
- Inclusive and differentiated classroom instructional strategies used by all teachers to engage all students including those serviced by exceptional education, language acquisition and ALE
- Horizontal teacher collaboration for grade bands (grade level before and grade level after) in order to expand teacher knowledge and best practices for differentiating instruction
- Small group instructional strategies used in all classrooms
- 90 minutes daily uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 60 minutes daily uninterrupted Math Block
- Grade Level Common Formative Assessments for units developed in grade-level PLC teams used to guide instructional decisions in the classroom
 - Kinder PLC – To be developed during weekly Tuesday PLC meetings and implemented monthly
 - 1st grade PLC – To be developed during weekly Monday PLC meetings and implemented monthly
 - 2nd grade PLC – To be developed during weekly Friday PLC meetings and implemented monthly
 - 3rd grade PLC – To be developed during weekly Wednesday PLC meetings and implemented monthly
 - 4th grade PLC – To be developed during weekly PLC Thursday meetings and implemented monthly
 - 5th grade PLC – To be developed during weekly Tuesday PLC meetings and implemented monthly

Professional Development

- Grade-level PLC teams evaluate student data to create Common Formative Assessments for ELA and math units
- Weekly Wednesday Professional Development for all teachers
- Monthly job-embedded Professional Development, coaching, and feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth
- PLCs meetings used for developing common formative assessments, evaluating student data, determining next instructional steps
- Curriculum lead teachers provide content-specific professional development
- Lead teachers meet with teachers individually and/or in grade-level team meetings to provide guidance and support classroom instructional practices
- Curriculum training and professional development available online in district's Learning Portal (TrueNorthLogic)
- Off-contract professional development and implementation support for Math Pathways and Pitfalls
- SBR instructional strategies used for math instruction, including the use of manipulatives and cognitively guided instruction using Eureka curriculum

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Manzo Elementary
 Principal: Steven La Turco**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
34%	78%	15%	16%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Manzo	22	7%	18	6%	254	82%	5	2%	8	3%	3	1%	310
% non-neighborhood													58%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 18 White and 35 Other race (AA, NA, API, MR)

Integration potential: Low

- 2017 Census estimates show that there are insufficient numbers of targeted students living within the Manzo attendance boundary

Marketing Outreach and Recruitment Strategies for Integration

- The Manzo Team will continue to promote our program through different academic and social circles that promote ecology, sustainability, and food to garden programs.
- For early outreach strategies the school is involved with the School Community services enrollment events as well as visiting the districts early learning centers that house pre-school.

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Manzo	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	9	7	115	138		
% proficiency	22.2%	14.3%	26.1%	24.6%	-7.9%	3.9%

Math

Manzo	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	9	7	115	139		
% proficiency	0.0%	14.3%	25.2%	22.3%	14.3%	25.2%

Strategies to Improve Academic Achievement

- Teacher evaluation instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language development strategies and visual models used to support all students, including those recently reclassified
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 90 minute uninterrupted Math Block using SBR instructional strategies, math manipulatives, and cognitively guided instructional practices
- Grade-level Common Lesson Plans created in PLCs are used to teach ELA and mathematics
- Grade-level PLCs develop Common Formative Assessments for units of instruction in ELA and mathematics
- Market opportunities outside of the bell schedule when students may participate in 21st Century Grant funded interventions and extended learning
- Students targeted for at-risk performance are strongly encouraged to attend focused academic tutoring after-school 4 days weekly through the 21st Century grant
- Targeted students receive 2 hours of Math and 2 hours of ELA support, or 2 hours of ELA and Math with an additional 2 hours of integrated curriculum (Science)

Professional Development

- Classroom instructional strategies for Sheltered English Language development and the use of visual models used to support all students, including those recently reclassified
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth to provide teacher feedback
- Weekly Wednesday professional development for all teachers
- Professional development and curriculum training as available in the District's Learning Portal
- SBR instructional strategies use for math, including the use of math manipulatives and cognitively guided instructional practices supported with Eureka Mathematics curriculum

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Marshall Elementary
 Principal: Christopher Loya**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
35%	62%	3%	24%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Marshall	113	42%	30	11%	109	41%	2	1%	7	3%	7	3%	268
% non-neighborhood													49%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Neutral.

Integration target population (minimum): 34 Hispanic and 12 Other race/ethnicity (AA,NA, API, MR)

Integration potential: Moderate

- 2017 Census estimates show that there are sufficient numbers of Hispanic students within Marshall's attendance boundary

Transportation: No existing routes to targeted areas.

Marketing Outreach and Recruitment Strategies for Integration:

- Promote availability of summer office hours to register new students, respond to new prospective families, and to provide school tours
- School Community Liaison coordinates summer "meet and greet" for families of incoming kindergarten students
- Host Kindergarten Recruitment Days with school tours and information about the unique learning opportunities at the school
- Promote school through bilingual postcard Mailers to targeted bilingual or multilingual neighborhoods
- Maintain marquee and website with current events, school information, and family resources
- Host family and community events including "Curriculum Night", "Monster Mash" and "Night at the Museum"
- Promote enrollment information through the PTAs FaceBook page
- Market school enrollment opportunities at targeted PreSchools, including brochures that highlight school's programs and successes

C. Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: B)****ELA**

Marshall	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	66	10	52	135		
% proficiency	39.4%	10.0%	25.0%	32.6%	-29.4%	-14.4%

Math

Marshall	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	66	10	53	136		
% proficiency	57.5%	20.0%	45.3%	50.0%	-37.5%	-12.2%

Strategies to improve academic achievement

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Inclusive and culturally responsive classroom environments positively supports the diverse needs of all student learners
- Multi-Tiered System of Support (MTSS) framework supports student achievement using systemic processes for gathering a range of data used for educational decision making (screening, diagnosis, and progress monitoring)
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy, Daily 5 Stations, and small group instruction

- 60-minutes of uninterrupted Math Block using strategies, manipulatives, and cognitively guided instruction from the Eureka Math curriculum
- Reading Seed Coaches provide daily individualized ELA student support
- Reading Interventionist provides ELA interventions to targeted Tier 3 students
- All students receive 30 minutes of daily individualized student interventions and extended learning using SuccessMaker
- Targeted students receive 30 minutes of daily classroom interventions

Professional Development

- MTSS Teams, grade level teams, and/or PLCs collaboratively review broad student performance data to target students for intervention supports including DIBELS, NSGRA , School City, Common Formative Assessments, AZELLA, and Avenues
- Weekly Wednesday Professional Development for all teachers
- Professional Development and Curriculum Training available on the district's online Learning Portal
- PLCs collaboratively analyze student progressions to plan instruction, create Common Formative Assessments, target student supports, share best practices

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Miller
 Principal: Maricella Carranza**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
32%	77%	12%	18%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Miller	17	3%	15	3%	406	82%	44	9%	0	0%	13	3%	495
% non-neighborhood													32%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 24 White and 61 Other race (AA, NA, API, MR)

Potential for Integration: Low

- Miller is currently operating above the 95% facility utilization cap
- 2017 Census estimates show that there are no White students living within the school boundary and neighboring areas.
- There are 4 neighboring elementary schools needing the same target population

Marketing Outreach and Recruitment Strategies to attract a more diverse population for Integration

- Attendance at TUSD enrollment fairs
- Fliers printed from district sent to neighboring families
- Recruitment with pre-school teacher and families for students that may not attend Miller because they live in another area.
- Community information placed on our marquee

C. Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: C)**

ELA

Miller	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	15	12	221	282		
% proficiency	60.0%	25.0%	25.3%	25.9%	-35.0%	-34.7%

Math

Miller	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	15	12	221	282		
% proficiency	40.0%	16.7%	26.3%	26.6%	-23.3%	-13.7%

Strategies to improve academic achievement

- Teacher Evaluation Instruments (Danielson Framework) used for teacher observation feedback loop about instructional practices
- Strategies for Sheltered English Language Development and visual models are used to support all students, including those recently reclassified
- Full-time Reading Interventionist provides enhanced support to targeted students during Reading Intervention Blocks
- 3 Instructional Assistants assist the Reading Interventionist during the Reading Intervention Block providing individualized support to targeted K-3 students identified through the DIBELS assessment
- 90 minute daily uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 60-minute daily uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instructional practices for Eureka Math curriculum

Professional Development

- Differentiated Professional Development opportunities in Guided Reading, Classroom Management, PBIS, Culturally Responsive Pedagogy and use of technology
- Biweekly 90 minute grade-level PLCs collaboratively planning, data analysis, and schedule students in need of interventions
- Weekly Wednesday Professional Development for all certified staff
- Monthly job-embedded Professional Development, Coaching and Feedback provided all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth
- Professional development, observational feedback, and coaching for specific math strategies by the district's Math Department
- Professional development for all teachers on WestEd Math Pathways and Pitfalls (MPP) methodologies for inclusive interventions, use of manipulatives, and instruction of specific standards historically difficult for students

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Mission View
 Principal: Sandra Calkins**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
39%	98%	23%	20%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Mission View	2	1%	2	1%	171	89%	14	7%	0	0%	4	2%	193
% non-neighborhood													45%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 18 White and 35 Other Race (AA, NA, API, MR) students

Potential for Integration: Low

- 2017 Census estimates indicate that there are insufficient numbers of White students living within a 20 minute travel time of Mission View.
- There are four additional elementary schools and 2 K-8’s that are also competing for the same demographic groups

Marketing Outreach and Recruitment Strategies for Integration

- Mission View is part of an Outreach and Recruitment campaign for low enrollment schools. Specific activities include targeted postcards, Love of Literacy Fair, School Choice Fair, Bowl In, FB/Twitter digital ads, Principal Welcome Video.
- School Recruitment event at Early Childhood Learning Centers (targeting pre-school age).
- Work with School Community services to conduct outreach to parents on Davis Magnet School waiting list, to offer alternative dual language placement at Mission View.
- School flyers are distributed to surrounding daycare centers.

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Mission View	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	1	1	69	81		
% proficiency	0.0%	0.0%	40.6%	35.8%	0.0%	40.6%

Math

Mission View	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	0	1	70	81		
% proficiency	0.0%	0.0%	32.8%	33.4%	0.0%	32.8%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Language Opportunities providing sheltered English language development and visual models support all students, including those recently reclassified
- Additional instructional support provided to teachers by Curriculum Service Provider including modeling, resource support, and intervention support
- ALE opportunity through our dual language strand immersion model in grades K-5
- Technology integration supports effective instruction for Tier 1, and interventions for Tier 2 and Tier 3
- 90 minute Reading Block embedded with Balanced Literacy and Daily 5 Stations Embedded
- 60 minute Math Block using research-based instructional strategies including manipulatives and cognitively guided instructional practices
- Reading Recovery interventions for struggling 1st grade readers
- Instructional decisions based up data from teacher created grade-level Common Formative Assessments administered through School City
- Progress monitoring through DIBELS and School City student data
- Spanish progress monitoring using Imagine Learning in grades K-2 and Achieve 3000 in grades 3-5
- NSGRA reading levels guided by reading data
- EDL levels offered for Spanish Language Arts
- Targeted 1st grade student support by Reading Recovery teacher for interventions and/or extended learning
- 21st Century after-school ELA tutoring provided for students in grades 1-5, 1 hour daily, 4 days per week.
- Students in grades 1-5 receive 20 minutes of individualized biweekly interventions or extended learning through SuccessMaker technology-based curriculum
- Students grades 1-5 in the bottom quartile receive an additional 30 minutes of SuccessMaker technology-based curriculum support 3 times weekly
- Daily 20 minute teacher interventions for targeted students using SuccessMaker technology-based curriculum
- All instruction is based upon the data analysis protocol for targeted instruction.

- Targeted students in grades 1-5 are invited and encouraged to attend after-school tutoring offered for an hour, 4 days weekly, grouped by grade level and targeted skills

Professional Development

- Weekly Wednesday Professional Development for all Certified Staff
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all certified staff
- Weekly 90 minute PLCs embedded in the contract day.
- Curriculum Service Provider (CSP) support teachers with the implementation and navigation of the curriculum
- CSP teacher support in PLCs, small groups, or individually
- Professional development introducing the Lucy Caulkins Writing Units system
- Professional development, observational feedback, and coaching in specific math strategies by the district's Math Curriculum Department
- Curriculum Training and professional development as available on the district's online Learning Portal
- Common grade-level Math & ELA Lesson Plans
- Professional Development provided to strengthen all teachers' instructional skills including the implementation of MTSS, PLCs and data analysis to identify student needs for targeted skills
- Professional development provided to all teachers for "Teaching Reading Effectively"
- Continuing professional development for needs associated with the University of Virginia (UVA) turnaround program, Positive Behavior Systems (PBIS), and Multi-Tiered Support Systems (MTSS)

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Myers Ganoung
 Principal: Olga Gomez**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
57%	88%	30%	21%

B. Integration Plan

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Myers Ganoung	63	19%	84	25%	168	50%	5	1%	10	3%	7	2%	337
% non-neighborhood													32%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- Community School liaison reach out to the neighborhood association
- Cultural Night
- Counselor reach out to parents
- Send flyers to the neighborhood which will include all the resources offered at Myers-Ganoung
- Parent night
- Pay close attention to African-American student population; recruit non-African American students to maintain Integrated status

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: D)

ELA

Myers-Ganoung	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	23	41	102	173		
% proficiency	39.1%	17.0%	23.5%	24.9%	-22.1%	-15.6%

Math

Myers-Ganoung	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	23	44	107	182		
% proficiency	39.1%	13.6%	18.6%	20.3%	-25.5%	-20.5%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to guide instruction and teacher feedback
- Sheltered English language development strategies and visual models support all students, including those recently reclassified
- Grade Level Common Formative Assessments for units developed by PLC and Grade Level Teams
- Push in model for math and reading interventions in grades 3-5
- Intervention three times a week for at thirty minutes for each session.
- 90 minute uninterrupted reading block
- Reading intervention block 3 days a week for 30 min daily
- Supplemental - Reading A-Z and Scholastic Magazines
- Culturally relevant ELA PD provided by a facilitator
- Supplemental - Literacy Connects
- Supplemental - ELD program with on line Program Imagine Learning
- Teacher assistants to work with students in a small group to support TIER I and II instruction.
- K-5 Resource teachers “push-in” EXED into general education classroom.
- Computers and technology tools and updates needed to strengthen Math and ELA; technology essential to promote student academic success.
- Benchmark district assessments review - Data digs to analyze data to address academic needs.
- Leadership team meets quarterly and in June outside of contract time to review-school wide data
- ELA intervention three times a week for at thirty minutes for each session.
- Push in model for the reading interventionist grades 3-5
- 60-minute uninterrupted math block
- Continue with Guided Math program in second grade
- Math interventions once a week
- Push in model for the math interventionist grades 3-5

Professional Development

- Weekly Wednesday Professional Development
- Monthly job-embedded Professional Development, Coaching and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback and guide instructional practices
- PLC's will meet minimally ten PLCs for an hour each
- PD through Pima County Superintendents Office-LETRS registration 3rd grade teachers
- Math teachers participate in professional development with the TUSD Math Department; receive observational feedback, and coaching in specific math strategies.
- Curriculum Training as available and as evidenced by Professional development opportunities offered in the TUSD Learning Portal, Principal Meeting Agendas, and site trainings

Interventions and Enrichments

- All students grades 2-5 receive 20 minutes at least twice per week receiving technology based curriculum (SuccessMaker) to support/extend their individual learning.
- Identified Students grades 2-5 receive an additional 30 minutes of intervention software support 3 times per week
- Math interventionist works with identified students in need of Tier II or Tier III interventions at least 2x weekly for 30 min
- Reading interventionist works with identified students in need of Tier II or Tier III interventions at least 2x weekly for 30 min
- Interventionist attend MTSS and PLC meeting to support student achievement

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Ochoa Elementary
 Principal: Rosamaria Duarte Raub**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
35%	89%	20%	18%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Ochoa	5	4%	7	5%	120	85%	7	5%	0	0%	3	2%	142
% non-neighborhood												56%	
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 9 White and 20 Other race (AA, NA, API, MR)

Potential for Integration: Low

As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to improve student academic achievement.

Marketing Outreach and Recruitment Strategies for Integration

Ochoa is currently a part of the District’s Outreach and Recruitment campaign for low enrollment schools. Among the activities to be completed are: Targeted postcards to neighborhoods, Love of Literacy Fair, School Choice fair Bowl In, FB /Twitter- Digital Ads, and Principal Welcome Video, visit Pre-school centers to leave fliers,

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: F)

ELA

Ochoa	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	3	1	75	90		
% proficiency	66.6%	0.0%	14.7%	14.4%	-66.6%	-51.9%

Math

Ochoa	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	3	1	75	91		
% proficiency	33.3%	0.0%	17.3%	17.6%	-33.3%	-16.0%

Strategies to Improve Academic Achievement:

- 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.
- 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. Success criteria is clear to students.
- Ongoing professional development on Tier I instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies and cooperative learning structures.
- District Professional Development School Calendar will be followed to ensure district initiatives in the area of instruction and curriculum
- 90 minute daily Reading Block with Balanced Literacy and Daily 5 Stations
- 20 minute additional intervention time for student in MTSS
- 60-minute uninterrupted math block as evidenced in Lesson plans and observations and 30-minute intervention/enrichment
- Ensure quality math instruction through use of Scientifically Based Research (SBR) instructional strategies including math manipulatives, and cognitively guided instruction supported by EngageNY curriculum.
- Interventionists will implement SBR programs in reading & math that are fully integrated with our standards-based curricula in the regular classroom, utilizing programs such as 6-minute Solution, DORF, Reading A-Z, Read Naturally, Math Investigations, and Empower
- Writing -60 minutes daily

Professional Development

- CSP will provide coaching cycles with teachers to strengthen instruction based on needs
- Reading coach will provide a systematic approach to reading and reading interventions
- Collaborative Teacher Teams will meet once a week to look at student work, analyze it, and provide next steps based on data.
- Professional Development tailored to the needs of teachers and school.

Student Self-Monitoring and Celebration

Set own short-term goals, track progress and mini celebration. School-wide celebrations will be implemented K-5 for students who demonstrate improvement and for students who are Proficient and Highly Proficient on benchmarks. Teachers have student conferences to discuss growth and goals

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Oyama Elementary School
 Principal: Tamara Christopherson**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
43%	77%	11%	17%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Oyama	22	7%	11	3%	262	81%	17	5%	2	1%	9	3%	323
% non-neighborhood													35%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 8 White and 43 Other race (AA, NA, API, MR)

Integration potential: Moderate

- 2017 Census estimates show that there are insufficient numbers of targeted students living within the school’s attendance area.
- Competition with neighboring schools for same targeted demographic

Transportation: Additional transportation routes may be necessary. Consider routing modification or additional routing; consider incentive transportation and/or express shuttles, see Transportation Plan.

Marketing Outreach and Recruitment Strategies for Integration

- 2019 Community Preschool outreach to areas outside the Oyama school boundary and recruiting for retention to Kindergarten
- Open House to share what goes on in the classroom and the community at large.
- Kindergarten Round-up to recruit potential students.
- Attend District enrollment fairs

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Oyama	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	10	6	144	173		
% proficiency	20.0%	0.0%	28.5%	26.0%	-20.0%	8.5%

Math

Oyama	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	10	6	147	177		
% proficiency	30.0%	33.3%	36.0%	35.0%	3.3%	6.0%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback about instructional practices
- Sheltered English Language Development strategies and visual models are used to support all students, including those recently reclassified
- 90-minute, uninterrupted daily Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 60-minute, uninterrupted daily Math Block using SBR instructional strategies including the use of math manipulatives and cognitively guided instruction supported by the Eureka math curriculum
- Teachers school-wide use grade-level ELA and Math common lesson plans
- Student data for grade-level Common Formative Assessments in ELA and math units guide instructional decisions
- Multi-Tiered System of Support (MTSS) processes are used for systematic gathering and use of student data (screening, diagnosis, and progress monitoring) to maximize individual student achievement
- 2/5th contract Data Interventionist Specialist facilitates maintenance of student records in MTSS system and effective administration of interventions
- A full-time Reading Interventionist and 3 Instructional Assistants provide daily student support in their classrooms
- Instructional Assistants provide direct support to students per the classroom teacher and Reading Interventionist
- Student Cross Grade Level Buddies promote opportunities to strengthen their social and emotional growth

Professional Development

- Full-time CSP will start to support teachers with enhanced Tier 1 instructional practices and effective use of PLC professional behaviors
- Weekly grade-level PLCs to evaluate student data, plan instruction, create Common Formative Assessments, and target student interventions
- Monthly job-embedded Professional Development, Coaching, and Feedback provided to all teachers through a process that includes instructional modification, accommodation, and intervention for individual student achievement
- Weekly Wednesday professional development for all teachers
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth of teachers
- Professional development for Guided Reading Stations in the classrooms will be provided by the Reading Interventionist
- Observational feedback, coaching, and professional development by the district's Mathematics Department
- Professional development and curriculum training opportunities available in the district's online Learning Portal

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Robison Elementary
 Principal: Norma Flores**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
20%	77%	16%	18%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Robison	31	11%	26	9%	222	76%	4	1%	3	1%	5	2%	291
Non- Neighborhood													36%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 26 non-Hispanic students

Potential for Integration: Low

As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to improve student academic achievement

Marketing Outreach and Recruitment Strategies for Integration

- Kindergarten Round-Up in the spring.
- Visit local daycares, talk with director and drop off flyers.
- Attend Broadmoor-Broadway neighbor meeting three times a year, address the audience, share all the great things happening at Robison, and speak to families and community members.
- Attend district recruiting fair throughout the year.
- Schedule basketball games with schools within and outside of the district- this allows me to network with the school and advertise our school.
- Meet the teacher and tour our school event before the first day of school.
- Partnership with Baptist church, they go to community food bank for me, bring us food and we create food bags for families.
- Robison has 18 Reading Seed tutors that work with our students weekly.
- Robison has partnership with Literacy Connect and we have Stories that Soar.

C. Academic Achievement**AzMERIT Spring 2018 (Letter Grade: D)****ELA**

Robison	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	19	21	122	171		
% proficiency	10.5%	14.3%	17.2%	16.4%	3.8%	6.7%

Math

Robison	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	19	21	123	172		
% proficiency	15.8%	9.5%	20.3%	18.6%	-6.3%	4.5%

Strategies to Improve Academic Achievement

- Standard Based instruction, Balanced Literacy and Daily 5 Stations Embedded into reading block
- 90 minute uninterrupted reading block
- Reading Recovery teacher worked with selected first grade students to support the reading process.
- Teacher and CSP worked with Scholastic Reading consultant to support and enhance guided reading groups and students.
- 90-minute uninterrupted math block using SBR instructional strategies including math manipulatives, and cognitively guided instruction supported by fidelity to Investigations curriculum

- Sheltered English language development strategies and visual models supporting including those recently reclassified
- All students grades 2-5 receive 20 minutes at least twice per week technology-based ELA curriculum (SuccessMaker) support to extend individual learning
- Students grades 2-5 in the bottom 25% receive an additional 30 minutes 3 times per week ELA support
- All students grades 2-5 received 20 minutes+ three times weekly Imagine Learning- to practice and enhance math knowledge

Professional Development

- Reading Recovery teacher worked with first grade teachers to support them with guided reading.
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and teacher feedback
- Grade level Common Formative Assessments for units developed in PLC/grade level teams
- Teachers meet weekly with Curriculum Service Provider to review benchmark data, assessment data and student work for re-teaching.
- District data coach worked with teacher teams during grade level PLC's.
- Weekly Wednesday Professional Development
- Monthly job embedded Professional Development, Coaching and Feedback provided to all certified staff
- District Data Coach presented at PD to information teachers about the data and School City.
- Math teachers participate in professional development with the TUSD Math Department, receive observational feedback
- Curriculum training and professional development opportunities offered in the TUSD portal, Principal meetings and site-based trainings
- External provider to enhance teacher instructional practices by implementing math and literacy differentiated interventions in small student groups.

Culturally Responsive Classrooms

Fostering Universal Design for Learning (UDL), Robison supports student centered, positive learning environments that welcome, reflect and honor cultures represented in class. Cooperative, collaborative student groups inclusive of all students demonstrated by student dialogue that ensures student voice, opinion and ideas are honored. Instruction and learning captures relevant content integration and examination of real life issues relating to students' lives. Demonstrated by: Structured discussions that ensure all voices represented heard. Classroom agreements/contracts. Students serve as facilitator and/or mediator. Multiple opportunities for student contribution. Active listening strategies to acknowledge and extend students responses. Procedures set to intervene if they feel their perspective not validated. Access to literature and/or historical accounts reflective of student culture. Diverse teaching/Multiple intelligences. Parents/Community members as storytellers/family historians

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Sewell Elementary
 Principal: Rob Jewett**

A. School Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
40%	60%	4%	16%

B. Integration Plan

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Sewell	67	25%	35	13%	139	51%	3	1%	6	2%	20	7%	270
% non-neighborhood													53%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies

Host events to expand community presence including

- Welcome back night
- Math/ELA family nights
- Kindergarten Academic Nights
- STEAM interactive community nights
- OMA community music/arts festivals
- Booster Club family nights

Participate in marketing events including Tucson Children’s Museum

- Student Recruiting Events-Tucson Children’s Museum
- Principal/School Community Liaison-Contact Pre-Schools for recruitment
- Introduce Pre-School to K-5 model
- Facebook Page
- School Community Garden

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Sewell	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	39	26	70	148		
% proficiency	48.7%	38.5%	35.7%	39.2%	-10.2%	-13.0%

Math

Sewell	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	39	27	67	146		
% proficiency	48.7%	37.0%	44.8%	42.5%	-11.7%	-3.9%

Strategies to Improve Academic Achievement

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Daily Instruction to include research based practices
- Language Opportunities providing sheltered English language development and visual models to support all students including recently reclassified ELD strategies will be used in classrooms in instruction.
- Grade-level common formative assessments used by teachers to guide their instructional decisions for students
- Multi-Tiered System of Support (MTSS) framework-processes to maximize achievement for all students through systematic data gathering uses by teachers to individual learning
- PBIS team meeting implementation and communication to staff, parents and students. Monthly PBIS assemblies to review and grow program and promote positive campus climate and support student achievement.
- Universal Design for Learning (UDL) through SPARKS strategies support culturally relevant connections
- Teachers will develop lesson plans that reflect the Danielson Framework and COLE fundamentals
- Grade level teams will analyze data and consider the four questions of PLC for planning and assessment

Culturally Responsive Classrooms

Fostering Universal Design for Learning (UDL), Sewell supports student centered, positive learning environments that welcome, reflect and honor cultures represented. Cooperative, collaborative student groups inclusive of ALL students demonstrated by student dialogue that ensures student voice, opinion and ideas are honored. Instruction and learning captures relevant content integration and examination of real life issues relating to students' lives.

Demonstrated by:

- Discussions that ensure all voices represented/heard
- Classroom agreements or contracts
- Students as facilitator and/or mediator
- Opportunities for student contribution
- Active listening strategies to acknowledge and extend students responses

- Procedures set up for students to intervene if they feel their perspective is not validated
- Literature and/or historical accounts reflective of student culture
- Diverse teaching/Multiple intelligences
- Parents/Community members as storytellers/family historians

Sufficient Time for Academic Learning

- 90 minute uninterrupted Reading Block embedded with Guided Reading and Daily 5 Stations
- 60 minute Math Block
- Math SBR instructional strategies including manipulatives and cognitively guided instruction

Data and Assessment to Inform/Guide Instruction

- Quarterly Benchmarks – School City Grades 2 through 5
- Create CFAs in School City
- Data Dig PD with district personnel
 - Create Intervention/Enrichment based on need from CFAs
 - NSGRA administered from Beginning/Middle/End of the year and used to inform instruction with progress monitoring as needed
 - Modeling of specific and actionable feedback through PLC facilitators
 - Vertical Articulation PLC PD
 - PLC grade level team meetings to review data for data-based decision making minimum of 10 times a year

Professional Development

- Weekly Wednesday Professional Development
- Monthly job-embedded Professional Development, Coaching and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Math teachers participate in professional development with the TUSD Math Department, receive observational feedback, and coaching in specific math strategies.

Interventions and Enrichment in ELA and Math

- All students grades 2-5 receive 20 minutes at least twice per week receiving technology based curriculum (SuccessMaker) to support/extend their individual learning.
- Identified Students grades 2-5 receive an additional 30 minutes of intervention software support 3 times per week
- Math interventionist works with identified students in need of Tier II or Tier III interventions at least 2x weekly for 30 min
- Interventionist attend MTSS and PLC meeting to support student achievement

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Soleng Tom
 Principal: Oscar Dotson**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
19%	32%	2%	16%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Soleng Tom	180	46%	35	9%	131	34%	6	2%	10	3%	28	7%	390
% non-neighborhood													61%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Neutral.

Integration target population (minimum): 94 H and 21 Other non-White (AA, NA, API, MR)

Potential for Integration: Moderate

- Based on 2017 Census estimates there are sufficient numbers of targeted students living within the Soleng Tom attendance boundary and neighboring areas
- As an A school Soleng Tom should be attractive to families
- With a design capacity of 76%, Soleng Tom can increase enrollment

Transportation: Additional transportation routing may be necessary. Consider routing modification or additional routing; consider express shuttles, see Transportation Plan.

Marketing Outreach and Recruitment Integration Strategies to attract targeted population:

- Promote availability of summer office hours to register new students, respond to new prospective families, and to provide school tours
- Create and enhance communications with Hispanic families to promote Soleng Tom including Mailers and Open House
- Host Open House Recruitment Days at the onset of the School Choice Process including school tours and information to potential parents
- Maintain announcements and information posted on the marquee and website to promote participation from community
- Collaborate with the PTSA (Parent Teacher Student Association) to communicate via their Facebook to enhance recruitment of identified targeted student groups
- Market at targeted preschools, promoting school’s academic success and diversity

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: A)

ELA

Soleng Tom	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	101	22	54	195		

% proficiency	65.3%	50.0%	44.4%	58.5%	-15.3%	-20.9%
Math						
Soleng Tom	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	102	22	54	196		
% proficiency	70.6%	59.1%	57.4%	64.8%	-11.5%	-13.2%

Strategies to improve academic achievement

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Student resources used for their classroom learning include the Scholastic Leveled Library, Culturally Relevant Literature,
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy, Daily 5 Stations, and small group instruction
- 60-minutes of uninterrupted Math Block using strategies, manipulatives, and cognitively guided instruction from the Eureka Math curriculum
- Technology use enhances student engagement in learning
- Students receive instruction from teachers using Curriculum and Gifted strategies
- Multi-Tiered System of Support (MTSS) framework uses processes for systematic use of data to guide educational decision making (screening, diagnosis, and progress monitoring) of students

Professional Development

- Professional growth opportunities provided throughout the year based upon targeted focus areas of district, ongoing school needs, principal, and teacher feedback
- Ongoing data review used to drive instruction
- Weekly Wednesday Professional Development for all Certified Staff
- Differentiated Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth
- Bimonthly PLCs are guided by DeFour's Best Practices for Enhancing Student Achievement and PLC Guidebook
- Professional Development and Curriculum Training available on the district's online Learning Portal

- PLC Teams conduct data analyses, create Common Formative Assessments, plan instruction, share best practices, target interventions, and opportunities for re-teaching

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Steele Elementary
 Principal: Jessica Harris**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
52%	77%	7%	20%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Steele	83	31%	39	15%	123	46%	2	1%	6	2%	12	5%	265
% non-neighborhood													33%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration Status: Integrated

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- Attend school district recruiting events
- Attend Pre-school open houses and recruiting fairs
- Distribute flyers in Schumaker Early Learning Center (in proximity to Steele Elementary)

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Steele	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	42	22	68	140		
% proficiency	28.6%	22.7%	30.9%	31.4%	-5.9%	2.3%

Math

Steele	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	42	24	69	143		
% proficiency	38.1%	8.3%	27.5%	28.7%	-29.8%	-10.6%

Strategies to improve academic achievement

- Teacher Evaluation Instruments (Danielson Framework) used for professional growth and teacher feedback
- Math *Reteach/Enrich* Blocks used in grades 3-5
- Reading Blocks embedded with Daily 5 and Guided Reading in every classroom
- Strategies for Sheltered English Language Development and visual models used to support all students including those recently reclassified

- Curriculum Service Provider (CSP) participates in PLCs to support ongoing data analyses for lesson planning and developing Common Formative Assessments (CFAs), deliver PD, monitor data, support lesson planning focus on CFA data
- Expand teacher awareness and professional knowledge about GATE methodology and pedagogical practices
- Strengthen student-centered classrooms, learning processes, relational behaviors, and community through Universal Design for Learning (UDL) and CRP practice
- Multi-Tiered System of Support (MTSS) framework and process used to monitor student progress by systematically gathering student data used for educational decision-making (screening, diagnosis, and progress monitoring) and supporting student achievement
- Common Formative Assessments developed for units by in PLC grade-level teams to gauge student learning and to plan next instructional steps
- West Ed's Math Pathways and Pitfall (MPP) instructional process used to support struggling student by providing additional support for EE and ELD students in the general education classroom that includes student-to-student discourse, collaboration, use of manipulatives, multiple modality learning, observational feedback loop, and strategic methodologies for teaching targeted standards traditionally difficult for most students
- Students in grades K-5 receive 30 minutes of technology-based curriculum (Success Maker) 4 times weekly for individualized interventions or enrichment
- Bottom quartile students in grades K-5 receive an additional 60 minutes of reading intervention 4 times weekly
- Results of teacher-created and analyzed Common Formative Assessments are used to monitor student progress, plan intervention and enrichment opportunities, and for planning instructional progressions

Professional Development

- Curriculum Service Provider (CSP) facilitates professional development extended from district and based upon site's needs
- Teachers continue participating in GATE Professional Development to develop the site's professional expertise and instructional capacity to continue growing the GATE Cluster Program at all grade levels
- Bimonthly collaborative of teacher teams and teacher leaders to evaluate, refine and problem-solve ELA curriculum and instructional practice
- Teacher leaders provide quarterly professional development in area of professional expertise
- Teacher leaders help facilitate and participate in PLCs
- Professional Development that extends the work in PLCs to explore and develop strategies that integrate the multicultural literature collection across the curriculum
- Weekly Wednesday Professional Development for all teachers
- Monthly job-embedded Professional Development, Coaching and Feedback provided to all teachers
- Teacher Evaluation Instruments used to guide professional growth and for teacher feedback
- Curriculum Service Provider (CSP) conducts classroom walkthroughs with the Principal to help guide professional growth of teachers
- CSP and MTSS site leaders receive additional professional development from West Ed on the Math Pathways and Pitfall (MPP) instructional processes
- Off-contract professional development opportunities for Train-the Trainer led Math Pathways and Pitfall (MPP)

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Tolson
 Principal: Ryan Wilson**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
32%	77%	20%	8%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Tolson	18	6%	19	6%	273	84%	9	3%	0	0%	5	2%	324
% non-neighborhood													26%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 17 White and 49 Other race (AA, NA, API, MR)

Potential for Integration: Moderate

- As a high performing school, Tolson has the ability to attract a more diverse population through marketing and outreach
- Tolson is accessible to geographical areas with targeted population

Transportation: Consider routing modification or additional routing; consider incentive transportation and/or express shuttles, see Transportation Plan.

Marketing Outreach and Recruitment Strategies for Integration

- Host community events that expose school to school community including Open House, Quarterly Student Award Ceremony, evening Curriculum Nights, and Friday community invitations for site-based events
- Office staff solicits recommendations for new student recruits from targeted parents of currently enrolled students
- Actively recruit targeted students through the preschool candidates
- Host as week of Kindergarten Round Up recruitment events
- Participate in district’s recruitment events and opportunities

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Tolson	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	6	11	143	173		
% proficiency	50.0%	45.5%	39.9%	38.7%	-4.5%	-10.1%

Math

Tolson	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	6	11	143	173		
% proficiency	33.3%	54.5%	46.9%	45.7%	21.2%	13.6%

Strategies to Improve Academic Achievement:

- Use the Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback
- Strategies for sheltered English language Development and visual models used to support all students, including those recently reclassified
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- Progress monitoring of student reading progressions using DIBELS data
- Student grouping using district required scholastic assessments
- Provide continuum of student literacy with 20 minutes of whole group instruction, followed by 70 minutes of Guided Reading
- Instructional Assistant provides targeted student support
- 60-minute uninterrupted Math Block using SBR instructional strategies including, manipulatives, and cognitively guided instruction
- Small group math opportunities for students through rotating groups and centers
- Teachers instructional decisions based upon student outcomes on grade-level Common Formative Assessments
- Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams (August-May)

Professional Development

- Weekly Wednesday Professional Development for all Certified Staff
- Monthly Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback for professional growth

- Participate in weekly or biweekly PLCs to inform instructional decisions, plan, and create Common Formative Assessments
- Professional development, observational feedback, and coaching for specific math strategies by the district's Math Curriculum Department
- Professional Development and Curriculum Training available on the district's online Learning Portal

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Van Buskirk
 Principal: Victoria Barajas**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
38%	85%	16%	13%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Van Buskirk	7	3%	2	1%	241	92%	7	3%	2	1%	3	1%	262
% non-neighborhood													37%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 19 White and 63 Other race (AA, NA, API, MR) students

Potential for Integration: Moderate

- 2017 Census estimates indicate that there insufficient numbers of targeted population living within the school’s attendance boundary or neighboring areas.
- As a high performing school Van Buskirk has the potential to attract a more diverse population

Transportation: Consider routing modification or additional routing; consider incentive transportation and/or express shuttles, see Transportation Plan.

Marketing Outreach and Recruitment Strategies for Integration

- Visit targeted preschools to promote Kinder Round-Up to prospective communities
- Participate in recruitment events at the Early Learning Centers
- Participate in the district’s enrollment and recruitment events
- Market special programs on the website and on printed materials including the Dual Language Program and designation as an OMA Gold School

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Van Buskirk	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	5	1	133	147		
% proficiency	40.0%	100.0%	30.8%	30.6%	60.0%	-9.2%

Math

Van Buskirk	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	5	1	133	147		
% proficiency	80.0%	100.0%	45.9%	49.0%	20.0%	-34.1%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Emphasize classroom instruction using bimonthly CFA data cycle to improve student achievement in Reading and Math
- Increase teacher responsiveness to student growth data through the use of data binders and data chats
- Develop student ownership of learning by using data folders, reflection questions, and Visible Learning's "learning pit"
- Learning expectations and teacher practices reflect a "growth mindset"
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Emphasize objectives for bi-literacy and bilingualism for students in grades K-5 participating in the Dual Language program
- 90-minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 60-minute uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instruction from the Investigations math curriculum
- Weekly parallel assessments used to measure student academic growth
- Grade-level teams collaboratively assign students to reteach or enrichment sessions
- Students in grades K-5 receive 20 minutes of individualized technology-based curriculum (SuccessMaker) 4 times weekly for interventions or extended learning opportunities
- Students in grades K-3 TWDL classes receive individualized interventions or enrichment through Imagine Learning Espanol and Ingles
- Instructional decisions are based upon outcomes in the student data profile from DIBELS, Scholastic's NSGRA, Logramos, EDL-DRA, Imagine Learning, Achieve 3000, Quarterly Benchmarks, grade-level Common Formative Assessments, and grade-level reteach or enrichment groups
- Reading Recovery Specialist provides reading interventions to targeted 1st grade students

- Teachers provide models, feedback, and scaffolds during teaching to enhance differentiation of student learning
- Teachers build strong relationships with their students and their families to enhance motivation towards learning
- Students in grades 2-5 participate biweekly in small group, differentiated math instruction through the Math Pathways and Pitfalls intervention structure

Professional Development

- Weekly Wednesday Professional Development for all Certified Staff
- Quarterly Job-Embedded Professional Development, Coaching, and Observational Feedback by CSP and/or Principal for all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to guide teacher professional growth
- PLCs collaboratively plan for grade-level ELA and Math instruction
- PLCs released from classroom duties biweekly to create Common Formative Assessments and to complete “backwards plans” to baseline learning expectations
- Professional development, observational feedback, and coaching in specific math strategies by the district’s Math Curriculum Department
- Curriculum Service Provider meets with PLCs to organize data analyses and to plan “reteach” sessions
- Principal and teacher one-on-one meetings to identify students targeted for MTSS support
- Curriculum Training and Professional Development available on the district’s Learning Portal

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Vesey Elementary
 Principal: Jeffrey Uhrig**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
24%	71%	9%	9%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Vesey	71	10%	34	5%	517	75%	48	7%	6	1%	11	2%	687
% non-neighborhood													22%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 54-non Hispanic students

Potential for Integration: Moderate

- According to 2017 Census estimates there are sufficient numbers of targeted students within Vesey's attendance area.

Marketing Outreach and Recruitment Strategies for Integration

- Use the district's communication network for enhanced student recruitment including websites, Mailers, Job Fair, School Choice Fair, social media accounts (i.e. Facebook)
- Host Kindergarten Round Up to welcome and promote kindergarten enrollment.
- Promote Pre-School program

Transportation: There are enough students within the attendance area to integrate. However, other schools in the area recruit for the same non-Hispanic students. Consider routing modification or additional routing.

C. Academic Achievement**AzMERIT Spring 2018 (Letter Grade: C)****ELA**

Vesey	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	33	19	293	390		
% proficiency	48.5%	21.1%	34.1%	34.3%	-27.4%	-14.4%

Math

Vesey	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	33	19	294	391		
% proficiency	36.4%	21.1%	36.7%	35.5%	-15.3%	0.3%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including recently reclassified
- All students receive 2 hours of weekly academic support for Reading and Math support using Imagine Learning
- Instructional Assistants provide small group student support to improve reading fluency and comprehension
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- Students work in Guided Reading groups using Scholastic NSGRA
- Walk to Intervention process used to support student learning
- 60 minute uninterrupted Math Block using SBR instructional strategies, math manipulatives, and cognitively guided instructional practices

Professional Development

- Weekly Wednesday Professional Development for all Certified Staff
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all certified staff by Administration or Curriculum Service Provider
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth
- Weekly PLC's
- Curriculum Service Provider and MTSS Facilitator provides comprehensive instructional support
- Professional Development by the district's Math Curriculum Math Department on SBR instructional strategies, use of manipulatives, and cognitively guided instructional practices supported with Eureka Mathematics curriculum
- Professional development and curriculum training as available in the District's Learning Portal
- Off- contract professional development opportunities for Math Pathways and Pitfalls including use of manipulatives and math discourse

- Curriculum Liaison provides instructional coaching using walkthrough data

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Warren Elementary
 Principal: Jill Ronsman**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
34%	82%	14%	17%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Warren	15	6%	10	4%	189	74%	36	14%	1	0%	3	1%	254
% non-neighborhood													48%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 9 White and 7 Other race (AA, NA, API, MR)

Potential for Integration: Moderate

- Although the 2017 Census estimates indicate that there are sufficient numbers of the target population living within Warren’s attendance boundary, there is competition from surrounding elementary schools to attract non-Hispanic students

Transportation: Additional transportation routes are not needed at this time

Marketing Outreach and Recruitment Strategies for Integration

- Host Open Houses inviting new students to visit and learn about the school
- Participate in district enrollment fairs
- Host Spring Carnival that welcomes the neighborhood community and friends of students, including immediate registration opportunities available to families
- Maintain updates to school website with current events and new opportunities
- Market new designation as an OMA Gold School
- Develop more inclusive pre-school Parent Activities

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Warren	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	10	5	102	136		
i% proficiency	20.0%	40.0%	38.2%	33.1%	20.0%	18.2%

Math

Warren	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	10	5	104	138		
% proficiency	10.0%	0.0%	27.8%	24.6%	-10.0%	17.8%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- After-school tutoring opportunities provided to targeted students
- Instructional Assistant works directly with students to enhance reading skills and improve academic outcomes through reading success, including emphasis on phonics and leveling up
- 5th grade students participate in the STARBASE program, that extends science and math curriculum
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 60 minute uninterrupted Math Block using SBR instructional strategies, math manipulatives, and cognitively guided instructional practices
- Educational decisions are based upon a range of student performance data including DIBELS, Quarterly Benchmarks, and Common Formative Assessments
- Common grade level math & ELA lesson plans used for student instruction

Professional Development

- Curriculum Specialist works with each grade level weekly to embed PLC time, evaluate student performance data, share best practices, and create new effective activities
- Professional development managed by teachers
- Weekly Wednesday professional development for all certified staff
- Monthly Job-embedded professional development, coaching and feedback provided to all certified staff minimally one time per month
- Weekly PLCs collaboratively evaluate data, best practices, and share new ideas
- Teacher evaluation instruments (Danielson Framework) guide professional growth

- CSP provides professional development on small group strategies that support ELA, ensure students are actively engaged, utilize a multi-sensory approach, and activate varying learning strategies
- Direct professional growth for kindergarten teachers from collaborative work with Nationally Certified Teacher
- Professional development, observational feedback, and coaching in specific math strategies by the district's Math Curriculum Department
- PLC grade level Teams create Common Formative Assessments to gauge student learning

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Wheeler Elementary
 Principal: Dora Saldamando**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
39%	73%	7%	16%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Wheeler	142	34%	54	13%	177	43%	6	1%	13	3%	22	5%	414
% non-neighborhood													48%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 25 Hispanic Students

Potential for Integration: High

- 2017 Census estimates indicate that there are sufficient numbers of Hispanic students living within the school's attendance boundary and in neighboring areas.
- With the self-contained GATE program Wheeler can attract a diverse population

Transportation: Additional transportation funding not needed because existing routes to targeted geographical areas in place.

Marketing Outreach and Recruitment Strategies for Integration

Wheeler's participates in the District's ALE outreach and recruitment activities. Student enrollment strategies, including targeted Hispanic/Latino students include the following:

- Work with School Community Services to support recruitment and retention of new students with an emphasis on the Hispanic student population
- Host Open Houses for GATE and Kindergarten that include school tours
- Work with the district's GATE Coordinator to increase programmatic student enrollment with an emphasis on targeted Hispanic communities
- Community Liaison and Principal create and distribute informational marketing materials to distribute for marketing the school to new student recruits
- Principal and School Leadership Team will participate in district marketing events throughout the school year and share informational marketing materials to prospective families
- School Office open during summer to support new families, assist with registration, prospective student recruits, and to provide school tours
- Promote school events and awareness through Parentlinks

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Wheeler	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	89	31	108	247		
% proficiency	30.4%	38.8%	27.8%	31.2%	8.4%	-2.6%

Math

Wheeler	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	90	30	111	250		
% proficiency	32.2%	30.0%	33.3%	34.4%	-2.2%	1.1%

Strategies to Improve Academic Achievement:

- 90 minute uninterrupted Reading Block embedded with Guided Reading, Balanced Literacy, Daily 5, and High DOK Literacy Stations
- Guided reading groups leveled by NSGRA
- 45 minute Writing Block 3 times weekly in grades K-5
- 60-minute uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instruction
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Integration of Technology throughout curriculum
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Every student supported with deliberate teacher planning for instruction to meet rigorous learning goals including differentiated instruction and Universal Design for learning.

- Students in grades 2-5 participate in differentiated biweekly math sessions 2-3 times weekly using the Math Pathways and Pitfalls intervention structure for small groups
- Classroom structured by teachers to emphasize DOK and highly rigorous learning expectations
- Deliberate instructional planning that supports every student to meeting rigorous learning goals through differentiation and Universal Design for Learning processes
- Academic Instructional Specialist and Certified Academic Tutors assist classroom learning
- Student data from weekly and biweekly Common Formative Assessments guides instructional decisions and practices
- Students recognized during Quarterly Attendance Student Celebrations where they are recognized with Attendance Tags and Perfect Attendance Certificates
- Monthly Exemplary Attendance Chart for classroom recognitions
- Monthly School Attendance Board to highlight classes with Perfect Attendance
- Classroom Teachers, Community Liaison, and Principal make personal calls to parents and send letters to help motivate student attendance and academic achievement
- Reading tutors will provide a minimum of 90 minutes per week of additional, specific reading support for students who are not meeting benchmark goals on assessment data
- Student classrooms are culturally relevant learning environments where UDL strategies foster increased student engagement, relevancy, and motivation
- Students in grades 2-5 receive 20 minutes of biweekly technology-based curriculum (SuccessMaker) for individualized interventions or extended learning
- Targeted students grades 2-5 identified at-risk academically, receive an additional 30 minutes of reading intervention by the classroom teacher in small group (4-6) 3 times per week
- Multi-tiered System of Support (MTSS) framework and systemic processes support systematic educational decision-making of students (screening, diagnosis, and progress monitoring)

Professional Development

- Model differentiation of student instruction with differentiated Professional Development for teachers

- Increase Professional Learning Community practices through 90 minutes of biweekly collaborations that devote 60 minutes to improving instruction for students whose members the PLC Leadership Team, Curriculum Specialist, and Principal
- Teachers are members of horizontal and vertical professional teams to share best practices and understand student learning continuums
- Weekly 60 minute PLCs to analyze student performance data, plan instruction, create Common Formative Assessments, share best professional practices, and target student support
- Teacher-to-Teacher team walkthroughs followed with time to debrief and support each other
- Lead Teachers conduct walkthroughs and share feedback of observations during debriefings
- Curriculum Service Provider supports and facilitates PLCs
- Professional Development for teacher delivery of culturally relevant curriculum and classroom culture
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all certified staff
- Professional development to increase knowledge about use of instructional technology and social media platforms

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 White Elementary
 Principal: Marco Ruiz**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
17%	67%	6%	9%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
White	32	5%	21	3%	559	82%	58	8%	4	1%	10	1%	684
% non-neighborhood													66%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 40 White students and 75 Other race (AA, NA, API, MR)

Potential for Integration: Low

- According to 2017 Census estimates there are no White/ Anglo students within White’s attendance boundary
- White Elementary is currently over-capacity
- White offers self-contained GATE and has the ability to attract students through District Placement

Marketing Outreach and Recruitment Strategies for Integration

- Participate in all community school events for the Dual Language program and GATE program to publically promote the school
- Mariachi program attends all opportunities for community events that promotes targeted recruitment to our school
- Market the Mariachi Summer Program to targeted students throughout Tucson
- Meet with targeted pre-school programs to promote the school, offer school tours, and meet with teachers
- Host Open House for the GATE program to support targeted recruitment
- Host Open House to develop strong sibling connections to school

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

White	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	18	6	292	354		
% proficiency	61.1%	50.0%	47.3%	46.1%	-11.1%	-13.8%

Math

White	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	18	6	293	355		
% proficiency	50.0%	66.7%	51.5%	50.4%	16.7%	1.5%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Reading Stations
- 90-minute uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instruction from the Investigations curriculum
- Students targeted for interventions and/or extended learning opportunities by PLCs and Grade-Level Teams

Professional Development

- Weekly PLCs to review classroom assessments, grades, discipline and attendance
- Grade-level teams participate in data meetings to evaluate academic achievement, progress monitoring, inform instruction, create Common Formative Assessments
- Data dig professional development to evaluate student performance on AzMerit
- Teachers guided to develop Grade-Level Common Math and ELA Lesson Plans
- Professional development available on the district's Learning Portal
- Wednesday Professional Development for all Certified Staff

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Whitmore Elementary
 Principal: Jennifer Figueroa**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
38%	64%	10%	20%

B. Integration Plan

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Whitmore	87	30%	43	15%	127	44%	1	0%	16	15%	17	6%	291
% non-neighborhood													46%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Integrated

Although integrated, Whitmore should continue to attract additional Hispanic students in order to maintain integration.

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- Welcome Nights for school tours and meeting the school community from February through the next school year
- Host the Summer Welcome Community Barbeque in partnership with the Journey Church
- Host Welcome Back Nights at the start of school to promote initial student and school successes
- Market highlighted information about where all school funding goes to support students including tax credit donations
- Host Math Family Nights
- Host ELA Family Nights
- Host Kindergarten Academic Nights for the families
- Host Art Nights for the community to showcase the integration of arts within the curriculum
- Host STEAM Nights for community interactions
- Host Opening Minds through the Arts (OMA) Community Music Festival and Community Arts Festival
- Participate in district's student recruiting events
- Outreach and recruitment at preschools with Principal and/or the School Community Liaison
- Introduce site's Pre-School to the school's K-5 model
- Include site's preschool students in the kindergarten events
- Expand online presence on FaceBook
- Host PTA sponsored Family Nights
- Promote and market the School Community Garden
- Host Meet the Teacher evenings for parents and students
- Host biannual School Climate, Culture and GSRR Parent Meetings each semester
- Student Academic PBIS Friday Assemblies to recognize exemplary student behaviors and outcomes

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Whitmore	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	56	24	64	159		
% proficiency	35.7%	33.3%	37.5%	35.8%	-2.4%	1.8%

Math

Whitmore	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	55	24	62	156		
% proficiency	43.7%	41.6%	38.7%	39.8%	-2.1%	-5.0%

Strategies to Improve Academic Achievement:

- Administer grade-level Common Formative Assessments to analyze during PLCs to determine next instructional steps and to monitor student learning progressions
- Multi-Tiered System of Support (MTSS) framework and processes used for educational decision-making (screening, diagnosis, and progress monitoring) to support student achievement during MTSS and/or PLC meetings
- Common planning to accommodate teachers' participation in weekly grade-level PLCs to create common lessons and assessments, and analyze student work
- Students games taught by counselor to reinforce collaborative behaviors and teach problem-solving strategies
- Site certified Library Assistant provides expanded student access to computer lab, library materials and resources, and promotes reading throughout the school community
- Gifted and Talented Education (GATE) Teacher provides extended opportunities to targeted students for Advanced Learning Experiences (ALE) in ELA and Math

- Differentiated instructional practices used to impact all students in the academic core subjects
- Weekly PBIS student lessons provided by Counselor
- “Cool Cat” tokens awarded to help motivate students and stay focused on their learning
- 90 minute daily uninterrupted Reading Block embedded with Guided Reading, Balanced Literacy, and Daily 5
- 45 minute Writing Block 3 times weekly in grades K-5
- Danielson Framework used by teachers to guide and plan effective quality first instruction
- Principal monitors all action areas with walk-through observations based on the Danielson Framework
- Reading – School-wide focus
- 90 minute uninterrupted Math Block using CKLA, Engage New York Investigations math curriculum including manipulatives to increase conceptual understanding of standards
- Professional development and curriculum training available in TrueNorthLogic, Principal Meetings, and site-based trainings
- Social Studies and Science content integrated into the Reading, Math, and Writing Blocks
- Foster a student-centered and culturally responsive school culture providing classroom learning experiences that are engaging, motivational, and relevant to the students’ cultures
- Reading Tutors provide targeted students 90 minutes of weekly individualized tutoring when benchmark goals on assessment data are not met
- 20 minutes of twice weekly individualized extended learning using technology-based curriculum (SuccessMaker) for students in grades 2-5
- Targeted students in grades 2-5 receive an additional 30 minutes of small group reading interventions 3 times weekly with classroom teachers
- Students in grades 2-5 receive 20 minutes of individualized technology-based math curriculum (Successmaker/IXL) 2 times weekly
- Targeted students receive additional 20 minutes of individualized technology-based extended math interventions 4 times weekly
- Students grades 2-5 identified as “at risk” receive an additional 30 minutes of small group math interventions 3 times weekly with classroom teachers

Professional Development

- Weekly Grade-level PLCs embedded into teachers' contracted daily schedule
- PLC time built into the district's PD Calendar with a focus on CKLA, Engage NY, and Investigations Math
- Professional development sessions for MTSS, SchoolCity Assessments, Culture and Climate, PBIS, Student Discipline, Danielson Teacher Evaluation, Science pedagogy and effective teaching practices, trainings by Technology Teacher Liaison, PLC training through Wednesday PD, Task analyses for breaking down standards in PLCs and PD
- Weekly Wednesday PD for all Certified Staff
- Monthly Job-Embedded PD, Coaching, and Feedback for all teachers
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback for professional growth
- Professional Development, Observational Feedback, and Coaching for specific math strategies by the district's Math Department
- Curriculum Training and Professional Development as available on the district's Professional Learning Portal (TrueNorthLogic)
- Off-contract professional development for Subgroups to focus upon Math Pathways and Pitfalls (MPP)
- Weekly PLC Grade-Level Team meetings to review data for data based decision-making and to identify specific student interventions and enrichment opportunities
- If available, 80 minutes per week of SuccessMaker during the school day to support ELA (4 times/week at 20 minutes/day)
- Multi-Tiered System of Support (MTSS) framework and processes used to maximize student achievement through systematic data analyses that inform educational decision-making (screening, diagnosis, and progress monitoring) on behalf of students

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Wright Elementary
 Principal: Deanna Campos**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
46%	80%	30%	17%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Wright	101	21%	139	28%	183	37%	12	2%	36	7%	21	4%	492
% non-neighborhood													26%
ES Total	3382	21%	1573	10%	9332	59%	557	4%	316	2%	633	4%	
Integration Range	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		

Integration status: Neutral

Integration target population (minimum): 70 Hispanic students

Integration Potential: Moderate

- 2017 Census estimates indicate that there are approximately 200 K-4 Hispanic students living within the school’s attendance boundary

Transportation: Consider routing modification or additional routing; consider incentive transportation and/or express shuttles, see Transportation Plan.

Marketing Outreach and Recruitment Strategies for Integration

- Market OMA GOLD and GATE Cluster
- Market to targeted preschools including Mailers
- Promote school’s uniqueness as only district elementary AVID school
- Promote partnership with Jewish Community Center to offer Tennis as an extra-curricular activity
- Market partnership for University of Arizona Spring Camp and Fall Camp
- Work with Mexican American Services Department for their targeted support and presence at recruiting events

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Wright	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	38	67	88	223		
% proficiency	42.1%	23.9%	25.0%	28.3%	-18.2%	-17.1%

Math

Wright	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	38	66	86	219		
% proficiency	47.4%	27.3%	41.9%	39.2%	-20.1%	-5.5%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Reading Seed partnership provides individualized support to targeted students
- Reading Specialist provides individualized and small group targeted ELA support to students
- Multi-Tiered System of Support (MTSS) framework supports student achievement using systemic processes for gathering a range of data used for educational decision making (screening, diagnosis, and progress monitoring)
- Daily Guided Reading includes explicit writing instruction
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy, Daily 5 Stations, and small group instruction
- Technology use enhances student engagement in learning
- 60-minutes of uninterrupted Math Block using strategies, manipulatives, and cognitively guided instruction from the Eureka Math curriculum
- Classroom instruction includes daily fluency practice
- Students in grades 2-5 receive 20 minutes of individualized biweekly extended learning or intervention support from teacher, interventionists, and/or teaching assistants including technology-based curriculum (SuccessMaker)
- Students in grades 2-5 in the bottom quartile receive an additional 30 minutes 3 times weekly using SuccessMaker
- Certified Academic Tutor provides daily support to targeted students
- 21st Century grant provides enhanced Tier 3 academic support, interventions (tutoring), and extended day learning
- Community partnership with Orr Kadash fellowship provides targeted support

- Targeted student in grades K-5 are invited and encouraged to attend Intervention Academies for ELA and Math during the academic year

Professional Development

- Weekly Wednesday Professional Development for all Certified Staff
- Monthly Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) guide professional growth of teachers
- Structured Release Time provided to teachers for planning, organizing, and implementing interventions in Math and ELA
- PLCs Teams meet to collaboratively review student performance data to plan instruction, create Common Formative Assessments, share best practices, and target student interventions
- Professional development, observational feedback, and coaching in specific math strategies by the district's Math Curriculum Department

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Borman K-8
 Principal: Kathy Sisler**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
35%	32%	2%	10%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Borman K-8	266	49%	97	18%	118	22%	5	1%	20	4%	37	7%	543
% non-neighborhood													21%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): NA

- Borman K-8 is located on the Davis-Monthan Air Force Base so access to the school is limited. Both parents and students must have base access to enroll at Borman K-8, limiting the District’s ability to recruit students to reach integration goals.
- Marketing Outreach and Recruitment efforts are directed to military personnel and employees on the base
- Borman K-8 Administration works with the DMAFB School Liaison Officer to support recruitment to reach integration goals.

Marketing Outreach and Recruitment Strategies for Integration:

- Meet and Greet Open House
- Welcome back curriculum night
- Math/ELA family nights
- Kindergarten Open House
- STEAM interactive community nights open to all DMAFB – Community Partners: Raytheon, DMAFB, University of Arizona
- OMA community music concerts
- School Community Liaison planned read-in with families
- PTO Family Events
- PTO Facebook Page

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: A)

ELA

Borman	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	109	48	55	233		
% proficiency	59.6%	54.2%	60.0%	60.5%	-5.4%	0.4%

Math

Borman	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	109	48	55	233		
% proficiency	57.8%	47.9%	65.4%	58.8%	-9.9%	7.6%

Strategies to Improve Academic Achievement

- Daily Instruction to include research based practices
- Reading Interventionist provides support for students in the bottom quartile
- MTSS and PLC systems fully functional and responsive throughout the academic year
- District PD supports ongoing initiatives.
- Data and Assessment used to inform and guide instructional practices
- Support from Move on When Reading
- On-going assessments and progress monitoring of student achievement
- Summer Experience intervention for 3rd graders who are not yet reading at grade level

Professional Development

- Weekly Wednesday professional development
- PLCs analyze student data to plan instruction and create grade-level common formative assessments for units
- Site-based PD that supports transition from elementary to K-8 school
- Teacher Evaluation Models (Danielson) used for professional growth and to guide teacher discussions

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Dietz K- 8
 Principal: Jesus Vasquez**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
35%	78%	14%	12%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Dietz	106	25%	101	24%	189	44%	8	2%	14	3%	10	2%	428
% non-neighborhood													39%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 103 Hispanic students

Potential for Integration: Low

As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to improve student academic achievement.

Marketing Outreach and Recruitment Strategies for Integration:

- Promote that all students receive free lunch and breakfast.
- Partner with after school programs including YMCA and KidClub to offer after school activities and shuttles to their programs.
- Summer office hours for student registrations and school choice inquiries
- Promote school's Tucson Korean Ambassador Program where middle school students may participate in foreign exchange with South Korean school partnerships
- Extracurricular activities available to all middle school students

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: D)

ELA

Dietz	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	82	67	156	341		
% proficiency	24.4%	17.9%	19.2%	19.0%	-6.5%	-5.2%

Math

Dietz	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	86	69	157	348		
% proficiency	18.6%	7.2%	13.3%	12.9%	-11.4%	-5.3%

Strategies to improve academic achievement

- Sheltered English language development and visual models are used in classroom instruction to support all students including recently reclassified for language proficiency
- Observational feedback loop used to support continuous teacher improvement
- Teacher developed instructional strategies are being developed to foster rigor, relevancy, and cultural relevancy
- Classroom instruction is student-centered fostering safe learning environments using Universal Design for Learning and/or project based inquiry.
- Common Formative Assessments developed in PLCs guide instructional practices and decisions
- Students' progress monitoring during bi-weekly MTSS team meetings
- School-wide PBIS student recognition program to recognize positive actions and/or behaviors

Professional Development

- Weekly Wednesday Professional Development
- Teachers receive monthly job-embedded professional development, coaching, and feedback
- Teacher Evaluation Instruments (Danielson Framework) used to guide teacher feedback and extend professional growth
- Professional development opportunities in TrueNorthLogic, Principal Meetings, and site-specific trainings
- Additional professional development, observational feedback, and coaching for math teachers by district's Math Department

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Hollinger K-8
 Principal: Kamren Taravati**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
26%	77%	20%	13%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Hollinger	17	3%	9	2%	513	91%	12	2%	3	1%	10	2%	564
% non-neighborhood													59%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Racially Concentrated

Integration target population (minimum): 169 non-Hispanic students

Potential for Integration: Low

Marketing Outreach and Recruitment Strategies for Integration:

- Participate of all district and ALE events
- Participate in the district’s recruitment events including Boo at the Zoo, Zoo Lights, Children’s Museum events, and all opportunities at School Choice Fairs
- Host a “Kinder Welcome”
- Development of Mailer to market school for targeted zip codes
- Lead the social media advertisements purchased by the Hollinger parent organization

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Hollinger	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	10	4	319	351		
% proficiency	60.0%	25.0%	27.9%	29.4%	-35.0%	-32.1%

Math

Hollinger	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	10	4	311	343		
% proficiency	80.0%	25.0%	31.5%	33.8%	-55.0%	-48.5%

Strategies to Improve Academic Achievement

- Implement a Common Formative Assessment cycle to guide student interventions and re-teaching
- Language Opportunities providing sheltered English language development and visual models to support all students including recently reclassified ELD strategies will be used in classrooms in instruction.
- Ensure that all teachers are provided and trained in a Danielson Framework aligned instructional protocol
- Execute instructional walkthroughs that provide teachers follow-up coaching related to feedback/observation
- As part of the walkthrough process, site administration and the site curriculum service provider will analyze instruction for Arizona College and Career standards alignment
- Ensure effective RTI implementation that provides Tier II and Tier III supports increased academic outcomes
- Academic interventions provided based on short cycle and common formative assessments
- Reading Interventionist works with targeted students
- Biweekly PLCs and Grade-Level Teams create Grade-Level Common Formative Assessments and Short-Cycle Assessments
- Students in grades K-5 provided support and classroom interventions by Instructional Assistant
- 90 minutes uninterrupted Reading Block embedded with Balanced Literacy, Guided Reading, and Daily 5 in grades K-5
- 80 minutes uninterrupted Reading Block in grades 6-8 embedded with Balanced Literacy and Guided Reading
- Enhance technology used in 21st Century grant after-school program with site licenses for Imagine Learning in Reading, Math, and Math facts
- Students participate in Reading Buddies program with cross age tutoring (Connecting K-2 and 6-8) aligned to the content standards
- Provide Culturally Relevant literacy opportunities through the use of Multi-Cultural Reading Materials
- Culturally relevant learning opportunities embedded into Humanities classes for students in grade 7-8
- Professional development, observational feedback, and coaching in specific math strategies by district's Math Curriculum Department
- CGI (Cognitively Guided Instruction) strategies used with Eureka Math and Connected Math Project
- 60 minute uninterrupted Math Block in grades K-5
- 80 minute uninterrupted Math Block in grades 6-8

- Students receive 20 minutes of individualized weekly interventions and/or extended learning time using Imagine Learning
- Dual Language students in grades 3-5 receive 60 minutes of weekly support using Achieve 3000
- School day interventionist in mathematics
- After school tutoring in reading and mathematics
- 2 students recognized quarterly for exceeding behavioral expectations
- Home visits conducted for those students who have ongoing and elevated absenteeism
- Positive Behavioral Intervention Systems (PBIS) used to support students with non-academic interventions
- Behavioral monitor and Instructional Specialists support academic and non-academic achievement across all subject areas
- Weekly classroom recognition for best attendance with traveling trophy
- Monthly school celebrations held for perfect attendance
- Information provided to families and caregivers explaining the impact of attendance on student achievement
- Quarterly student awards celebration for perfection attendance and academic improvement
- Quarterly collaborations that include Principal, Community Liaison, teachers, Mexican American Student Services Department, Native American Student Service Department, and other district offices to reinforce strategies for increased attendance of respective communities

Professional Development

- Weekly Wednesday Professional Development for all certified staff
- Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff minimally one time per month
- External Professional Development and Training tied to best practices in Instruction
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback

- Weekly PLCs create Common Formative Assessments, disaggregate CFA and Benchmark Data, and target interventions
- Data Intervention Specialist, Curriculum Service Provider, and Instructional Coach provide job-embedded coaching and site-based trainings
- Professional development, observational feedback, and coaching in specific math strategies by the district's Math Curriculum Department
- Curriculum Training and Professional Development available on the district's online Learning Portal
- Ongoing training and site-based professional development related to task analyses of standards and rigor
- Data Intervention Specialist supports and guides teachers in the consistent disaggregation of data including Common Formative Assessments and Benchmarks
- Site Administration and Curriculum Service Provider provide Job-embedded coaching for teachers for increased instructional effectiveness, academic rigor, and expectations
- Leadership coaching and walkthrough calibration
- Ongoing PBIS training for targeted instructional and support staff
- Ongoing Restorative Practice training for targeted instructional and support staff
- Provide Summer Stipends to support Summer Training that helps to deepen understand of the Arizona College and Career Ready Standards
- Job embedded curriculum coaching to ensure standards alignment
- Quarterly evaluation seminars of curriculum

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Lawrence 3-8 School
 Principal: Zulema Stanbrook**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
29%	82%	6%	24%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Lawrence	8	3%	2	1%	135	44%	150	49%	2	1%	7	2%	304
% non-neighborhood													21%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum):

Potential for Integration: Low

- With the high Native American population, it will be difficult for Lawrence to meet the USP definition of Integration.

Marketing Outreach and Recruitment Strategies for Integration

As an underperforming school and an ‘F’ letter grade, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to improve student academic achievement.

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: F)

ELA

Lawrence	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	11	3	131	319		
% proficiency	18.2%	0.0%	14.5%	12.8%	-18.2%	-3.7%

Math

Lawrence	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	11	4	135	326		
% proficiency	9.1%	0.0%	11.1%	9.2%	-9.1%	2.0%

Strategies to Improve Academic Achievement

- 90 minute uninterrupted daily Reading Block embedded with Balanced Literacy and Daily 5 Stations
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English language development strategies and visual models used to support all students, including those recently reclassified
- 60-minute uninterrupted daily Math Block
- Grade-level PLCs evaluate student performance data to create Common Formative Assessments for ELA and math
- Student results from Common Formative Assessments are used to guide teachers' instructional plans and practices
- Math instruction includes the use of manipulatives and cognitively guided instructional practices

Professional Development

- Professional development for all teachers on WestEd Math Pathways and Pitfalls (MPP) methodologies for inclusive classroom interventions and teaching targeted standards that have been historically difficult for students learners
- All teachers participate in weekly Wednesday professional development
- Grade-level PLCs evaluate student performance data to create Common Formative Assessments for ELA and math

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 McCorkle Academy K-8
 Principal: Sandra O.C. Thiffault**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
18%	74%	18%	10%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
McCorkle	41	4%	21	2%	880	89%	29	3%	4	0%	12	1%	987
% non-neighborhood													60%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Racially Concentrated

Integration target population (minimum): 270 non-Hispanic students

Potential for Integration: Low

- 2017 Census estimates suggest that there are insufficient K-4 non-Hispanic students within the school attendance boundary.
- McCorkle Academy is competing with other neighborhood elementary, K-8 and middle schools for the same demographic groups.

Marketing Outreach and Recruitment Strategies for Integration:

The school will continue to:

- Promote school events and daily student experiences on social media platforms including Facebook and Twitter
- Provide Executive Tours for our community members and visiting parents
- Promote events on school website including the monthly Newsletter
- Consider opportunities for an onsite Preschool
- Invite parents to project presentations.
- Invite parents to serve as community experts in project based learning student work
- Offer interscholastic sports
- Collaborate with Victory Worship Center regarding community outreach
- Promote school designation as a National Ambassador School for New Tech Network

C. Academic Achievement**AzMERIT Spring 2018 (Letter Grade: C)****ELA**

McCorkle	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	31	20	571	649		
% proficiency	29.1%	30.0%	27.0%	27.5%	0.9%	-2.1%

Math

McCorkle	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	31	20	571	650		
% proficiency	32.3%	20.0%	32.6%	32.0%	-12.3%	0.3%

Strategies to Improve Academic Achievement:

- Common grade-level lessons plans used to teach Math and ELA
- Agency Rubric used to focus upon and cultivate Growth Mindset
- Trust Cards with PBIS system used to reinforce positive student behaviors
- New Tech Network Project Based Learning Program and one-to-one laptop program used with students in grades 4-8
- Echo Learning Management System for progress monitoring in grades 4-8
- STEM Project Based Learning used with students in grades K-2
- 90 minutes of ELA instruction in Reading Block embedded with Guided Reading, small group instruction structure in literacy, Project Based Learning (PBL), and Humanities
- Imagine Learning Content and Literacy, and leveled libraries used for ELA classes in grades K-5
- IXL used for ELA classes in grades 6-8

- 70 minutes of math instruction embedded with PBL process as PrBL
- Math fluency progress monitoring in grades K-5 through Imagine Learning Math Facts
- Khan Academy used as math supplemental in grades 4-8
- STEM instruction through PBL
- Family Forums each semester to share content and discuss school's progress towards goals
- Cafecitos hosted for topics that support needs of families
- Echo Learning Management Parent Portal Access used for students in grades 4-8
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Students in grades 2-5 receive 20 minutes of individualized biweekly technology-based curriculum (Imagine Learning) support for interventions and extended learning opportunities
- Students in grades 2-5 bottom quartile receive additional 30 minutes of individualized biweekly technology-based curriculum (Imagine Learning) support 3 times weekly
- Students in grades 2-5 participate in differentiated math instruction using a biweekly walk-to-math grouping strategy
-

Professional Development

- Weekly Wednesday PD and PLC for all Certified Staff
- Weekly PLC sessions for Task Analysis process to “dig deeper” into the curriculum
- Grade level Common Formative Assessments developed in PLCs
- Professional development to train Teaching Reading Effectively for Grades K-3
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to guide teacher professional growth

- Teacher professional learning sessions throughout the year facilitated by teacher leaders with release time provided to participant teachers
- New Tech Annual Conference for teachers and administrators for continued professional PBL learning
- Leadership Summit for teacher leaders and administrators for continued professional learning
- Professional development, observational feedback, and coaching in specific math strategies by district's Math Curriculum Department
- Monthly job-embedded professional development, coaching and observational reflection cycle feedback provided to all teachers
- Media Specialist on site to support student one-to-one laptop implementation in ELA, PBL, and Math
- Collaborative PLC work on Engage New York math curriculum
- Curriculum training and professional development available on district's Learning Portal

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Miles K-8
 Principal: Patricia Ross**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
24%	34%	4%	34%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Miles	74	26%	17	6%	165	58%	4	1%	7	2%	17	6%	284
% non-neighborhood													100%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies

- Maintain updates to school webpage
- Parent updates to the Facebook account they manage on behalf of school
- Distribute current brochures at events
- Ensure updated school information is shared on district’s website
- Host community events that highlight school’s success including the Carnival and Tucson Bike-a-thon
- Regular Parent Link updates sent to parents

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Miles	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	58	10	101	185		
% proficiency	74.1%	40.0%	40.6%	51.9%	-34.1%	-33.5%

Math

Miles	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	58	10	102	186		
% proficiency	74.2%	40.0%	39.2%	51.1%	-34.2%	-35.0%

Strategies to Improve Academic Achievement:

- Teachers' use engagement strategies, questioning strategies, differentiation, formative assessments, writing across the curriculum, and provide immediate and authentic feedback during instruction.
- 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.
- Implementation of literary skill practice, including writing instruction to improve summarization skills grades 2-8 and non-fiction writing strategies in middle school (e.g. Claims, Evidence, Reasoning strategies).
- Cyclic Job-Embedded Professional Development, Coaching, and Feedback for all teachers by Instructional Specialist, including integration of Project Based Learning methodologies and Systems Thinking applications
- Weekly Professional Learning Communities use data to plan standard-driven integrated classroom learning.
- Data from walk-throughs by Leadership Team used for school-wide action plan for student academic needs
- Small group technology-based interventions provided to students in ELA and Math include SuccessMaker and Success for All
- MTSS teams evaluates student performance data to identify targeted students for interventions and enrichment opportunities
- Teachers use Guided Reading through small group instruction and technology for ELA
- Instructional Assistants monitor and provide support to independent learners providing classroom teachers enhanced opportunities to work with lower performing students in small groups or one on one support
- Instructional decisions and practices driven by outcomes from teacher created Grade-Level Common Formative Assessments and units
- Targeted students receive 20 minutes a day of interventions using SuccessMaker, 4 days weekly
- HS student tutoring provided after-school to targeted students in grades 3-5
- After-school tutoring with technology for MS students

Professional Development

- Principal provides peer-to-peer teacher support with observational feedback from walk-throughs and classroom visits
- Classroom visits tracked in My Learning Plan for inter-rater reliability amongst all administrators and instructional specialists performing walk-through visits
- Ongoing professional development on Tier I instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies and cooperative learning structures.
- Classroom walkthroughs trend data used to drive school-wide professional development for high quality Tier 1 instruction
- Data from walk-throughs by Leadership Team used for school-wide action plan for teacher professional growth
- Trend data used to identify differentiated professional development for weekly Wednesday professional development
- Teachers participate in weekly Grade-Level PLC Teams to collaboratively analyze student performance data, plan units and develop Common formative Assessments
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Common planning for exceptional education and general education teachers to ensure instructional alignment
- EE teachers provide exceptional education services through a full inclusion model to help increase the achievement of the lowest 25% of students
- Interventionist to work with targeted students in small groups

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Morgan Maxwell
 Principal: Rosanna Ortiz-Montoya**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
29%	64%	10%	17%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Morgan Maxwell	33	8%	29	7%	325	75%	29	7%	6	1%	9	2%	431
% non-neighborhood													53%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Racially Concentrated

Integration target population (minimum): 13 White and 20 Other race (AA, NA, API, MR)

Potential for Integration: High

- 2017 Census Estimates show that target populations live within the Morgan Maxwell attendance boundary.

Transportation: Additional transportation funding not needed because existing routes to targeted geographical areas already in place.

Marketing Outreach and Recruitment Strategies for Integration

- Participate in the Pre-school Enrollment Fair at Brichta Early Learning Center to recruit new students entering kindergarten
- Host Kindergarten Open-House to pre-enroll new kindergarten students
- Host parents and families for Title I Informational Night for information about programs and activities available at the school reinforcing Academic Family Engagement
- Host Annual Open House for all students and families to highlight the upcoming school year
- Participate in district events and enrollment fairs to recruit new students and families

C. Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: C)****ELA**

Maxwell	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	23	13	230	302		
% proficiency	34.7%	46.2%	36.5%	36.8%	11.5%	1.8%

Math

Maxwell	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	23	13	233	304		
% proficiency	34.7%	46.2%	28.3%	30.3%	11.5%	-6.4%

Strategies to improve academic achievement

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback about best practices
- Sheltered English Language Development and visual models are used to support all students, including those recently reclassified
- Implement a 90-minute uninterrupted ELA block for grades K-6 that includes Guided Reading
- Implement a 55-minute uninterrupted ELA block for grades 7-8th embedded with Guided Reading, and using the Scholastics leveled book library and the multicultural literature selection
- Implement a 60-minute uninterrupted Math Block for grades K-8 using Eureka/Engage New York curriculum with enhanced student engagement strategies, hands-on strategies, and Depth of Knowledge (DOK) levels
- 90 minutes per week of SuccessMaker (K-5) & Edgenuity (6th-8th) during school day to provide individualized support for highly leveraged ELA and mathematics standards

- Bi-weekly ELA & Math Common Formative Assessments for units developed and results analyzed in grade-level PLC Teams
- Bi-weekly grade-level PLCs develop campus-based formative assessments, create daily Lesson Plans, and target students for interventions and enrichment opportunities
- Teachers will shift to create more student-centered classroom learning environments fostered through Universal Design for Learning

Professional Development

- Weekly Wednesday professional development for all teachers
- Professional development for WestEd's Math Pathways and Pitfalls (MPP) methodologies for inclusive interventions, use of manipulatives, and addressing specific strategies for standards historically difficult for our students
- Teachers receive observational coaching for MPP
- Teacher Evaluation Instruments (Danielson Framework) used to guide teachers' professional growth
- Teachers participate in bi-weekly grade-level PLCs to develop campus-based formative assessments, create daily Lesson Plans, and to help target students in need of interventions and enrichment opportunities

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Pueblo Gardens K-8
 Principal: Michael Konrad**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
21%	91%	14%	16%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Pueblo Gardens	18	4%	19	5%	317	87%	4	1%	5	1%	5	1%	366
% non-neighborhood													39%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Racially Concentrated

Integration target population (minimum): 16 White students and 71 non-Hispanic students

Integration potential: Low

- 2017 Census estimates indicate that there are insufficient students living within the school’s attendance boundary [checking 20 min travel time]
- There are 2 neighboring Elementary schools and 1 middle school that are also competing for students with the same demographics
- As an underperforming school, recruiting targeted students is not currently practicable.

Marketing Outreach and Recruitment Strategies for Integration:

- Participate in all district recruitment opportunities
- Market national designation for Verizon Innovative Learning program
- Market unique school resources including Verizon Innovation Learning program student iPads at STEM related events
- Outreach to employees at new South Tucson business (GEICO) to promote school for their students
-

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Pueblo Gardens	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
% proficiency	0.0%	23.1%	24.1%	23.8%	23.1%	24.1%

Math

Pueblo Gardens	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
% proficiency	9.1%	15.4%	24.6%	23.8%	6.3%	15.5%

Strategies to improve academic achievement

- Daily learning enhanced by monthly walk-throughs with written teacher feedback aligned to Danielson Framework
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- 60 minute uninterrupted Math Block using SBR instructional strategies, math manipulatives, and cognitively guided instructional practices
- All families for grades 6-8 participate Parent Digital Citizenship classes to learn how to support their students learning with their 1 to 1 technology
- Community Liaison will focus on academic family integration strategies to connect families with school staff and include them in campus activities
- Multi-Tiered System of Support (MTSS) framework uses processes for systematic use of data for educational decision making (screening, diagnosis, and progress monitoring)
- Students receive 20 minutes of individualized daily interventions and extended learning using SuccessMaker
- Students grades 2-5 in the bottom quartile receive an additional 30 minutes 3 times weekly
- 1 to 1 technology (iPads) provided to all students in grades 6-8 to assist with student achievement, classroom engagement, and interest in STEM
- The intervention and enrichment model in grades K-5 based on the Walk to Intervention framework

Professional Development

- Grade-level Common Formative Assessments developed in PLC grade-level teams informs classroom instruction
- In-depth teacher exploration of AZCCRS math and ELA standards by evaluating using a common task analysis process

- Teachers provided 1 day of Release Time for professional growth through colleague observations, including a Principal preconference regarding professional goals and a debrief regarding implications for practice
- Teachers provided 1 day quarterly of common planning time each quarter for planning continuity and develop task analysis maps that guide classroom planning, instruction, and assessments
- Technology Instructional Coach assists teachers with the integration of technology into daily instruction, including observational feedback from weekly walkthroughs focused on technology integration into lesson activities
- Teachers receive ongoing professional development to review the APTT model or to train new faculty on the APTT model
- Teachers develop CFAs to use for determining student mastery and groupings for targeted interventions or enrichment opportunities
- MTSS facilitator and Intervention teachers in grades 6-8 will work with teachers during scheduled Intervention period to identify instructional targets and responsive planning
- Targeted students are invited and encouraged to attend site-based summer school intervention academies

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Roberts Naylor
 Principal: Bernadette Rosthenhausler**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
53%	87%	24%	10%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Roberts Naylor	75	13%	134	23%	320	56%	16	3%	24	4%	7	1%	576
% non-neighborhood													34%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-15%		0-18%		

Integration status: Integrated

Although integrated, Roberts-Naylor is in a position to increase the number of Hispanic and non-African American students in its attendance boundary

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration:

- Work with the GATE department to further recruit more GATE students in all grade levels.
- Continue outreach to pre-schools to market existing programs
- Distribute fliers and mailers to community members highlighting positive aspects of the school
- Maintain Facebook page highlighting current events and activities occurring at the school
- Maintain updates on school's Facebook page informing parents and community members with current information and daily events
- Continue sharing weekly academic, extracurricular and special events through school's Twitter account
- Promote opportunities to earn high school credit in Health, Spanish, and Algebra as a middle school student

C. Academic Achievement**AzMERIT Spring 2018 (Letter Grade: C)**

ELA

Naylor	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	48	88	235	404		
% proficiency	25.0%	11.3%	16.6%	16.1%	-13.7%	-8.4%

Math

Naylor	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	47	89	241	410		
% proficiency	19.2%	14.6%	20.3%	18.0%	-4.6%	1.1%

Strategies to Improve Academic Achievement

- Differentiated classroom instruction using Universal Design for Learning.
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback

- Sheltered English Language Development strategies and visual models to support all students, including those recently reclassified
- Implementation of Guided Reading Program using NSGRA leveling assessment
- Teachers foster culturally responsive classroom environments to enhance student engagement, motivation, and inclusiveness
- Instructional decisions impacting students are founded up PLCs analyses of summative and formative student data
- 90 minute uninterrupted Reading Block embedded with Balanced Literacy and Daily 5 Stations
- ELA instructional resources used by teachers include Scholastic Guided Reading Program and Assessment, Culturally Relevant Curriculum and Library resources, Imagine Learning, Cross-curricular writing within elective and core classes, cross grade level tutoring (Reading Buddies), and Empowerment partnerships in reading comprehension software
- 60-minute uninterrupted Math Block using SBR instructional strategies, manipulatives, and cognitively guided instruction with Investigations math curriculum
- Students in grades K-8 receive 20 minutes biweekly technology-based curriculum (Imagine Learning/Egenuity) support for individualized interventions and extended learning
- Targeted students in grades K-8 receive 30 minutes of support from Reading Interventionist 3 times weekly
- Instructional Assistants provide direct classroom support to students targeted for Tier 2 and Tier 3 interventions

Professional Development

- leadership, CSP, and MTSS coordinator deliver the appropriate professional development
- Professional Development provided to teachers focusing upon DOK, implementing rigorous questioning in lesson planning, and differentiation of instruction

- Observational feedback to teachers from administration, CSP, MAS, and Instructional Coach is leveraged to inform their delivery of instruction and effective use instruction practices
- New teachers receive direct support from assigned mentors and participate in the district's New Teacher Mentor Program
- Weekly Wednesday Professional Development for all Certified Staff
- Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff minimally one time per month
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Weekly PLCs meet for grades K-5 and daily within 7 period day for grades 6-8
- Vertical grade-level collaborations occur each semester to enhance knowledge about student learning continuum
- Exceptional Education and ELD teachers are members of grade-level and content-based PLCs
- Extra professional development targeting district initiatives
- Mentors for teacher new to district and school (district and school provided)
- Support instruction through professional development, observations with feedback, and coaching in specific math strategies as aligned and coordinated with the TUSD Math Curriculum Department.
- Curriculum Training as available and as evidenced by TUSD Learning Portal Registration, Principal Meeting Agendas, Sign in Sheets for site trainings
- Ongoing professional development provided for Classroom Management & Routines, Instructional Routines, Analyzing Data to Inform Instruction, Small and Strategic Classroom Groupings, and Empower
- MTSS Coordinator collaboratively reviews student achievement data with teachers

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Robins K-8
 Principal: Chandra Thomas**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
20%	45%	5%	12%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Robins	80	17%	24	5%	346	71%	7	1%	13	3%	14	3%	484
% non-neighborhood													43%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Racially Concentrated

Integration target population (minimum): 17 non Hispanic students

Integration potential: High

- 2017 Census estimates show there are there are sufficient students within the school’s attendance area.

Transportation: Additional transportation funding not needed because existing routes to targeted geographical areas already in place.

Marketing Outreach and Recruitment Strategies for Integration:

- Host a Kindergarten Parent Welcome Night for new families
- Host a Middle School Parent Welcome Night for new families
- Promote scheduled Parent Workshops
- Participate in district recruitment events including Bowl-In, School Choice Fairs, and the Kinder Welcome at Brichta ELC
- Host community Earth Carnival – advertised and open to the entire surrounding community
- Host STEAM night
- Host Literacy Night
- Market PTO sponsored Peter Piper Pizza family event supported by presence of SCS

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Robins	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	52	7	249	329		
% proficiency	75.0%	28.6%	48.6%	52.6%	-46.4%	-26.4%

Math

Robins	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	52	7	248	329		
% proficiency	71.2%	14.3%	46.0%	48.3%	-56.9%	-25.2%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- After-school tutoring provided to students in grades K-8 through 21st CCLC, Title 1 and Tax credit contributions
- Administration reviews teacher lesson plans on weekly basis with feedback as needed or appropriate
- Student learning progressions inform instructional decisions in the classroom using data analyses of formative assessments, benchmark assessments, and Common Formative Assessments
- Zero Hour Model used for middle school biweekly student interventions and enrichments for ELA and Math
- PLCs used to monitor student learning progressions and inform educational decision-making
- Encourage students and parents to consider opportunities for diversity in the district's school choice process
- Encourage student participation in Advanced Learning Experiences opportunities, including Gifted and Talented Education (GATE) programs and testing for University High School
- Develop Grade-Level Common Curriculum Calendars aligned to the district's Curriculum Maps to guide instructional pedagogy
- Students personally connect with curriculum by the use of culturally relevant materials for classroom instruction

Professional Development

- Weekly Wednesday Professional Development for all teachers
- Monthly Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback and guide professional growth
- Curriculum training and professional development available on the district's online Learning Portal
- Professional development, observational feedback, and coaching for specific math strategies provided by the district's Math Department
- Teachers use the task analysis process analyze the standards for creating common assessments by grade level
- Teachers participate in grade-level PLC teams to create common learning and common assessments, and to analyze student achievement
 - Bi-weekly job-embedded in grades K-5, plus 7 additional times during Wednesday PD sessions
 - Middle school grades meet 8 times annually during Wednesday PD sessions

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 C. E. Rose K-8
 Principal: Alma L. Carmona-Alday**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
23%	82%	15%	10%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
C.E. Rose	17	2%	7	1%	751	94%	14	2%	1	0%	9	1%	799
% non-neighborhood													44%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Racially Concentrated

Integration target population (minimum): 200 non-Hispanic students and fewer Hispanic students

Potential for Integration: Low

- Rose is currently over the design utilization cap of 95%
- There are 2 neighboring K-8 schools and four elementary schools that are competing for the same demographic group

Marketing Outreach and Recruitment Strategies for Integration:

- Promote use of School-wide Leader In Me Program (Stephen Covey)
- Market as a GATE Cluster School in grades 1-8
- Promote opportunity to earn high school credits in Algebra 1, TV & Film, and AVID at Pueblo High School
- Advertise Partnership with the University of Arizona Project Soar (Mentorship program for Middle School)
- Market 2 Pre-School Classes; morning and afternoon classes (3 and 4 year olds)
- Market the School Garden
- Promote Wrestling Club in grades 1-8
- Advertise Girl Scouts meetings on Wednesdays
- Promote school events and daily student experiences on social media, Facebook and our school website.
- Provide ongoing tours to prospective families and community members

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Rose	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
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# Tested	5	4	504	532		
% proficiency	40.0%	0.0%	25.8%	26.3%	-40.0%	-14.2%

Math

Rose	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	5	4	506	534		
% proficiency	40.0%	0.0%	24.9%	24.9%	-40.0%	-15.1%

Strategies to Improve Academic Achievement:

- LAPAN College Club (6th – 8th grade students can earn money for their future college education through the LAPAN Memorial Sunshine Foundation, Inc.)
- Annual Junior Achievement Day: Teach Children to Save campaign (partnership with Wells Fargo to teach Financial Literacy to all K-8 grade students)
- Mindfulness strategies and support for teachers and students
- Middle School is a self-contained model where teachers teach all subjects
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- School focus on writing includes tutoring opportunities for targeted students in grades 1-4
- AmeriCorps grant support Middle school attendance and Community outreach
- Test prep with computers provided to all students
- Professional development for all teachers on inclusive practices and methodologies
- 90 minute uninterrupted daily Reading Block in grades K-5 embedded with Balanced Literacy, Guided Reading, and Literacy Work Stations
- 120 minute uninterrupted daily ELA and Social Studies Block in grades 6-8
- 60 minute uninterrupted Math Block in grades K-5 and 60 minutes in grades 6-8 using SBR instructional strategies, manipulatives, and cognitively guided instruction from the Investigations curriculum

- Daily student interventions include 30 minutes of small group or pull-out support from Instructional Assistants and support staff
- Students in grades K-5 participate in differentiated math instruction using reteach and enrich per grade level needs
- Students in grades K-3 receive 20 minutes of biweekly technology-based curriculum (SuccessMaker and Imagine Learning) to for individualized interventions and extended learning
- Targeted students in grades K-3 receive an additional 30 minutes of technology-based curriculum (SuccessMaker and Imagine Learning) for individualized interventions 4 times weekly
- Students in middle school grades use Khan Academy/IXL for math intervention and enrichment
- Teachers create culturally relevant classroom environments that guide student learning through the use of culturally relevant instructional materials and Universal Design for Learning processes to enhance student engagement

Professional Development

- Early Literacy Grant provides enhanced teacher training and classroom support
- Weekly PLCs evaluate a range of student performance data including SchoolCity Benchmarks, AzMERIT Data, Imagine Learning, SuccessMaker, Khan Academy, IXL DIBELS, AVENUES, AZELLA, NSGRA to plan instruction, create Common Formative Assessments, target student interventions, and share best practices
- Professional Development Calendar aligned with district and school initiatives to support teacher learning and growth.
- Weekly Wednesday Professional Development for all Certified Staff
- Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff minimally one time per month
- Use of Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback
- Embedded PLC's meet weekly for 60 minutes.
- Support instruction through professional development, observations with feedback, and coaching in specific math strategies as aligned and coordinated with the TUSD Math Curriculum Department. Evidenced by scope of service, sign in sheets.

- Curriculum Training as available and as evidenced by TUSD Learning Portal Registration, Principal Meeting Agendas, Sign in Sheets for site trainings
- Professional development for Math Pathways and Pitfalls is provided during the school day and during off-contract hours

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Safford K-8
 Principal: Kendra Tate**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
36%	77%	9%	15%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Safford	19	3%	43	7%	478	78%	55	9%	3	0%	18	3%	616
% non-neighborhood													62%
K-8 Total	1031	13%	668	8%	5592	70%	411	5%	115	1%	229	3%	
Integration range	0-28%		0-23%		55-70%		0-20%		0-16%		0-18%		

Integration status: Racially Concentrated

Integration target population (minimum): 63 White and 40 Other race (AA, NA, API, MR)

Potential for Integration: Low

- Based on 2017 Census estimates there are insufficient numbers of targeted students living within the school's attendance boundary and neighboring communities

As an underperforming school, recruiting students is not currently practicable. The primary integration strategy for the school is to focus on academic student achievement

Marketing Outreach and Recruitment Strategies for Integration:

- Open door policy: the school provides a tour immediately when an interested parent or family arrives on campus
- Increase the use of social media. Currently use Facebook, promote school events/school culture through Instagram account
- Host community events such as our recent Safford 100 Year Anniversary Event, Fall Festival, Invite-A-Friend Paint Night, etc.
- Use word-of-mouth and high visibility by administration at all outside school events to promote Safford.
- Update our website monthly to spotlight and advertise current school events.
- Participate in Kinder Round-Up and visit/leave flyers at local preschools
- Set up 5th grade visits from elementary feeder schools to Safford middle school classes, campus tour, and QA forum.
- Contact TUSD Communication to develop a recruitment video and to spotlight/promote Safford K-8 events.
- Partner with local church that uses the school facilities
- Continue exchange program with Tucson Korean Ambassador Program (TKAP)

C. Academic Achievement**AzMERIT Spring 2018 (Letter Grade: D)****ELA**

Safford	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	16	34	423	533		
% proficiency	31.3%	14.7%	12.6%	13.9%	-16.6%	-18.7%

Math

Safford	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	17	35	434	546		
% proficiency	23.5%	17.2%	12.2%	12.2%	-6.3%	-11.3%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Small group targeted classroom instruction with reading and math workstations.
- Formative assessments embedded throughout the planned lessons and units
- Sheltered English language Development strategies and visual models used to support all students, including those recently reclassified
- Instructional Assistants work with grades K-5 students to support development of literacy and math skills, and enrichment activities so teachers are able to work directly with students of highest academic needs
- Student support with online assessments and computer-based learning with fulltime Technology Integration Liaison
- ELA progress monitoring of students in grades 2-5 with data from SuccessMaker
- Fountas and Pinnell Leveled Literacy Interventions use for literacy interventions with students in grades 1-5
- Math support provided to students in grades 6-8 by Math Interventionist

- PLCs and grade-level teams meet to evaluate student achievement, identify discrepancies, and design strategies, align lessons for differentiated instruction, and develop Common Formative Assessments used to inform student learning progressions and next instructional steps
- Grade-level teams meet to identify students in need of interventions
- Foster classroom environments for student learning that are culturally responsive

PD to support Quality First Instruction

- Weekly Wednesday PD for all Certified Staff
- Monthly Job-Embedded PD, Coaching & Feedback provided to all certified staff.
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth
- Weekly PLCs meeting to share best practices and to develop SMART goals for all subjects at all grade levels
- Professional Development and Curriculum Training available on the district's online Learning Portal
- Site trainings MTSS, PBIS and Trauma-Informed practices and applications
- Professional development, observational feedback, and coaching in specific math strategies by external district support.
- Job-embedded training in systems, data, and practices that support positive student outcomes in MTSS and PBIS
- Curriculum Service Provider and Multi-Tiered Support System Coordinator will train teachers on the use of WestEd's Mathematics Pathways and Pitfalls intervention system

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Doolen Middle School
 Principal: V. Renée Morales**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
49%	66%	14%	12%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Doolen	147	23%	118	18%	287	44%	23	4%	44	7%	34	5%	653
% non-neighborhood													33%
MS Total	1422	22%	635	10%	3937	60%	224	3%	138	2%	236	4%	
MS Integration Range	7-37%		0-25%		45-70%		0-17%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 32 Hispanic students

Potential for Integration: High

- 2017 Census estimates indicate that there is a sufficient number of Hispanic students living within the Doolen attendance boundary

Transportation: Additional transportation funding not needed because existing routes to targeted geographical areas already in place.

Marketing Outreach and Recruitment Strategies for Integration:

- Increase recruitment and marketing for Hispanic students at feeder elementary schools
- Enhanced marketing and outreach to GATE qualified Hispanic students seeking a self-contained program
- Market partnership with onsite Boys and Girls Club providing affordable afterschool care
- Promote uniqueness of Boys and Girls gymnasium for middle school physical education classes
- Market richly diverse demographics and educational experience obtained at the school

C. Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: C)****ELA**

Doolen	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	147	114	276	633		
% proficiency	54.5%	18.4%	25.4%	31.4%	-36.1%	-29.1%

Math

Doolen	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	148	113	278	639		
% proficiency	50.7%	13.3%	27.0%	29.7%	-37.4%	-23.7%

Strategies to improve academic achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and for teacher feedback
- Fully implement Restorative Discipline practices to reinforce a school community that is encouraging and positive
- Edgenuity lab available for concept recovery in math and ELA
- Edgenuity lab available for remediation in math and ELA
- Targeted math interventions for students who have 2+ years of deficiencies on AzMERIT scores
- Targeted reading interventions for students who have 2+ years of deficiencies on AzMERIT scores
- Students identified as “at risk” (academically, socially, and behaviorally) by MTSS Team and teachers are scheduled into elective intervention classes
- Student access to technology-based interventions and enrichments
- Student Success Specialist onsite to support and monitor student interventions

- Reading Interventionist providing targeted support to students 2+ years below grade-level using “Corrective Reading” supplemental materials
- After-school tutoring available to all students in all content areas

Professional Development

- Weekly Wednesday Professional Development
- Monthly job-embedded professional development, coaching, and feedback provided to all teachers
- Teacher Evaluation Instruments (Danielson Framework) guiding professional growth
- Bimonthly PLCs analyze student achievement data in math, ELA, attendance and MTSS
- Off-contract professional development opportunities for department specific learning and enhanced practices for curriculum implementation
- District’s Math Department provides enhanced professional development and observational feedback for specific math standards
- TSI: Site PD - Teachers to receive additional off-contract time to support, training, and professional development from site-based trainers for Math Pathways and Pitfalls to include use of manipulatives, math discussion builders, collaboration, and strategies to support our students struggling with math
- On-site Curriculum Service Provider (CSP) supporting teacher practices for effective instruction, student data analyses, fostering continued professional growth, and professional development for curriculum implementation
- Ongoing professional development to enhance Culturally Responsive Pedagogical practices

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Gridley Middle School
 Principal: Dinah McGlory**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
20%	47%	2%	15%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Gridley	351	42%	95	11%	313	38%	6	1%	24	3%	45	5%	834
% non-neighborhood													47%
MS Total	1422	22%	635	10%	3937	60%	224	3%	138	2%	236	4%	
MS Integration Range	7-37%		0-25%		45-70%		0-17%		0-17%		0-19%		

Integration status: Not Racially Concentrated nor Integrated.

Integration target population (minimum): 118 Hispanic students

Potential for Integration: Moderate

- 2017 Census estimates indicate that there are a sufficient number of middle school aged students living within the Gridley attendance boundary and surrounding areas to move the school closer to integration

Transportation: Additional support from Transportation may be necessary to support diversity goals. Consider routing modification or additional routing; consider incentive transportation and/or express shuttles, see Transportation Plan.

Marketing Outreach and Recruitment Strategies to targeted population:

- Increase website visibility and create updated school brochures
- Canvas area businesses to elicit school support
- Increase student and parent communication
- Build articulation network that expands school presence at feeder elementary schools
- Consider opportunities for before-school and after-school care incentives for targeted populations

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Gridley	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	333	75	283	747		
% proficiency	43.8%	24.0%	25.4%	35.3%	-19.8%	-18.4%

Math

Gridley	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H

# Tested	319	70	275	719		
% proficiency	44.5%	18.5%	28.0%	36.0%	-26.0%	-16.5%

Strategies to improve academic achievement

- Implement processes for class walkthroughs and feedback
- Provide model lesson execution strategies
- Teacher facilitators for Math, ELA, Social Studies, and Science strengthen core instruction and support content learning
- Implement “Taking to the Test” with all students, including a “Taking to the Test” parent night
- Students are provided opportunities for before-school and after-school tutoring
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback and guide professional growth
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Develop Grade-Level Common Curriculum Calendars aligned to the district’s Curriculum Maps to guide instructional pedagogy
- Students personally connect with curriculum by the use of culturally relevant materials for classroom instruction
- Student learning progressions inform instructional decisions in the classroom using data analyses of formative assessments, benchmark assessments, and Common Formative Assessments

Professional Development

- Provide ongoing job embedded coaching with follow-up
- Weekly meetings with leadership teams
- Teacher PLCs collaboratively analyze student performance data, plan instruction, create Common Formative Assessments, share best practices, and target student interventions
- Professional development by WestEd to create a train-the-trainer model for Pathways and Pitfalls Math curriculum with ongoing support from CSP and MTSS
- Multi-Tiered System of Support (MTSS) framework with processes for systematic use of data for educational decision making (screening, diagnosis and progress monitoring)

- Weekly Wednesday Professional Development for all teachers
- Monthly Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Magee Middle School
 Principal: Jason Lindsay**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
46%	50%	6%	16%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Magee	204	36%	72	13%	252	44%	8	1%	11	2%	23	4%	570
% non-neighborhood													43%
MS Total	1422	22%	635	10%	3937	60%	224	3%	138	2%	236	4%	
MS Integration Range	7-37%		0-25%		45-70%		0-17%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 30 Hispanic students

Potential for Integration: Low

As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to focus on student academic achievement.

Marketing Outreach and Recruitment Strategies for Integration

- Summer office hours for new student registrations and enrollment inquiries.
- Expanded opportunities for students in grades 6-8 to participate in Spanish class with new full-time qualified Spanish teacher.
- Promote having a full-time Reading teacher for struggling 6th grade readers
- Promote having a full-time Math Intervention Teacher for students in need of additional math support
- Promote ability to support emerging English language learners
- Work with the TUSD Marketing Department to create new brochures to highlight and promote diverse student programs
- Use Social Media (Instagram) to promote diverse school programs

C. Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: D)****ELA**

Magee	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	226	76	238	591		
% proficiency	35.9%	14.4%	18.9%	24.9%	-21.5%	-17.0%

Math

Magee	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	225	73	240	589		
% proficiency	30.7%	16.4%	18.3%	22.6%	-14.3%	-12.4%

Strategies to improve academic achievement

- Full-time Curriculum Service Provider to assist teacher instructional practices.
- New Mentor Program support for all new teachers to facilitate their acclimation into the classroom.
- New MTSS Coordinator faculty member to provide targeted support to identified students
- New RPPF at Magee to help targeted students
- Steps to Success Program outreach during Q2-Q4 when Principal, CSP, counselors, RPPF, and MTSS Coordinator visit targeted at-risk or disengaged students
- Retrain Math teachers for Math Pathways and Pitfalls (MPP)
- Math interventions for targeted students using IXL Software
- Teacher evaluation instruments (Danielson Framework) used for teacher feedback to extend professional growth.
- Full-time art teacher and a two-year continuum of robotics programs extends S.T.E.A.M. learning opportunities for all students.

- Using Used Title I site funds to hire an additional 1.0 counselor to assist the academic and socio-economic needs of students
- Additional professional development for Culturally Relevant Practices to inform adult practices for cultural relevancy and implications, with student engagement, especially with African-American students and students with disabilities
- Teachers use Differentiated Inclusion (UDL) practices to enhance engagement of students with disabilities and African-American students, creating student-centered learning environment that are more interactive, communicative, and relevant to students' lives for the cultivation of knowledge constructs.
- Multi-Tiered System of Support (MTSS) framework-processes to maximize student achievement for all students by systematically gathering data used for educational decision making (screening, diagnosis, and progress monitoring) impacting student achievement
- Faculty Guiding Coalition will establish a minimum number of common formative assessments that will be administered by each department over the semester to inform and guide classroom instruction
- Student enrichment opportunities are provided to support and extend learning including Odyssey of the Mind, National Junior Honor Society, Student Council, Volleyball, Basketball, Track, Cross-Country, and Soccer
- 5 intervention classes offered for mathematics
- 5 intervention classes offered for ELA
- Coordinated ELA and Social Studies classes embedded with culturally relevant materials and pedagogy

Professional Development

- Curriculum Service Provider extend professional growth of teacher by facilitating responses with instructional feedback
- CSP guides PLC teams
- Weekly Wednesday Professional Development for all Certified Staff
- Teachers receive monthly job-embedded professional development, coaching and feedback
- Teacher evaluation instruments (Danielson Framework) used to guide teacher observational feedback
- Common planning periods accommodate daily PLCs and department meetings

- Monthly grade-level PLCs create leveled Common Formative Assessments for math units developed in grade-level PLC teams every month for math
- CSP provides additional support to ELA and math teachers to enhance content instructional practices and provide content specific professional development
- Observational monitoring and feedback for the use of Scholastic Reading Group materials
- Observational monitoring and feedback for the use of culturally relevant literacy materials

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Pistor Middle School
 Principal: Elizabeth Rivera-Russell**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
27%	71%	8%	12%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Pistor	57	7%	20	3%	647	83%	46	6%	5	1%	9	1%	784
% non-neighborhood													42%
MS Total	1422	22%	635	10%	3937	60%	224	3%	138	2%	236	4%	
MS Range	7-37%		0-25%		45-70%		0-18%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 10 White and 138 non-Hispanic students (Anglo, AA, NA, API, MR)

Potential for Integration: Low

As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to improve student academic achievement.

Marketing Outreach and Recruitment Strategies for Integration

- Recruitment fairs for increased school enrollment.
- Attend Midvale Community events and other available opportunities throughout the community to promote successes and achievements at Pistor Middle School
- Schedule fine arts students in the community to perform outside the neighborhood to attract students.
- Seek out partnership with Pima County Superintendent's office for community opportunities that will allow our school to have a presence through performance or community service.

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: D)

ELA

Pistor	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	44	19	657	782		
% proficiency	18.2%	10.5%	22.1%	21.7%	-7.7%	3.9%

Math

Pistor	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	44	20	664	790		
% proficiency	20.4%	15.0%	14.9%	15.1%	-5.4%	-5.5%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback.
- Continuous classroom walkthroughs using AVID strategies as an expectation for walkthrough feedback.
- Sheltered English Language Development strategies and visual models used to support all students, including those recently reclassified
- Classroom monitoring of grade level expectations, use of instructional materials and rigor with emphasis in ELD, ELA and Spanish Language Arts teachers
- Instructional plans embedded daily with AVID Strategies, including WICOR
- Costa's Levels of Questioning used daily during instruction
- ACE strategy (Answer Cite and Explain) used school-wide by students for short answer responses in all content areas
- Teachers created AzMerit rubrics for various types of writing used in Social Studies, Elective, and Science classes.
- Grade-level rubrics for scoring student work used by all teachers
- Targeted students assigned to "Core Enrichment" intervention classes for ELA and Math

Professional Development

- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth of teachers
- After-contract professional development opportunities for teachers for Math Pathways and Pitfalls
- PLCs meetings to analyze student data, share best middle school teaching strategies and practices, and share planned lessons
- Principal, 11 teachers, 1 counselor, and CSP trained at AVID summer institute to support school-wide implementation of content specific AVID strategies
- Ongoing professional development for site specific initiatives including AVID, ACE, Levels of Questioning, rubric evaluations, and Arizona Department of Education's guidance for school improvement
- Professional development and curriculum training available on the district's Learning Portal

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 SCHOOL NAME: Secrist Middle School
 Principal: Deborah Garcia**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
61%	76%	8%	15%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Secrist	130	36%	60	17%	139	38%	7	2%	8	2%	19	5%	363
% non-neighborhood													8%
MS Total	1422	22%	635	10%	3937	60%	224	3%	138	2%	236	4%	
MS Range	7-37%		0-25%		45-70%		0-18%		0-17%		0-19%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 52 Hispanic students

Potential for Integration: Low

As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to focus on student academic achievement.

Marketing Outreach and Recruitment Strategies for Integration:

- Plan and organize neighborhood activities at feeder pattern elementary schools to introduce Secrist students, staff and administration. Activities to include family fun nights, STEAM opportunities and collaborative efforts with both elementary and middle school staff members interacting and supporting the unification of elementary and middle school.
- School Community Liaison will facilitate four quarterly events where students and parents are invited to the school for discussions regarding culture and climate specific to refugee students and families.
- Summer office hours to assist families with school registration, and opportunities for incentive transportation.
- School Website to provide information and updated events including fine arts programs, athletics, student clubs and outreach programs.

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: D)

ELA

Secrist	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	122	69	149	378		
% proficiency	21.4%	13.0%	12.1%	15.3%	-8.4%	-9.3%

Math

Secrist	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	122	71	152	384		
% proficiency	17.2%	8.4%	6.6%	10.2%	-8.8%	-10.6%

Strategies to improve academic achievement

- School wide implementation of AVID writing program.
- Guided Reading strategies incorporated into ELA all classes.
- Exceptional Educational Teachers and ELD Teachers target small group reading classes at each student's independent reading level for reading remediation and intervention
- Sheltered English language development and visual models used to enhance classroom learning for reclassified ELD students
- Common formative assessments adaptively developed in PLCs and administered in all content areas for targeted subgroups.
- Teachers develop culturally sensitive assessments for students with disabilities, African-American students, Latino students, and students who are socio-economically disadvantaged.
- Culturally relevant teaching strategies implemented school-wide to validate and affirm students' social, emotional, cultural, linguistic and intellectual assets through integrated curriculum resources.
- Student engagement, perseverance, and self-regulation enhanced through school-wide differentiated and inclusive instructional practices.

Professional Development and Teacher

- EMPOWER consultants work side by side with teachers in the classroom, providing job embedded coaching models with content specific flexibility and responsive practice through quarterly observations and collaborative development of common formative assessments in PLCs.
- Teacher Evaluation Instruments (Danielson Framework) used to guide professional growth and feedback to teachers
- Quarterly professional development by New Teacher Mentor and modelling best practices during site classroom visits.
- Monthly differentiated teacher training for school-wide implementation of AVID and WICOR strategies, Cornell notes, and interactive notebooks.

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Utterback Middle School
 Principal: Taranika Sanders**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
36%	78%	14%	22%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Utterback	20	6%	40	11%	279	77%	15	4%	0	0%	8	2%	362
% non-neighborhood													23%
MS Total	1422	22%	635	10%	3937	60%	224	3%	138	2%	236	4%	
MS Integration Range	7-37%		0-25%		45-70%		0-17%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 10 White and 24 non-Hispanic students

Potential for Integration: Low

- As an underperforming school, recruiting targeted students is currently not practicable. The primary integration strategy for the school is to focus on student academic achievement

Marketing Outreach and Recruitment Strategies for Integration

- Utterback participates in the District’s outreach and recruitment campaign for low enrollment schools that include Geo-based digital ads, targeted postcards to neighborhoods; a Step Up Event, This is Tucson Fair, FB/Twitter- Digital Ads; Principal Welcome Video, partnerships with Tucson Jazz Foundation, Community Food Bank, and partnership with University of Arizona- Science Department.
- Host events including STEAM Night, Fall Festival, Open Enrollment events paired with the Community Food Bank, Community Outreach with Cavett Elementary, and Back to School Event sponsored by local businesses.

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: F)

ELA

Utterback	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	17	32	303	375		
% proficiency	17.6%	18.8%	13.2%	14.2%	1.2%	-4.4%

Math

Utterback	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	17	32	305	378		
% proficiency	5.9%	3.1%	5.6%	5.0%	-2.8%	-0.3%

Strategies to improve academic achievement

- Instructional strategies include AVID WICOR, Cornell notetaking and DOK questioning where applicable.
- Students in lower quartile are invited to participate in 21st Century before and after school academic enrichment programs.
- Multi-Tiered System of Support (MTSS) maximizes student achievement through systematic progress monitoring using data to guide the educational decision-making of teachers.
- Balanced Literacy is practiced daily using resources in Scholastic Book Room.
- Targeted students provided additional support for ELA and math in RTI classes.
- SBR instructional strategies used in math classes, including incorporation of math manipulatives.
- Instructional decisions based upon range of student data including Quarterly Benchmarks, School City, grade-leveled Common Formative Assessments, and MTSS referrals
- i-Ready supplemental programs used to pre-assess students for placement in target RTI support class.

PD to support Quality First Instruction

- Grade-level Common Formative Assessments for units developed in PLC grade-level teams
- Weekly Wednesday Professional Development
- Monthly job-embedded Professional Development, Coaching and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback and guide instructional practices
- Daily PLC's support appropriate use of TUSD curriculum, Utterback focus, and to create Common Formative Assessments.
- Math teachers participate in professional development with the district's Math Department, as well as, observational feedback and coaching for specific math strategies.
- Curriculum Training and Professional development opportunities available in the district's Learning Portal
- External provider for enhancing teacher instructional practices, and implementing differentiated small group interventions for ELA and Math.

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Vail Middle School
 Principal: Larissa Filler**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
31%	60%	6%	13%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Vail	214	30%	78	11%	373	52%	3	0%	17	2%	36	5%	721
% non-neighborhood													74%
MS Total	1422	22%	635	10%	3937	60%	224	3%	138	2%	236	4%	
MS Range	7-37%		0-25%		45-70%		0-18%		0-17%		0-19%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- Continue supporting Open Enrollment by accepting all students who choose Alice Vail MS as their school depending upon program space
- Continue hosting Future Falcon Night/GATE Night for prospective incoming 6th graders
- Continue to advertise Alice Vail MS as a viable and preferable middle school option for families within TUSD through mailings, advertising, and hosting events that allow prospective and current families to view the site
- As a self-contained GATE program, Vail will be part of the Outreach and Recruitment Addendum for ALEs.

C. Academic Achievement**AzMERIT Spring 2018 (Letter Grade: D)**ELA

Vail	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	191	57	324	622		
% proficiency	50.2%	14.1%	20.1%	0.309	36.1%	30.1%

Math

Vail	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	195	57	322	623		
% proficiency	46.7%	17.6%	21.4%	30.2%	29.1%	25.3%

Strategies to Improve Academic Achievement

- Using Restorative Discipline practices to create a community that encourages positive daily outcomes
- Student-centered learning environments that positively welcome, reflect, and honor represented cultures are fostered in classrooms through the use of Fostering Universal Design for Learning (UDL)
- Student interventions provided in Edgenuity Lab for Math and ELA
- MTSS Team assigns student elective class for targeted students considered “at risk” (academically, socially, and behaviorally)
- Student Success Specialist provides support for student interventions
- Reading Intervention supports targeted for students who are identified as 2+ years below grade level in reading using “Corrective Reading” supplemental instructional materials
- Free tutoring after school available to all students for all content disciplines

Professional Development

- Weekly Wednesday Professional Development
- Monthly job embedded Professional Development, Coaching, and Feedback provided to all certified staff.
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Bimonthly PLCs collaboratively analyze student achievement data, plan instruction, and develop Comprehensive Formative Assessments
- Math teachers participate in professional development with the TUSD Math Department and receive observational feedback

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Valencia
 Principal: Stacey Gist**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
39%	76%	11%	13%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Valencia	64	7%	25	3%	690	79%	73	8%	6	1%	19	2%	877
% non-neighborhood													7%
MS Total	1422	22%	635	10%	3937	60%	224	3%	138	2%	236	4%	
MS Range	7-37%		0-25%		45-70%		0-18%		0-17%		0-19%		

Integration status: Racially Concentrated

Integration target population (minimum): 10 White and 99 other non-Hispanic students

Potential for Integration: Low

As an underperforming school, recruiting targeted students is not practicable. The primary integration strategy for the school is to improve student academic achievement.

Marketing, Outreach and Recruitment Strategies to reach Integration:

- Highlight features that address community misconceptions including improved safety, academic focus, availability of advanced classes, and expanded options for band, orchestra, mariachi, chorus and specialized courses.
- Promote successful programs currently in place including HS credit ELA and math classes, school-wide AVID, quarterly elective classes for 6th grade and expanded student support services (MTSS, RP, Counselors).
- Open House to invite perspective families to tour Valencia. Collaborate with the feeder pattern 5th grade students to have students tour the Valencia campus. Information is sent to 5th grade teachers to promote the academic offerings available at Valencia.

C. Academic Achievement**AzMERIT Spring 2018 (Letter Grade: D)**

ELA

Valencia	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	70	26	680	862		
% proficiency	25.7%	11.5%	15.0%	0.152	-14.2%	-10.7%

Math

Valencia	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	72	26	692	877		
% proficiency	11.1%	3.8%	6.4%	6.5%	-7.3%	-4.7%

Strategies to Improve Academic Achievement:

- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback
- Continued consultative work with EMPOWER to support teacher engagement, improved academic rigor, and creating comprehensive assessments
- Students provided additional learning time for mathematics and reading through intervention support during one of three academically based electives including AVID, study skills, reading intervention, and math intervention
- Actively recruit for and retain 21st CCLC student participants for extended learning time
- Increased options for more engaging before and after school choices offered through the 21st Century grant
- Targeted focus on the efficacy of teacher work during grade-level PLCs including lesson plans, analyzing student data, and Common Formative Assessments

Professional Development

- Weekly Wednesday PD for all teachers including current and new teaching strategies from Teach Like a Champion, AVID, EEI, and PLC communities
- Monthly Job-Embedded Professional Development, Coaching, and Feedback provided to all teachers through teacher-driven content PLCs
- Teacher Evaluation Instruments used to guide professional growth to provide teacher feedback
- Additional support for Math and ELA teachers including Professional Development, observational feedback, and coaching for specific strategies by the district's Math and ELA Curriculum Departments
- Professional Development and Curriculum Training available through the district's online learning portal, True North Logic-Registration
- New teachers participate in the district's New Teacher Cohort program
- Daily PLCs tailored to address needs from teacher input, and CSP and Administrative walk-through data including
 - 3 days of leveled content area meetings focusing on improved teaching, student assessments and refinement of practice
 - 2 days of grade-level PLCs to strengthen overall performance of grade

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Catalina High School
 Principal: Antasio Holley**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
58%	73%	18%	20%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Catalina	161	22%	122	17%	359	50%	28	4%	36	5%	16	2%	722
% non-neighborhood												22%	
HS Total	3049	22%	1259	9%	8186	60%	409	3%	391	3%	420	3%	
HS Range	7-37%		0-24%		45-70%		0-18%		0-18%		0-18%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to targeted population for maintaining Integration

Catalina High School is currently participating in the District’s Outreach and Recruitment campaign for low enrollment schools. Planned activities include

- Targeted postcards to neighborhoods
- District Recruitment Fairs
- Online marketing on Facebook and Twitter
- Community Outreach
- Additional opportunities for students and families at school’s Family Resource Center
- Parentlink notifications
- Maintain updates to school’s website
- Participate in Parent University
- Create a Principal Welcome Video
- Participate in the High School Expo
- Continuous updates to Marquee updates and weekly bulletins for community stakeholders

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: D)

ELA

Catalina	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	122	90	240	513		
% proficiency	26.3%	6.7%	14.2%	14.6%	-19.6%	-12.1%

Math

Catalina	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	109	81	214	457		
% proficiency	17.4%	3.7%	13.1%	12.7%	-13.7%	-4.3%

Strategies to Improve Academic Achievement:

- Weekly Common Formative Assessments (CFAs) administered in ELA and Math classes
- Biweekly Common Formative Assessments (CFAs) administered in all other content areas
- Teachers analyze CFA data during weekly and biweekly Professional Learning Community meetings to plan instruction, guide student interventions in conference time, and identify opportunities to re-teach content during instructional time and to target students for intervention support
- Achieve 3000 interventions offered to Lowest Quartile students in RTI English Classes
- ALEKS interventions offered to Lowest Quartile students in RTI Math Classes
- Additional hour and twenty minutes of weekly intervention offered during conference time
- After-school tutoring provided on Tuesdays, Wednesdays, and Thursdays
- CTS data analyses used to inform and guide instruction including
 - Quarterly Benchmarks – School City Algebra I, Geometry, Algebra II and Grades 9th, 10th and 11th for ELA.
 - Pre-tests and Post-tests administered at beginning and end of each school year in grades 9-11.
 - Common Formative Assessments created by PLC grade-level teams
 - Achieve 3000 reading program
 - ALEKS math intervention program
- Expanded student engagement in ELA and Math classrooms through weekly use of Document cameras and ActivPanel used weekly for one or more lessons
- Multi-Tiered System of Support team identifies students for targeted interventions and enrichment opportunities
- Biweekly 40 minute conference periods provide students with additional support and tutoring based on ELA and Math CFA data
- PBIS committee collaboration to enhance the incorporation of PBIS and MTSS principles into classroom procedures and lessons
- Communicate with Dropout Prevention Specialist regarding support and resources for refugee populations, McKinney-Vento students, Youth On Their Own students and/or families in need

- Sheltered English Language Development strategies and visual models used to support achievement of all students, including those recently reclassified
- Increase the number of co-taught classes in order to expand inclusionary services to Exceptional Education students in the least restrictive environment

Professional Development

- Weekly Wednesday Professional Development for all teachers
- Monthly job-embedded Professional Development for all teachers
- Observational feedback for teacher evaluation instruments guides professional growth
- Teachers actively participate in PLC teams
- Common planning periods included in Master Schedule for expanded teacher collaboration
- Curriculum training and professional development available in the district's online Learning Portal, TrueNorthLogic and on site
- Professional development by ALE AVID Coordinator to promote the use of school-wide AVID strategies
- Expanded training opportunities on inclusionary instructional practices for math and English teachers to enhance practices working with Exceptional Education learners.
- Curriculum Service Provider provides individual and school-wide job-embedded professional development to expand professional knowledge in student engagement, instructional best practices, curriculum pedagogy, Understanding by Design, culture and climate, and site-based initiatives and resources.
- Professional development for use of technology in math and ELA offered to support teacher use of technology during instruction

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Cholla High School
 Principal: Frank Armenta**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
27%	61%	6%	12%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Cholla	124	7%	82	4%	1517	81%	110	6%	9	0%	27	1%	1869
% non-neighborhood													20%
HS Total	3049	22%	1259	9%	8186	60%	409	3%	391	3%	420	3%	
HS Range	7-37%		0-24%		45-70%		0-18%		0-18%		0-18%		

Integration status: Racially concentrated

Integration target population (minimum): 49 White students and 239 of other races (AA, NA, API, MR)

Potential for Integration: Low

Although Cholla has the potential to attract students throughout the district to its IB program, Cholla is currently overcapacity and academically underperforming.

Marketing Outreach and Recruitment Strategies for Integration:

Cholla will work with the Communications Department in promoting the IB program. Activities include:

- Recruiting Events (Magnet Fair, HS Expo)
- Advertising including digital Advertising; TV/Radio Advertising
- Mass Mailings (Postcards/notices)
- School/District Website
- Printed Material (Rack cards/Brochure/Catalog of Schools)
- School Open Houses/Campus Tours
- Marquee
- TUSD Social Media Blast – Facebook/Twitter/Instagram, etc.

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Cholla	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	76	52	1046	1282		
% proficiency	22.4%	3.8%	11.4%	11.6%	-18.6%	-11.0%

Math

Cholla	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	72	53	1015	1250		
% proficiency	16.7%	1.9%	12.5%	11.7%	-14.8%	-4.2%

Strategies to Improve Academic Achievement:

- A structured system for monitoring daily instruction used by Principal and school leadership team using classroom walkthroughs, followed with “Bite Sized Action Step” feedback provided to the teacher regarding observational data
- Sheltered English language development strategies and visual models used to support all students, including those recently reclassified
- The leadership team (Principal, AP, Coordinators, teachers, and other key professional staff members) will develop, articulate, and monitor the IAP; including the school’s top priorities, action steps, evidence, timelines, and responsibilities for each member of the faculty and staff
- Curriculum Service Provider (CSP) and Instructional Data Interventionist (IDI) will analyze data with teachers during collaborative teacher times and planning times to develop interventions and support systems that increase students’ academic outcomes
- Regional Assistant Superintendent, Support & Innovation Team (Title 1), and/or ADE use instructional trend data to help guide PD choices, programmatic support, curriculum implementation support, and other supports that may arise including determining next steps for addressing interventions and/or providing enrichment opportunities These visits will take place at least once a semester.
- Pedagogical approaches used by teachers include culturally responsive instruction and teacher consultations with teachers who have completed district training on SPARKS strategies
- Universal Design for Learning (UDL) is used to create student-centered and positive learning environments representative of and honoring all student cultures
- Instruction and learning captures relevant content integration and examination of real life issues to which students relate

- Active listening strategies used during classroom instruction to acknowledge and extend students responses
- Literature and/or historical accounts reflective of student culture are accessible to students
- Parents/Community members invited to serve as storytellers and family historians in the classrooms

Professional Development

- Weekly Wednesday Professional Development for all ELA teachers
- Monthly Job-Embedded Professional Development, Coaching, and Feedback are provided to all teachers in ELA and math
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback and guide professional growth

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Pueblo High School
 Principal: Frank Rosthenhausler**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
32%	63%	8%	14%

B. Integration plan

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Pueblo	42	3%	38	2%	1481	88%	89	5%	6	0%	18	1%	1132
% non-neighborhood													27%
HS Total	3049	22%	1259	9%	8186	60%	409	3%	391	3%	420	3%	
HS Range	7-37%		0-24%		45-70%		0-18%		0-18%		0-18%		

Integration status: Racially Concentrated

Integration target population (minimum): 68 White and 274 non-Hispanic

Potential for Integration: Low

- Based on 2017 Census estimates, there are insufficient numbers of targeted students living within Pueblo’s attendance boundary
- As an underperforming school, recruiting diverse students is not currently practicable.

Marketing Outreach and Recruitment Strategies for Integration

- Market implement of school’s first college prep academy where qualifying students matriculate as a cohort, offered a senior Warrior mentor, enroll in the Ivy League Club, and submit a Capstone Experience
- Work with community to rebrand school as a college prep site welcoming all students
- Host a summer enrichment program for targeted students in grades 6-8, with a curricular focus on Piano, Elite Writing and Engineering
- Participate in the district’s enrollment events
- Promote Freshman Academy for incoming 8th graders to strengthen study skills for high school transitions into ELA and Math courses

C. Academic Achievement plan

AzMERIT Spring 2018 (Letter Grade: C)

ELA

Pueblo	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	35	26	977	1115		
% proficiency	28.6%	7.7%	12.7%	12.9%	-20.9%	-15.9%

Math

Pueblo	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	33	26	989	1130		

% proficiency	27.3%	7.7%	9.7%	9.9%	-19.6%	-17.6%
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Strategies to Improve Academic Achievement

- All teachers will be trained in the Tier I strategies specifically to using the Quiz, Teach, Quiz model of highly structured classrooms
- Instructional leaders will monitor lessons for QTQ strategies in Algebra and Geometry during instructional walk-throughs using the TUSD Walkthrough protocol
- Informal and formal formative assessments embedded throughout daily lessons school-wide to monitor and adjust teaching
- Employ “Writing Across the Curriculum” school-wide, emphasizing non-fiction in all non-English classes including Health, Science, Social Studies, and AVID
- Strengthen processes for walkthroughs and calibration of observational feedback to create a cohesive school-wide focus on targeted best practices
- Design and implement a Focus on Freshmen program
- After-School tutoring provided through AmeriCorps to targeted students in ELA and Math
- Math and RTI math teachers use common formative assessments
- ACT Prep teacher for student support to improve ACT performance using online resources
- RTI Math classes and Algebra 1 classes aligned in Master Schedule for consistent student monitoring and supports
- After-school English, Math, Social Studies and Science Centers provide content specific student support 3 days weekly
- Dual-credit courses are available for high school and college credits
- Instructional leaders monitor the analysis of A-C rates and the implementation of action plans addressing student learning needs
- AVID strategies implemented in all ELA and Math classes
- Students provided smaller class sizes in math at the freshman and sophomore levels
- Structured non-fiction writing occurs across the curriculum
- Teachers create inclusive classroom learning environments for students based upon the tenets of Universal Design for Learning

Professional Development

- Professional development for ALE teachers for “teaching at the highest levels” and “having students struggle at higher levels” to support learning discourse with targeted students
- Increase teacher accessibility to CSP by housing in a mobile office, particularly for those with highest needs
- Professional development for “teaching to the best student in the class” for increased exposure to rigorous content for targeted students
- PLC foci refined for emphasis on critical content standards and defining proficiency for grade attainment
- Professional development for clarifying the essential learning (standards) for each unit of content
- Provide professional development for curriculum pacing
- Professional development on developing common formative assessments, using the results to develop next step instructional strategies for new lessons, and targeting student supports
- ELA and Math faculties develop and enhance their culturally responsive instructional proficiencies and use of multicultural curricula
- Common assessments collegially developed, administered, and evaluated by ELA and Math Departments
- Professional development for ongoing school-based initiatives including 90-90-90 Practices, Cultural Relevant Pedagogy, AVID strategies, Cooperative Learning Structures, and Differentiation at higher levels of learning
- Summer workshop opportunity provided to freshmen teachers to support academic transitioning of 8th grade learners

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Rincon
 Principal: Alissa Welch**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
29%	57%	10%	13%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Rincon	222	20%	147	13%	669	59%	16	1%	35	3%	43	4%	1132
% non-neighborhood													46%
HS Total	3049	22%	1259	9%	8186	60%	409	3%	391	3%	420	3%	
HS Range	7-37%		0-24%		45-70%		0-18%		0-18%		0-18%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- Strengthen relationships with middle schools to enhanced collaboration and support for student transitions
- Host annual Family Meeting to provide in-depth information to prospective families interested in attending Rincon
- Participate in annual School Choice Fair
- Highlight student and school successes in diverse areas using multiple digital platforms that showcases school

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: B)

ELA

Rincon	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	134	99	440	736		
% proficiency	39.5%	11.1%	26.8%	26.3%	-28.4%	-12.7%

Math

Rincon	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	128	93	425	705		
% proficiency	23.5%	1.1%	20.9%	19.2%	-22.4%	-2.6%

Strategies to Improve Academic Achievement

- Ensure instructional standards are in alignment with ACT standards and rigor
- Maintain HQ teachers in all classrooms
- Use Danielson Framework to evaluate and share feedback with teachers
- Utilize Curriculum Service Provider to serve as a teacher mentor and data coach
- Ensure struggling students receive the support they need through the MTSS process

- Provide training on ACT strategies so teachers can provide students viable practice within their classrooms
- Implement Universal Design for Learning (UDL) framework to support diverse learners
- Fostering Universal Design for Learning (UDL) used by teachers to create student-centered, positive learning environments in all classrooms
- Culturally Relevant classroom environments are representative of students served
- PBIS applications are reflected in school's culture
- Multi-Tiered System of Support provides systemic support to targeted students and enhances their access to resources
- Dean of Students supports students and teachers in the classroom to observe for behaviors that may hinder effective instruction and learning, and work with targeted students to enhance their growth toward mastery of high leverage standards
- 105 minute weekly block period provides students opportunities to explore depth of knowledge using manipulatives, project based learning techniques, and higher order thinking skills
- 60 minute biweekly Conference Periods before school provide students with unscheduled time for 1:1 teacher support as needed
- 90 minute tutoring sessions offered after-school 3 times weekly with a different highly qualified teachers different from their classroom teacher
- Targeted students are offered tutoring services in all grade levels
- Instructional Assistants support processes for student interventions
- Instructional aides used to enhance student learning (Imagine Learning, Rosetta Stone, headphones, Empower kits)
- Sheltered content courses offered to ELD and RFEP students

Professional Development

- Ongoing professional development related to building relationships, de-escalation techniques and restorative practices
- Curriculum Service Provider works with teachers and individual students to review data related to student growth, and to set goals for future instruction and learning
- Ongoing all-staff professional development related to culturally relevant practices

- Weekly Wednesday Professional Development
- Monthly job embedded Professional Development with Coaching and Feedback provided to all certified staff
- Teacher Evaluation Instruments (Danielson Framework) used to provide teacher feedback and guide professional growth
- Weekly PLCs meetings include ELD teachers
- Professional development on DOK
- Professional development opportunities for targeted district initiatives
- New teachers assigned to district's New Teacher Mentor program for enhanced support
- Curriculum Training and Professional Development as available on district's online Learning Portal
- After-contract professional development opportunities for Math Pathways and Pitfalls, and Intervention training for EE and EL teachers

**Tucson Unified School District
Integration and Academic Achievement Plan
2019-20 SY
SABINO HIGH SCHOOL
Principal: Russell Doty**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
19%	17%	1%	8%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Sabino	472	50%	77	8%	326	35%	3	0	18	2%	40	4%	936
% non-neighborhood													61%
HS Total	3049	22%	1259	9%	8186	60%	409	3%	391	3%	420	3%	
HS Range	7-37%		0-24%		45-70%		0-18%		0-18%		0-18%		

Integration status: Neutral.

Integration target population (minimum): 248 Hispanic students

Potential for Integration: Moderate

- As a high performing school Sabino can attract students from throughout the District
- Sabino is hampered by its location and access is limited compared to other geographical areas. Travel to and from the school from other parts of the District can be difficult

Marketing Outreach and Recruitment Strategies for Integration:

- Early marketing to targeted students starting in grade 5 using Mailers and Open House invitations, continuing through middle school through approach of their high school registration
- Mailers and Open House invitations sent to all 8th grade students within a 10 mile radius.
- Host middle school field trips to Sabino to highlight options for academics and student activities options including classroom observations, campus tours, and meeting with current high school students
- Campus tours provided during the school day and student shadowing offered to interested students with parent request
- Promote student opportunity for city bus with common school bus stops
- Promote summer office hours to assist with any site registration, provide campus tours, and to respond to prospective students
- Participate in the district's MOR initiative for low-enrollment schools including postcard Mailers to targeted neighborhood, enhanced social media presence and digital ads on FaceBook and Twitter, creating a Principal Welcome video, HS Expo, SW Student Tour grades 7-8, and Express Bus Rack Card
- Welcome to Success Night: Geared towards presenting prospective parents/students with an overview of what they can expect
- Open House for Future Sabercats: Geared towards prospective parents and students
- Promote events and include family resources in the monthly newsletter sent via ParentLink, school website, and school's FaceBook page
- Promote family engagement at critical school events including Open House, Parent-Teacher Conferences, 1:1 and small group conferences, Facebook, school website, marquee, and ParentLink messages/information

Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: A)****ELA**

Sabino	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	342	45	215	647		
% proficiency	49.1%	28.9%	32.1%	41.8%	-20.2%	-17.0%

Math

Sabino	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	310	47	202	601		
% proficiency	52.6%	32.0%	41.6%	47.1%	-20.6%	-11.0%

Strategies to improve academic achievement

- Student Service Specialist available to support African American students' success
- Quarterly Steps to Success home visits by Administration in an effort to retain and support at-risk students
- Instructional (formal and informal) walk-throughs on a weekly basis; providing feedback and suggestions to teachers.
- Data analysis on CFA's
- Review of student academic data, via Interventions Block, in Data Review meetings, MTSS meetings and PBIS meetings
- School City pre-assessments and benchmark assessments, focusing upon student growth towards mastery
- Master Schedule developed to emphasize:
 - Maintaining or expanding ALE (AP, Honors, GATE) courses
 - Balanced classes, particularly for core courses
 - Varied period offerings to allow for greater opportunities for students to take a variety of courses
- Unit and lesson plans include mastery objectives using COLE strategies to maximize student engagement
- Curriculum maps continuously refined for alignment to standards to district and AZCCRS
- Present biannual Code of Conduct Parent Presentations to maintain parental awareness for supporting their students
- New Student Orientation for all new students and their parents to clarify expectations of excellence
- Freshman Academy for students who failed two or more core classes during the 2nd semester of 8th grade
- Biweekly tutoring opportunities include the Breakfast Club and Math Homework Help
- General Credit Recovery classes offered during school schedule for credit deficient students using Edgenuity
- Targeted learning for students in testing grades who are demonstrating barriers to success
- Benchmark data and CFAs used to illuminate areas in need of improvement, cohort trends, and individual students in need of assistance
- MTSS Lead and teachers collaboratively identify Tier 1 and Tier 2 interventions and assess next steps
- 1:1 meetings with parents and students
- Seniors receive letters home documenting credit deficiency and options
- Counselor and MTSS Lead follow-up with students in 1:1 settings

Professional Development

- Development of CFA's (Common Formative Assessments) with data comparisons between classes and between teachers to determine best practices in presentation of curricula. CFA's and data digs will be conducted during CTT meetings that are scheduled 2 – 3 times per month
- Professional development for culturally relevant pedagogy and practices to support diversity of students served
- Wednesday Staff Development for all certified staff members
- MTSS, PBIS, and Data Review meetings to analyze a range of student performance data for instructional decisions and targeting student supports
- Department CTTs meet bimonthly with all departments to create 2 CFAs (unit level assessments) with two data analysis reports
- Grade level and department CTT meetings to maintain consistent practices and share best practices
- Quarterly CTT Retreats to review student performance data, plan instruction, target student supports
- PLCs data analyses include academic, behavior and attendance that are used to target students for interventions
- Staff development training on use of 3 types of standard MS Excel reports for documenting and comparing student data.
- Review and revision of Sabino's Mission Statement to ensure relevance to student population
- CTT focus on 4 Pillars
- Collective Commitments
- School Goals
- Monthly MTSS committee and data reviews
- Review how to create assessments using School City features
- SUCCESS Program (Sabercats Ultra Commitment to a Culture of Excellence for Students and Staff)
- PBIS strategies, supported by Sabino PTSA, staff and PBIS Committee, identify opportunities to celebrate student academic and behavioral successes, including, but not limited to, improvement in attendance and adherence to site/district policies.
- Ben's Bells Activities and Be Kind Week

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Sahuaro High School
 Principal: Roberto Estrella**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
23%	38%	3%	12%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Sahuaro	683	40%	215	12%	704	41%	12	1%	53	3%	56	3%	1723
% non-neighborhood												53%	
HS Total	3049	22%	1259	9%	8186	60%	409	3%	391	3%	420	3%	
HS Range	7-37%		0-24%		45-70%		0-18%		0-18%		0-18%		

Integration status: Not Integrated nor Racially Concentrated

Integration target population (minimum): 149 Hispanic students

Potential for Integration: Moderate

- Based on 2017 Census estimates there are sufficient numbers of Hispanic students living within the Sahuaro attendance boundary
- As a higher performing high school, Sahuaro has the ability to attract students throughout the District

Transportation: The District currently runs express shuttles to and from Sahuaro

Marketing, Outreach and Recruitment Strategies for Integration:

- Direct marketing to diverse neighborhoods and middle school communities
- Market the availability of transportation options including Express Shuttles, transportation hubs, and city bus routes
- Site Based Steps for Success each semester
- Direct mailing inviting families to participate in Future Freshman Night in November and Robotics Completions in the Spring
- Maintain updates to school website
- Work with Media and Communications to market school to targeted students within school boundaries

C. Academic Achievement Plan**AzMERIT Spring 2018 (Letter Grade: B)**

ELA

Sahuaro	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	462	144	480	1167		
% proficiency	41.3%	27.8%	25.2%	32.0%	-13.5%	-16.1%

Math

Sahuaro	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	423	143	454	1091		
% proficiency	33.8%	19.6%	20.3%	25.7%	-14.2%	-13.5%

Strategies to improve academic achievement

- Freshman Academy that supports transitions of incoming 9th graders to learn high school specific study skills, routines, expectations, graduation requirements, and how to successfully succeed in a collaborative high school environment
- 9th graders initiate high school focus on ECAPS with counselors who provide ongoing support to explore college and career readiness, goal-setting, credits tracking, and ongoing guidance to obtain goals
- Struggling students receive targeted support from their math and ELA teachers
- Students learning outcomes guided by teachers during participation in Student Centered Data Talks
- Credit Recovery and RTI opportunities built into school's Master Schedule and during the Extended Day schedule, expanding opportunities for students to meet their graduation goals

Professional Development

- All Math and ELA teachers trained for 9th grade level interventions on IXL platform to monitor students' academic progress and develop targeted learning supports for struggling students
- Teachers trained in PLCs to conduct student-centered Data Talks used to guide student learning and instructional practices
- ELA and math teachers trained to use IXL platform for student interventions
- All teachers receive TSI professional development for collaborative planning and accountability for stronger EE and ELD student learning goals and instructional design
- WestEd Math Pathways and Pitfall (MPP) professional development for math teachers on inclusive math interventions methodology that include student to student conversations, collaboration, use of manipulatives, and specific strategies to teach specific standards historically difficult for our students
- Off-contract professional development opportunities for additional training on Math Pathways and Pitfalls for identified subgroups

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 Santa Rita High School
 Principal: Tamara Ray**

A. Student profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
47%	63%	3%	19%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Santa Rita	120	30%	65	16%	183	46%	2	1%	9	2%	19	5%	398
% non-neighborhood													32%
HS Total	3049	22%	1259	9%	8186	60%	409	3%	391	3%	420	3%	
HS Range	7-37%		0-24%		45-70%		0-18%		0-18%		0-18%		

Integration status: Integrated

Marketing Outreach and Recruitment Strategies to Maintain Integration

- Market district-wide as a College and Career Readiness Campus that offers students a wide range of academic and Career and Technical (CTE) dual enrollment courses, with the opportunity to earn college credit while still in high school. Promote Advanced Learning Status using MOR materials and website.
- 8th Grade walkthrough visits at campus
- Guidance Counselor, and College and Career Readiness Counselor conduct bi-weekly visits to middle schools and elementary schools to promote Dual Enrollment and CTE programs, including CTE demonstrations.
- Santa Rita is part of the District's campaign for low-enrollment schools. MOR strategies include TV commercial; Billboards to promote CTE and Dual Credit, NCM Movie theater ads; targeted postcard mailing; Bus Shelter, HS Expo; SW Student Tour (7/8th grade); Parent University; FB/Twitter/You Tube – digital ads; Principal Welcome Video

C. Academic Achievement Plan

AzMERIT Spring 2018 (Letter grade: D)

ELA

Santa Rita	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	86	48	121	270		
% proficiency	11.6%	8.4%	9.1%	9.3%	-3.2%	-2.5%

Math

Santa Rita	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	89	49	124	277		
% proficiency	8.9%	6.1%	8.1%	8.3%	-2.8%	-0.8%

Strategies to Improve Academic Achievement

- Curriculum Service Provider, MTSS Facilitator and/or administration lead daily-PLCs to analyze data, create content-based Common Formative Assessments, guide instruction, and identify struggling students
- Teachers of Freshman and Sophomore Academies collaboratively plan cross-curricular lessons
- Freshman Academy offered to students during the summer, to incoming 8th graders to bridge transition from middle school to high school with courses in math, English and study skills.
- Administrative review of weekly math lessons to ensure curriculum alignment.
- 5+ sections of credit recovery classes offered continuously for credit-deficient juniors and seniors.
- Students in lowest quartile of math proficiency in grades 9 and 10 are placed into semester course of Response to Intervention Class to address specific deficits in essential skills for mathematics
- Success Academy embedded into bell schedule on Wednesdays and Thursdays, for the last 30 minutes of each class period to provide students with targeted intervention and enrichment
- Multi-Tiered System of Support (MTSS) Facilitator systematically gathers and analyzes student performance data to guide educational decision-making; including student screenings, diagnoses, and progress monitoring
- College and Career Readiness Counselor provides information to students and families for college and career pathways
- Common grade-level Math & ELA Lesson Plans
- Common Formative Assessments for grade-level units developed in PLC and Grade Level Teams
- CSP, MTSS, Guidance Counselor, CCRC, and administration will pull, analyze, interpret, and share data results with teachers
- CSP, MTSS, and administration train teachers about the use data in order to guide instruction.

Professional Development

- Weekly Wednesday Professional Development for all Certified Staff
- Curriculum Service Provider provides monthly professional development for math department
- Teacher evaluation instruments used to provide teacher feedback and guide professional growth
- Weekly PLC coalition meetings to plan Wednesday professional development

- Off contract opportunities to work with external provider, CSP, and MTSS Facilitator for extended professional growth.
- Math professional development includes observational feedback, and coaching for specific math strategies as aligned and coordinated with the TUSD Math Curriculum Department.
- Curriculum training available in TUSD Learning Portal, Principal Meetings and site specific trainings
- District Mentor supports math and ELA teachers to structure lessons and design the best strategies for student growth.

**Tucson Unified School District
 Integration and Academic Achievement Plan
 2019-20 SY
 University High School
 Principal: Amy Cislak**

A. Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
7%	17%	0%	0%

B. Integration

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
University High	487	44%	34	3%	379	35%	4	0%	132	12%	62	6%	1098
% non-neighborhood													99%
HS Total	3049	22%	1259	9%	8186	60%	409	3%	391	3%	420	3%	
HS Range	7-37%		0-24%		45-70%		0-18%		0-18%		0-18%		

Integration status: Not Integrated nor Racially Concentrated

Feasibility:

- Under the USP, University High school has specific requirements to diversify its school population, including increasing the number of African American and Hispanic students
- Students must meet admissions requirements to attend the school.
- Increasing acceptance rates of school placements can have a positive impact on reaching integration

Marketing Outreach and Recruitment Strategies to targeted students for maintaining Integration

- UHS will continue the following efforts:
 - The UHS Recruitment and Retention Coordinator will meet with every 7th and 8th grader at every TUSD middle school throughout the year to talk about why students should attend UHS. The Recruitment and Retention Coordinator will bring African American and Hispanic Students from UHS with her that attended those middle schools so that middle school students will hear success stories from African American and Hispanic students.
 - UHS will host 2 parent nights in the fall and 2 parent nights in the spring for African American and Hispanic families to learn more about UHS.
 - UHS will host 2 test prep sessions in the fall and 2 in the spring for African American and Hispanic Families to learn about the placement test and how to help their student do well on the placement test. Each student will receive a practice test and strategies to practice at home.
 - UHS will host Step Up Day in in the fall of 2019 for 8th graders to learn more about UHS and spend a day on campus learning about the campus with support from UHS teachers and current UHS students
 - UHS will host tours for interested families all year
 - UHS will host a welcome gala for newly admitted students in the spring
 - UHS will host BOOST for newly accepted students in June
 - UHS will host BLAST for 6th and 7th grade Hispanic and African American TUSD students interested in UHS

- UHS will have current African American and Hispanic families contact new Hispanic and African American families to educate them about the school and share experiences
- UHS parents will host welcome parties for all incoming students based on zip code the summer before 9th grade year
- UHS will create the following new efforts:
 - UHS will work with TUSD counselors to help expand study prep program for UHS admission test

C. Academic Achievement

AzMERIT Spring 2018 (Letter Grade: A)

ELA

University	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	371	21	290	823		
% proficiency	97.1%	90.5%	93.5%	95.6%	-6.6%	-3.6%

Math

University	White	AF. AM.	Hispanic	Total	AA vs W	AA vs H
# Tested	236	12	189	508		
% proficiency	99.1%	91.6%	97.9%	98.4%	-7.5%	-1.2%

Strategies to Maintain Academic Achievement:

- UHS is adding a Culturally Relevant Advanced Placement Exam for all junior students in SY 2019-20. This course will focus entirely on Mexican American and African American Authors
- UHS is joining the Challenge Success Professional Development program and will be contracting with this agency for more professional development in how to support socio-emotional curriculum while maintaining high standards. These efforts are beginning with a school wide book study (with a cohort of students and

parents) as well as all teachers on staff. The curriculum and training will look at ways to improve learning through specially designed bell schedules, teaching strategies, and other instructional resources.

- UHS will continue support centers in math, science and writing
- UHS will continue offering 20 hours of tutoring before and after school that is free to students
- UHS will continue offering the PSAT for all 9-11th graders, SAT for 12th graders and ACT for 9-11th graders so they can practice test taking skills
- UHS will continue summer BOUNCE for African American and Mexican American students entering Chemistry
- UHS will continue to offer conference period for students to attend tutoring as well as small group sessions to work on study skills and other essential student skills that they are struggling with.