

Davis ES Magnet School Plan 2019-20SY
Magnet Theme: Bilingual
Principal: Jose Olivas
Tucson Unified School District

Davis K-5 Magnet is a bilingual school that earned the Arizona State letter grade of B. In order to provide a broad foundation for meaningful language learning, enrichment classes are provided for students in Art, Music, Library, Gardening and PE using Spanish as the vehicle for instruction, while offering opportunities for cultural celebrations and transdisciplinary connections. Davis Bilingual Magnet elementary has proudly promoted a “Spanish Immersion” Bilingual model for more than thirty-seven years. All teachers hold a Bilingual Endorsement and participate in on-going training in culturally responsive teaching and bilingual methodology. All lessons are structured to follow the Two Way Dual Language Model. This model provides all Kinder and first grade students with ninety percent of their instruction in Spanish and ten percent in English. Second graders receive eighty percent of their instruction in Spanish. The Spanish percentage gradually decreases so that fifth grade students receive fifty percent of their instruction in Spanish and fifty percent in English

PROGRAMS													
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply									
X	School Wide		Targeted Assistance	X	Magnet		SIG		Targeted School Improvement		Comprehensive Support & Improvement		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, DAVIS 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: DAVIS 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; 314 students.

Race/Ethnicity: 24% White, 7% African American, 63% Hispanic, 2% 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 Goals and Objectives:

- Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.
- Recruitment and marketing activities are planned and implemented by the District and the school.
- The Communication Department will provide marketing materials appropriate to support the school's branding and activities.
- Davis 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. Participate in all District recruitment activities offered to the school.
2. 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. Create partnerships with community members that assist in recruitment events and school magnet visibility.

4. 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. Magnet School Coordinator will document recruitment and retention efforts in a magnet 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	54% of all students scored proficient or highly proficient; 17.3% above district proficiency rates.
	2019	Objective: 57% of all students will score proficient or highly proficient. (at least 3% increase)
	2019	XX.X% of all students achieved proficient or highly proficient; XX.X% above district proficiency rates.
	2020	Objective: TBD
MATH AzMERIT	2018	59.6% of students achieved proficient or highly proficient; 20.7% above district proficiency rates.
	2019	Objective: 62.6% of all students will score proficient or highly proficient (at least 3% increase)
	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	62.5% of African American students were proficient/highly proficient; 32.3% above 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	75% of African American students were proficient/highly proficient; 45.4% above 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	49.6% of Latino students were proficient/highly proficient; 16.9% above 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	55.3% of Latino students were proficient/highly proficient; 19.8% above 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

Davis 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 Plan: (2) Effective Teachers and Instruction, (4) Effective Curriculum, and (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 SIAP Indicator and to Achieve Academic Goals and Objectives:

- School PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources).
- The principal and school leadership team has a structured system for monitoring daily instruction.
- Use the Teacher Evaluation Instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths/refinements and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1, Magnet Dep't, Regional Leadership) will gather classroom instruction trend data to identify strengths and refinements, and develop action plans. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction and will invite consultants to present and facilitate additional culturally responsive events at the school. These will include authors, artists, and dance troupes.
- Daily instruction will include research-based practices evidenced in lesson plans and observations, including: objectives and all teacher actions aligned to objectives including information, questioning, engaging activities, and checks for understanding.
- Implement best practices using Bilingual Language methodologies including Sheltered English and Language Immersion.

- Paraprofessional support will support student instruction/enrichment on a daily basis in all subject areas. This instruction is planned, guided, and supervised by a highly qualified certified teacher.
- Coaching and feedback will be provided to all certified staff at least once a month based on walkthrough evidence.
- Job-embedded professional development will be planned and implemented that supports quality Tier 1 instructional refinements as identified in classroom walkthrough data.
- The Curriculum Service Provider will support effective teachers and instruction through additional coaching, facilitating PLC Collaborative Teacher Teams, and student work sample evaluation, as well as Professional Development for teachers. The PD will focus on differentiation, and high engagement strategies as well as other research based practices.
- Davis Specialists (Art, Music, PE and Librarian) support the Spanish immersion program through meaningful hands on learning and opportunities to explore language development in different contexts.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Danielson Framework will be used by principal during pre-and post-conferences with teachers.
2. Principal will work with teachers on goal setting at least three times a year; more for teachers needing additional support.
3. Principal will schedule weekly classroom walkthroughs.
4. Principal will use district walkthrough template and feedback forms.
5. Principal will highlight focus areas for each teacher and checked in follow-up walkthroughs.
6. Professional development will be aligned to improve Tier 1 instruction as determined by walkthrough data.

Evidence of Progress

- Walkthrough Data and Logs
- PD Documents

- Feedback Forms
- PD Agendas/Minutes

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:

- Offer intervention and supplemental services 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).
- Use a structured systems for monitoring the efficiency and effectiveness of PLC grade level/ course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Dep't at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams strengths and refinements, and to develop actions monitored by site leadership.
- Magnet Coordinators will meet monthly with the Magnet Dep't to focus on data-driven instruction and PLC Collaborative Teacher Teams.
- Planning for 60 minute uninterrupted math and SLA/ ELA blocks (depending on the grade level, according to the TWDL model) as evidenced in lesson plans and observations will be implemented daily.

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

Critical Focus Area Action Steps:

1. School wide approved intervention programs have been identified by faculty for Tier 2 and Tier 3 support.
 - Student data, including CFAs, are analyzed to determine flexible instructional groupings.
 - Achieve 3000 and Reading A-Z is utilized to support Tier 2 and Tier 3 daily instruction.
 - Teachers analyze School City technology data reports to monitor progress and determine need for further intervention and create learning pathways.

- Selected students are targeted for after school tutoring programs.
2. Communication between home and school on student progress is a monthly responsibility of each teacher.
 - SchoolCity data reports to parents.
 - Academic contracts with parents and students.
 3. MTSS referrals and action plans monitored by principal and MTSS leadership team.
 4. School-wide multi data student profile is completed three times a year for every student.

Evidence of Progress

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| <ul style="list-style-type: none"> ● Student Profile ● MTSS Referrals/Action Plans ● Data Reports | <ul style="list-style-type: none"> ● After School Roster/Attendance ● Academic Contracts ● CFAs |
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Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Teams

Critical Focus Area Action Steps:

1. Grade level PLC Collaborative Teacher Teams (CTTs) are scheduled weekly and maintain evidence notebooks with agendas, logs, and minutes.
2. Grade level PLC-CTTs schedule timely intervention groups for struggling students.
3. Grade level PLC-CTTs create, implement and analyze CFAs for continuous progress monitoring.
4. Grade level PLC-CTTs analyze benchmark data, CFA results, student profiles, and AzMERIT data during monthly data talks with principal to support the monitoring and adjusting instruction as needed.

Evidence of Progress

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| <ul style="list-style-type: none"> • School City and Teacher Created CFAs • District Benchmark Data • AzMERIT Data • Student Data Profile • PLC-CTT Data Notebooks | <ul style="list-style-type: none"> • Intervention Plans • PLC - CTT Agendas/Minutes • Student Academic Profile • Fluid Intervention Groups • Parent/Teacher Communication Notes |
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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 will implement TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teacher will assist in providing professional development for teachers to ensure that teachers know how to access and implement the TUSD Curriculum.
- Teachers will meet in PLC –CCTs to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- CFAs will be planned in alignment with TUSD Curriculum and District’s scope and sequence.
- Grade level PLC-CTTs will ensure inclusion of cultural competency and relevant curriculum/SPARKS into lesson planning/instruction.

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

Critical Focus Area Action Steps:

1. Grade level PLC –CTTs will maintain evidence of fidelity towards TUSD Curriculum, curriculum maps, scope and sequence, and pacing calendars.
2. PLC-CTTs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum and the scope and sequence.
3. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
4. Weekly lesson plans will be monitored by the Leadership Team to ensure curriculum materials, both district adopted and supplemental, reflect the perspectives and positive contributions of our demographic composition.

Evidence of Progress

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| <ul style="list-style-type: none"> • Lesson Plans • PLC-CTTs Agendas/Minutes • Unpacked Standards • CFA Data/ Benchmark Data • Monthly Data Talks with Grade Level PLC • PLC –CTT Action/Intervention Plans | <ul style="list-style-type: none"> • Student Academic Profile • Multiple Data Point Profiles for Each Student • Fluid Intervention Groups • MTSS Referrals and Recommended Intervention Follow-up • Monthly Grade Level Communication with Parents Based on Student Progress |
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SIAP Principle 6: Family and Community Engagement (Indicator 6.1)

Family Engagement Objectives

- By the end of the 2019-2020 SY, 90% 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:

- Family Engagement committee- ongoing feedback from community.
- Use sign up Genius to coordinate increased parent volunteers.
- Teachers and parents will work with school partners to include family nights for “Careers “ and “College Bound” , UA Poetry Center, UA Agriculture College, and the College of Education.
- Multiple opportunities will be provided for family engagement with a focus on a multi-cultural community to ensure access for all groups to be represented and to contribute.
- Academic nights, celebrations and training opportunities tied with community partners and with grade level PLCs will be scheduled.
- Teachers will continue school-to-home communication on student progress through monthly newsletters and family engagement nights.
- Staff will participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children’s learning.
- Fall and spring parent/teacher conferences will be scheduled school wide.
- Staff will continue to use social media structures to connect with students and families.

- 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 students. Incorporate this information into individual student academic and behavioral plans.

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

Critical Focus Area Action Steps:

1. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child’s educational experience.
2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement.
5. Continue working with established community partners.

Evidence of Progress

- Monthly PLC-CTT Parent Newsletters
- Monthly PLC-CTT Student Academic Progress Reports
- Evidence of Monthly Family Engagement Opportunities with Sign-in Sheets and Agendas

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)
- 0.30 FTE Magnet Teachers (910G, 202)
- 2.0 FTE Specialist Teacher (910G, 202)
- 3.25 FTE Teaching Assistants (910G, 202)
- 0.50 FTE Reading Interventionist (910G, 202)
- 5.75 FTE Teaching Assistants (910G, other(504))
- 0.75 FTE Specialist (Mariachi) (910G, 202)
- 0.75 FTE School Community Liaison (910G, 202)
- 1.0 FTE Instructional Tech Liaison (Title I)
- 0.5 FTE Curriculum Service Provider (Title 1)
- 0.75 FTE Teaching Assistants (Title 1)
- 0.5 FTE Curriculum Service provider (910G, 202)
- 1.0 FTE Librarian (910G, 202)
- 0.5 FTE Library Assistant (M&O)

Davis Magnet Budget 2019-20 SY				
Description	Sum of FY20 (\$)	Purpose	Magnet Plan Principle #:	Source of Funding
1.0 FTE Specialist Teacher	\$43,527.00	Davis will create a master schedule, which will provide PLC-CTT time for staff to meet weekly for at least 1 1/2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed. (Art)	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Specialist Teacher	\$43,527.00	Davis will create a master schedule, which will provide PLC-CTT time for staff to meet weekly for at least 1 1/2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.50 FTE Reading Interventionist	\$27,490.00	Intervention specialists to assist students in building content knowledge and provide targeted intervention services as determined by PLC- CTT team analysis of data.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes for Magnet Teachers	\$1500.00	Substitute pay for magnet teacher sick leave.		
0.5 FTE Curriculum Service Provider (CSP)	\$21,764.00	The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT groups to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty	\$7,050.00	While certified teachers provides intervention, teacher assistants will be used to provide support for all students.	2: Effective Teachers and Instruction	

			4: Effective Curriculum	
3.25 FTE Teaching Assistant	\$47,511.00	While certified teachers provide intervention, teacher assistants will be used to provide support for all students. Bilingual para-professionals support in dual language classrooms is critical as language models, assist in district/state required assessments and help teachers manage workloads which double when learning /teaching in two languages. Bilingual para-professionals are language role models and are guided by teachers to support students as teacher directs learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.75 FTE Specialist: Mariachi	\$21,846.00	The unique Spanish Immersion model at Davis Magnet utilizes specialists to release teachers to meet with PLC-CTT's but specialists also serve to support L2 learning in non-threatening, authentic classroom environments. The mariachi instructor would support K-2 student services and provide opportunities for teacher home visits and additional parent conferences for K-2 struggling students for early interventions	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Hourly	\$1,745.00	Classified personnel will support computer based learning through approved Achieve 3000 and SuccessMaker intervention software. Support overall improvement for targeted students in after school tutoring program.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.3 FTE Magnet Teacher: PE	\$12,876.00	Davis will utilize the PE specialist create a master schedule which will provide PLC-CTT time for teachers to meet weekly for at least 2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed. Support the development of L2 through authentic learning.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Supplies: Instructional	\$3,000.00	Davis will purchase supplies and materials, which are culturally relevant to strengthen differentiated Tier I and Tier II learning opportunities. Purchase added materials for after school tutoring program.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.75 FTE School Community Liaison	\$21,200.00	Davis has demonstrated a pattern of growth in our eligible Title I population moving from 50% to 57% within the last 4 years. A family liaison will help support/strengthen family engagement, training opportunities, and increase parent participation to improve student learning.	6: Family and Community Engagement	Deseg
Certified Added Duty: Family Engagement	\$800.00	Added Duty for certified staff to participate in parent training session at school. Work with families to support family engagement and provide training session in reading and mathematics for parents.	6: Family and Community Engagement	Deseg
1.0 FTE Magnet Site Coordinator	\$42,620.00	Magnet Coordinator will focus on both pillars- student achievement and integration: PLC –CTT coordinator, quarterly PLC-CTT units, student progress monitoring data, family event coordinator, and recruitment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Mileage	\$200.00	Mileage reimbursements for off-site recruitment and marketing events.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PD	\$13,800.00	Davis teachers will participate in a 5-day summer PD to unpack the standards, task analysis, and align standards to curriculum. Summer PD sessions will focus on best instructional practices for Bilingual Education, Culturally Relevant Curriculum, and strengthening PLC –CTT structures/process.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

1.0 FTE Librarian	\$43,527.00	<p>In order to allow teachers to meet in PLC-CTT groups, Davis will fund a full time librarian who teaches both the walk to Spanish Reading and creates multi-cultural learning opportunities and materials for all K-5 students.</p> <p>Teachers will meet in PLC- CTTs 1 1/2 hours weekly to analyze student data and implement action plans for Tier I/II differentiated instructional groups, common assessments and planning.</p>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Recruitment	\$1,200.00	<p>Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information card, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large targeted populations). Maintain high parent participation in PTA, Site Council and school-wide functions, and train parents as school recruiters. Pursue partnerships with the U of A, Pima College, South Tucson, Hispanic Chamber of Commerce, Mariachi clubs, and other agencies that embrace Hispanic culture to enhance the current program.</p>	Integration: Providing Diversity, Excellence and Equity	Deseg
Classified Added Duty: Recruitment	\$250.00	<p>Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information card, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large targeted populations). Maintain high parent participation in PTA, Site Council and school-wide functions, and train parents as school recruiters. Pursue partnerships with the U of A, Pima College, South Tucson, Hispanic Chamber of Commerce, Mariachi clubs, and other</p>	Integration: Providing Diversity, Excellence and Equity	Deseg

		agencies that embrace Hispanic culture to enhance the current program.		
Registration: Magnet Schools of America (MSA) National Conference	\$1,000.00	More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Davis will send the Magnet Coordinator and one Administrator to the MSA National Conference. Conference registration.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity	Deseg
Out of State Travel	\$3,000.00	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity	Deseg
Advertising	\$716.00	Create banners, brochures, marketing flyers and advertising material to enhance recruitment for Magnet program and support ethnic diversity.	Integration: Providing Diversity,	Deseg

			Excellence and Equity	
Professional Education Consultants	\$1,797.00	Supports diversity goals, community outreach goals and providing access to culturally relevant experiences.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	
Employee Benefits	\$81,292.87			
Total Budget 2019-20 SY	\$443,238.87			
Total FTE:	10.05			

Davis ES Title 1 Budget 2019-2020 SY				
Description	Sum of FY20 (\$)	Purpose	SIAP/ Magnet Plan Principle #	Source of Funding
0.5 FTE Curriculum Service Provider	\$23,750.00	CSP is essential in supporting student achievement by assisting in overseeing the district's curriculum and instruction; linking teachers and other instructional staff with the resources and support they need including interventions to help students achieve in a standards-based system; trains and supports teachers in reading data and how to use it in planning and driving the district's curriculum and the school's Continuous Improvement Plan/IAP. Other .5 funded by Magnet. from Magn	4: Effective Curriculum	Title 1
1.0 FTE Instructional Tech Liaison	\$16,000.00	Instructional Tech Liaison to work with teachers to develop and administer common formative assessments aligned with the district curriculum and assists teachers to access the School City reports that they use to analyze student learning to plan for, implement and support Tier II and Tier III interventions and promote student success.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
0.75 FTE Teaching Assistant	\$15,000.00	While certified teachers provide intervention, teacher assistants will be used to provide support for all students. Bilingual para-professionals support in dual language classrooms is critical as language models, assist in district/state required assessments and help teachers manage workloads which double when learning /teaching in two languages. Bilingual para-professionals are language role models and are guided by teachers to support students as teacher directs	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1

		learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement		
Added Duty Tutoring	\$10,000.00	After school intervention will be provided to students using school wide systems for Tier II support.	2: Effective Teachers and Instruction	Title 1
Technology Under 5k	\$5,000.00	Technology for classroom	2: Effective Teachers and Instruction	Title 1
District Supplies	\$4,571.00	Student use of instructional supplies enhances their learning experience and actively engages students in lessons.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$16,425.00			
Total Budget 2019/20 SY	\$90,746.00			
Total FTE:	2.25			