

Holladay ES Magnet School Plan 2018-19 SY
Magnet Theme: Fine and Performing Arts
Principal: Tonya Strozier
Tucson Unified School District

Holladay Magnet Elementary School’s School is an integrated school with earned the Arizona State letter grade of D. Their magnet theme centers on forms of visual and performing arts. Holladay maintains its legacy as an award-winning arts program for elementary students. Through our magnet theme, along with rigorous, individualized instruction and leadership development, students are offered a wonderful opportunity to develop their creativity while becoming scholars and leaders. Instruction is culturally responsive and research based. The administration, teachers, and staff are committed to the success of the whole child. Holladay also offers students a one-to-one technology environment, Makerspaces, athletics, and a STEM program in addition to the Arts. Our strong community partnerships bring additional support for families and unique learning opportunities during the summer.

PROGRAMS													
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply									
X	School Wide		Targeted Assistance	X	Magnet		SIG	X	Targeted School Improvement ELL_FEP and Students w/ Disabilities		Comprehensive Support & Improvement	D	D or F Status

TIMELINE FOR PLAN SUBMISSION AND MONITORING						
	Mar. 15, 2019	Oct. 4, 2019	Dec. 20, 2019	March 13, 2020	May 20, 2020	TBD
	Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2019 AzMERIT

GOALS FOR MAGNET SCHOOL EFFECTIVENESS

GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, HOLLADAY WILL REMAIN INTEGRATED.

Integration Measure: a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

GOAL 2: HOLLADAY WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.

Academic Quality Measures:

Academic Performance (All Students)

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

Academic Performance (African American and Latino Students)

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)

Current Integration Status: Integrated (199 students).

Race/Ethnicity: 6% White, 22.6% African American, 67.3% Hispanic, 1% Native American, 0% Asian American, 4% Multi-racial.

Objective: Continue to recruit all students, with a focus on increasing the non-Latino student population.

Integration Indicator: Integration of Diverse Student Population

Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:

- The school will plan and implement recruitment and retention activities and events that are proven to increase integration.
- Recruitment and marketing activities are planned and implemented by the District and the school.
- The Communication Department will provide marketing materials appropriate to support the school’s branding and activities.
- Holladay will be included in District-level deployment of commercial media including television, print, and social media.

Critical Focus Area: Recruitment and Retention

Critical Focus Area Action Steps:

1. Holladay staff representative(s) will participate in all District recruitment activities offered to the school.
2. The Leadership Team will strategically identify areas for school-based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship].

3. The Leadership Team will create partnerships with community members that assist in recruitment events and school magnet visibility.
4. The Leadership Team will implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
5. The Magnet Coordinator (or appointed staff member) will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
6. Recruitment logs will be kept on-site and document district and school recruitment events, tours, and magnet phone inquiries.

Evidence of Progress

- Magnet School Reports
- Recruitment Logs
- Partnership Letters
- Parent Attendance for Retention Activities

GOAL 2: ACADEMIC QUALITY**A. Data Analysis, Trends, and Objectives** *(language in red will be updated based on 2019 AzMERIT data)***1. Improve the academic performance of all students**

ELA AzMERIT	2018	23.1% of all students scored proficient or highly proficient; 13.6% below district proficiency rates.
	2019	Objective: 36.7% of all students will score proficient or highly proficient. (meet or exceed the District proficiency rate)
	2019	XX.X% of all students achieved proficient or highly proficient; XX.X% above district proficiency rates.
	2020	Objective: TBD
MATH AzMERIT	2018	22.5% of students achieved proficient or highly proficient; 16.3% below district proficiency rates.
	2019	Objective: 38.9% of all students will score proficient or highly proficient (meet or exceed the District proficiency rate)
	2019	YY.Y% of all students achieved proficient or highly proficient; YY.Y% above district proficiency rates.
	2020	Objective: TBD

2. Improve the academic performance of African American students to narrow or eliminate achievement gaps

ELA AzMERIT	2018	14.3% of African American students were proficient/highly proficient; 16% below district proficiency rates for AfAm students.
	2019	XX.X% of African American students were proficient/highly proficient; XX.X% above district proficiency rates for AfAm students.
	2020	Objective: TBD
MATH AzMERIT	2018	23.8% of African American students were proficient/highly proficient; 5.8% below district proficiency rates for AfAm students.
	2019	XX.X% of African American students were proficient/highly proficient; XX.X% above district proficiency rates for AfAm students.
	2020	Objective: TBD

3. Improve the academic performance of Latino students to narrow or eliminate achievement gaps

ELA AzMERIT	2018	17.4% of Latino students were proficient/highly proficient; 15.3% below district proficiency rates for Latino students.
	2019	XX.X% of Latino students were proficient/highly proficient; XX.X% above district proficiency rates for Latino students.
	2020	Objective: TBD
MATH AzMERIT	2018	17.9% of Latino students were proficient/highly proficient; 17.5% below district proficiency rates for Latino students.
	2019	XX.X% of Latino students were proficient/highly proficient; XX.X% above district proficiency rates for Latino students.
	2020	Objective: TBD

B. Actions to Improve Academic Quality

Holladay has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)

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

Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:

- The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources – which includes CR practices and instructional strategies)
- The principal and the school leadership team will follow a structured system for monitoring daily instruction.
- Use the Teacher Evaluation Instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.
- The District's Support & Innovation Team (Title 1, Magnet, Regional Leadership) will gather classroom instructional trend data and identify strengths and refinements, and develop an action plan to address needs and or to provide enrichment.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Teachers will ensure that daily instruction includes research-based practices as evidenced in lesson plans and observations.
- Consultant will provide PD to math teachers/mentors to develop content mastery in math and establish school-wide practices.
- Lucy Calkins Reading and Writing Curriculum will be used throughout all grade levels.

ELA ONLY:

- Embed Balanced Literacy and Daily 5 Stations into reading block as evidenced in Lesson plans and observations (August-May).
- Implement 90-minute uninterrupted reading block as evidenced in Lesson plans and observations (Daily August-May).

MATH ONLY:

- 90-minute uninterrupted math block will be implemented as evidenced in lesson plans and observations (Daily August-May).
- Quality math instruction will be ensured through use of SBR instructional strategies including math manipulatives, and cognitively guided instruction supported by fidelity to District math curriculum.

Critical Focus Area: Structure Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Daily Instruction to include research-based practices as evidenced in lesson plans and observations.
2. Leadership team will consistently monitor instruction through classroom walkthroughs and provided feedback to teachers.
3. Leadership Team will meet bi-weekly to review walkthrough data, to determine tiered support for teachers, and PD instructional topics.
4. Teachers will participate in ELA and math leadership training, i.e. NCTE –National Council of Teachers of English and NCTM - National council of Teachers of English
5. Teachers participate before the beginning of and after school year in PD aligned to instructional needs and Collaborative Teacher Team meaningful work.

Evidence of Progress

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| <ul style="list-style-type: none"> • Classroom Walkthrough Logs • Lesson Plans | <ul style="list-style-type: none"> • Leadership Team Agendas and Minutes |
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SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group, or individual student level).
- The principal and school leadership team will have structured systems for monitoring the efficiency and effectiveness of PLC Collaborative Teacher Teams grade level/course teamwork (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- The Magnet Coordinator will meet monthly (9 meetings) with the Magnet Department to focus on Tier 1 instruction and the work of PLC Collaborative Teacher Teams.
- The Multi-Tiered System of Support (MTSS) framework and processes will be used to maximize achievement for struggling students through systematic gathering of data used for educational decision making in interventions (screening, diagnosis, and progress monitoring) to support student achievement as evidenced in progress monitoring data, data notebooks, and MTSS and/or PLC Collaborative Teacher Team meeting notes.
- The Instructional Specialist will support students as part of differentiated instruction in the regular classroom.

- PBIS will continue to be implemented and enhanced through the continuation of the Leader in Me Program. Leader in Me Program focuses on students building leadership skills, taking ownership of their learning, which includes learning how to analyze their own academic data and set goals, and ownership of their school community and environment.
- The school counselor will provide support and instruction in cooperative learning, conflict resolution, PBIS, and as part of the MTSS team, the counselor contributes to the development of student behavior support and intervention plans.
- DIBELS universal screening; NSGRA reading levels; ARMM diagnostic screening for grouping and to identify students needing additional support for math and ELA.
- Instructional Data and Interventionist Specialist will support Tier 2 and Tier 3 students by analyzing data to identify student specific needs and supplemental services during the school day.
- Instructional Data and Interventionist Specialist will support CTT in analyzing student achievement data and planning supplemental Tier 2 support.

Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)

Critical Focus Area Action Steps:

1. Walk-to-Intervention will be used for math. Students who have not received 80% mastery from common formative assessments will receive re-teaching of standards to reach mastery. Students who reach 80% and above as measured from common formative assessments in math will receive enrichment.
2. CSP and Instructional Data and Interventionist Specialists and will provide support for differentiated instructions, including interventions to CUSP and Tier II students.
3. ELA push-in services will be provided by Reading Specialist three days per week for grades 3-5.
4. ELA pull-out services will be provided by Reading Specialist five days a week for grades K-2.

5. Afterschool intense reading supplemental support will be provided by the Reading Specialist for 2 hours per day - four days a week – after school.
6. Extended Day and Breakfast Club through the 21st Century Grant will provide support for reading and math.
7. The summer program through the 21st Century Grant will target students from baseline data who need additional support in math and ELA. This program runs for three weeks in the summer and the District provides transportation.
8. The ELL-Math Specialist along with the itinerant Language Acquisitionist will provide push-in and pullout services for grades 2-5 for ELL students.
9. The principal will meet with all support service personnel weekly to review data and strategize support for teachers.
10. Targeted tutoring offered for CUSP students through 21st Century Program after school program.
11. Sylvan Learning (tutoring services) will continue services to support CUSP and L25 students in math and ELA – after school hours.

Evidence of Progress

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| <ul style="list-style-type: none"> • Post Intervention CFA Data and Exit Tickets • School City Data • Behavior Flow Chart | <ul style="list-style-type: none"> • MTSS Minutes • Scholastic Reading Levels • PLC Collaborative Teacher Teams Binders |
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Critical Focus Area 2: Strengthen Professional Learning Communities Collaborative Teacher Teams

Critical Focus Area Action Steps:

1. PLC Collaborative Teacher Teams (CTT) time will continue to be embedded in the regular school day for each team to meet once a week during a two-hour block.
2. Common Formatives Assessments (CFA) will be created based on the TUSD Curriculum and scope and sequence

3. Data Digs: Weekly PLC –CTTs will focus on continual analysis of student data for planning appropriate instruction.
4. PLC -CTT will plan for scaffolded instruction and assessments aligned to unwrapped standards.
5. Students who need additional intervention and supplemental service will be identified through the use of CFAs and Benchmark data. A plan of action to support each students needs will be developed and implemented by all support service personnel.
6. Analyses of CFAs will drive collaboration regarding effective instructional strategies that meet the needs of each PLC's students. These strategies will be implemented in re-teaching lesson plans.

Evidence of Progress

- PLC Agendas/Minutes
- School City Assessments
- CFAs
- Data Analysis Protocols
- Student Action Plans

SIAP Principle 4: Effective Curriculum (Indicator 4.2)

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

Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

- Teachers implement TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/PLC Collaborative Teacher Teams).
- Lead teacher will help provide PD for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.
- Teachers will meet in PLC Collaborative Teacher Teams to plan lessons that provide opportunities for students to connect with curriculum through use of culturally relevant materials.
- Amplify K-5 ELA Curriculum will be used as a supplemental support to implementing the District Curriculum.

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

Critical Focus Area Action Steps:

1. PLC Collaborative Teacher Teams will clarify the essential learning by unpacking standards for each unit of instruction as determined by the TUSD Curriculum and scope and sequence.
2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
3. The CSP will support the implementation of high quality curriculum at grade level by supporting teacher's professional growth through content level PD, Professional Learning Community Structures, and coaching.
4. CSP will systematically monitor, review, and evaluate implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.
5. Weekly PLC's focusing on continually integrating the magnet theme in classroom lessons.

Evidence of Progress

- Curriculum Units
- Lesson Plans
- Monitoring Data Documents

SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**Family Engagement Objectives**

- By the end of the 2019-20 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.

SIAP INDICATOR 6.1: Our staff has high expectations of learning for all students.**Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:**

- The Community Liaison will support all school community and family initiatives.
- Leadership Day will be planned and implemented – this is a student led day where students demonstrate their leadership skills and display their academic achievement with parents.
- Adult Parent Teacher Team will be scheduled for three sessions per year. Teachers and parents meet to discuss student data such as DIBELS. Teachers then provide parents with a strategy to help their student improve in math or reading.
- YMCA Summer Learning Loss Program is a partnership between Holladay and the local YMCA. The six (6) week program focuses on combating summer literacy loss for Kindergarten and first grade students. Students are taught by certified teachers using the 4 Blocks model. There is no fee for this program.

- Collaboration will occur among the Magnet Site Coordinator and the Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement
- Staff will develop and use social media structures to connect with students and families.
- Holladay will actively support 2-way communication among multiple stakeholder groups to strengthen and support an environment of continuous school improvement.
- Principal will participate in monthly Site Council to support decision-making as evidenced by sign in sheets, agendas.
- Staff will implement and use of Class Dojo to allow parents to see highlights of class activities, monitor their student's behavior, and communicate directly with staff and administration.
- SIAP leadership team (site council) will review data and surveys to determine the SIAP for 2018-189 SY and to help develop the school plan.
- School Quality Survey (District) will be given for students, teachers, and parents to provide overview of culture, climate, and perceptions from a variety of perspectives.
- Teachers will meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.

Critical Focus Area: Adult Parent Teacher Team**Critical Focus Area Action Steps:**

1. Staff will plan and implement Academic Parent Teacher Teams (APTT), a parent/teacher/family engagement model that establishes partnerships with parents to inform and to equip them to actively assist in setting and supporting academic goals for their student.

2. Three annual meetings address parent training, instructional materials/activities to do at home and establish new learning targets that ensure students are on pace to perform at or above grade level content standards.
3. Parents will be actively sought to participate in 21st Century Grant activities.

Evidence of Progress

- Parent/Teacher Academic Team Agendas/Minutes/Attendance Documents
- Parent Training Curriculum
- 21ST Century Grant Data and Parent Attendance Records
- 21st Century Grant Curriculum/Class Agendas

HOLLADAY ELEMENTARY MAGNET SCHOOL (FINE AND PERFORMING ARTS)

BUDGET AND STAFFING

Other school FTE to support Achievement Goals and School Specific Goals:

910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Magnet Teacher (910G, 202)
- 1.0 FTE Instructional Data Intervention Specialist (910G, 202)
- 2.0 FTE Intervention Teachers (Math-ELL / Reading) (910G, 202)
- 2.5 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, other) (Title 2)
- 1.0 FTE School Community Liaison (910G, 202)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE MTSS Facilitator (910G, other)
- 1.0 FTE Teacher - Reading Interventionist (Title 1)
- 1.0 FTE Instructional Data Intervention Specialist (Title 1)

Holladay ES Magnet Budget 2019-20				
Description	Sum of FY20 (\$)	Purpose	Magnet Plan Principle #:	Source of Funding
1.0 FTE Reading Interventionist	\$43,527.00	Holladay will use a certified reading specialist to provide reading intervention for students who are below proficiency for the primary grades K-2.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Teacher: Performance Arts	\$43,527.00	Grade level teams will address achievement discrepancies by designing strategies and aligning lessons that allow for differentiated Tier 1 instruction and identify students needing Tier 2/3 intervention. Teams will meet during the contract day while students attend Music, Art and PE. Magnet funds will pay for a Music teacher.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Teacher: Visual Arts	\$43,527.00	Holladay will produce Broadway productions and Fine Arts Exhibitions. Holladay will send invites to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Instructional Data and Intervention Specialist	\$43,527.00	An IDIS will create and implement interventions for students identified as "CUSP" and at-risk students at the intermediated grade level 3-5. This position will work with PLC-CTTs to develop intervention strategies order to differentiate Tier 1 instruction and intervention opportunities. The IDIS will operate pull out "bootcamps" and push in support as outlined in our magnet plan.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Substitute Teachers	\$1,500.00	Sick Leave for magnet teachers	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE ELL/Math Interventionist	\$43,527.00	Intervention specialists will assist students in building content knowledge, problem-solving strategies, and higher-level thinking skills.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
2.5 FTE Teaching Assistant	\$64,167.00	While certified teachers provides intervention, teacher assistants will be used to provide support for all students.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Fine Arts	\$10,506.00	Holladay will purchase fine arts supplies for use in the classroom.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$5,000.00	Holladay will purchase instructional supplies for use in the classroom.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Intervention	\$5,000.00	Holladay will purchase intervention supplies for student use.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

1.0 FTE School Community Liaison	\$26,000.00	To address the financial, social, and emotional needs of our community. The need for a full time School Community Liaison was stressed heavily by the special master and his team.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.5 FTE Guidance Counselor	\$21,310.00	Due the backlog of students in the MTSS process and to address the social/emotional needs of the students.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Magnet Site Coordinator	\$43,527.00	Holladay will utilize a Magnet Coordinator whose responsibilities include both recruitment and academic achievement. Magnet Coordinator will maintain social media, market, conduct recruitment events, attend district recruitment events, and track recruitment activities. Magnet Coordinator will also facilitate PLC-CTTs and support quality Tier 1 instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: Tutoring	\$18,000.00	Students will participate in extended day tutoring. 6 teachers, 27 weeks, 4 days per week, for 1 hour. Students will also have the opportunity to participate in morning tutoring. 4 teachers, 30 minutes. Students will participate in summer school.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Certified Added Duty: PD	\$10,000.00	Holladay certified staff will participate in Professional Development during pre-service/off contract time to build organizational capacity and work on school-wide initiatives. This will include review of student data and the creation of action plans for individual students. A team of teacher leaders will plan for pre-contract/post contract professional development.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Tutors	\$41,826.00	To address the Holladay students who are not proficient in math. To provide Tier II interventions, Holladay will continue to offer during and after school tutoring by grade level.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Magnet Schools of America (MSA) National Conference	\$2,000.00	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity	Deseg

Out of State Travel	\$6,000.00	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity	Deseg
Professional Education Consultants PD	\$20,000.00	Teacher and support staff are requesting certification and materials The Leader in Me to shift the school culture, which will address student social and emotional needs.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Sky School	\$5,800.00	UA Sky School instructors will provide a 3-day schoolyard based Urban Research program. This program will introduce 40 4th graders to skills and science content through hands-on activities, and then provide guidance for student-driven inquiry projects.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: PD	\$3,000.00	Substitutes will help cover classes while certified staff review and plan task analysis	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Added Duty - Recruitment	\$3,000.00	To increase ethnic diversity, Holladay staff will focus recruitment activities at targeted TUSD schools, private schools, and charter schools. Certified staff will participate in district sponsored magnet events and encourage current parents to also serve as representatives.	Integration: Providing Diversity, Excellence and Equity	Deseg
Employee Benefits	\$105,061.25			
Total Budget 2019-20 SY	\$609,332.25			
Total FTE	10.0			

Holladay ES Title 1 Budget 2019-2020 SY				
Description	Sum of FY20 (\$)	Purpose	SIAP/ Magnet Plan Principle #	Source of Funding
1.0 FTE Teacher-Reading Interventionist	\$53,470.00	Reading Interventionist essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLC - CTTs and MTSS team to support learning goals for targeted students. Provide push in support for students who are below proficiency and Ex Ed students for the intermediate grade levels 3-5.	2: Effective Teachers and Instruction	Title 1
1.0 FTE Instructional Data Intervention Specialist	\$46,000.00	An IDIS will create and implement interventions for students at the primarily grade level K-2. This position will work with PLC-CTTs to develop intervention strategies order to differentiate Tier 1 instruction and intervention opportunities. The IDIS will operate pull-out "boot-camps" and push-in support as outlined in our magnet plan.		Title 1
Added Duty	\$4,000.00		2: Effective Teachers and Instruction	Title 1
District Supplies	\$3,280.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$13,800.00			
Total Budget 2019-20 SY	\$120,550.00			
Total FTE	2.0			