

EXHIBIT A

Magnet School MSP Comparison Report (MCR)

This report explains the process for evaluating magnet program effectiveness through an annual needs-based assessment cycle, and provides year-to-year resource comparisons for each magnet school.

1. Annual Needs-Based Assessment Cycle

Through its annual needs-based assessment cycle, the District identifies strengths and weaknesses at specific magnet schools in four primary program categories:

1. Marketing, Recruitment, and Integration
2. Effective Teachers and Instruction (MSP Academic Principle 2)
3. Effective Curriculum (MSP Academic Principle 4)
4. Family and Community Engagement (MSP Academic Principle 6)

This process is ongoing, beginning with a 4-6 month process in the winter and spring to develop preliminary magnet school plans with budgets and culminating with preliminary MSPs and budgets in June. The process continues for the next 4-6 months in the summer and fall to re-assess strengths, weaknesses, and needs in real time, based on the most up-to-date information available, to make necessary adjustments.

	Period	Assessment and Evaluation	MSP Action
	Winter 2018-19	<ul style="list-style-type: none"> • 1st and 2nd benchmark assessment results for 2018-19 • 40th day enrollment data for 2018-19 • Information from 1st semester walkthroughs & observations 	Draft 2019-20 Magnet Site Plans (MSP)
	Spring 2019	<ul style="list-style-type: none"> • 3rd benchmark assessment results for 2018-19 	Draft 2019-20 MSPs, including budgets
	Summer 2019	<ul style="list-style-type: none"> • End-of-year evaluations for 2018-19 • Analysis of preliminary AzMERIT results from 2018-19 	Revise MSPs and budgets
	Fall 2019	<ul style="list-style-type: none"> • Analysis of official AzMERIT results from 2018-19 • 1st benchmark assessment results for 2019-20 • DIBELS assessment analysis from fall 2019 • Performance of new or beginning teachers • 40th day enrollment data for 2019-20 	Finalize MSPs with academic objectives, revised strategies, and, if necessary, budget adjustments. Begin outlining next year's budget.

The fall assessment and evaluations (including official AzMERIT results and 40th day integration data) form the foundation for finalizing current-year MSPs *and* drafting subsequent year MSPs.

Draft MSPs developed in the spring, informed by prior year AzMERIT and first semester data, do not (and cannot) rely on key information that is not available until the subsequent fall. For this reason, MSPs do not set specific academic objectives until *after* the AzMERIT results are released in the late summer. See, for example, an excerpt from the academic goal section of the Holladay MSP, below:

GOAL 2: ACADEMIC QUALITY		
A. Data Analysis, Trends, and Objectives <i>(language in red will be updated based on 2019 AzMERIT data)</i>		
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	<i>Objective: 36.7% of all students will score proficient or highly proficient. (meet or exceed the District proficiency rate)</i>
	2019	<i>XX.X% of all students achieved proficient or highly proficient; XX.X% above district proficiency rates.</i>
	2020	<i>Objective: TBD</i>
MATH AzMERIT	2018	22.5% of students achieved proficient or highly proficient; 16.3% below district proficiency rates.
	2019	<i>Objective: 38.9% of all students will score proficient or highly proficient (meet or exceed the District proficiency rate)</i>
	2019	<i>YY.Y% of all students achieved proficient or highly proficient; YY.Y% above district proficiency rates.</i>
	2020	<i>Objective: TBD</i>

After the Governing Board adopts MSPs and budgets in June, the magnet department and magnet schools analyze six critical sources of information that are not available at the time budgets are developed:

- the Magnet department's end-of-year progress evaluations
- the preliminary AzMERIT results, once released by the department of education
- the results from first semester benchmarks
- the results from DIBELS reading assessments at the elementary level
- the first quarter performance of new or beginning teachers
- 40th day integration and enrollment data

Magnet plans and budgets drafted in the late winter and early spring are designed to address known deficiencies. However, for the next six months, additional information informs MSP resourcing and implementation. Magnet schools consistently assess the use and effectiveness of resources and make appropriate adjustments to budgets or resource utilization to match current need with resources. Staff positions are rarely changed mid-year, but the focus of certain positions may change based on ongoing assessment (e.g. a math interventionist focused on 1st and 2nd grade could, after the results of the first and second benchmarks, focus on 2nd and 3rd grade later in the year). Magnet schools also redirect or reallocate non-staff resources based on the most-current needs assessments.

In TUSD, there is no direct connection between the amount of money spent and educational outcomes: some of the lowest-resourced schools outperform some of the most-resourced schools. The key is *improving classroom instruction*. Rather than focusing on dollar amounts as a barometer of commitment, schools and departments use real-time achievement data to make evidence-based decisions to allocate resources. More importantly, to drive change in academics and school culture, TUSD focused on how magnet schools *use* existing resources to improve instruction rather than simply allocating more resources as a strategy for success.

2. Year-to-Year Resource Allocations Based on Identified Need

For each school below, the District includes explanations for decisions made through the budget prioritization process. The District also explains how certain decisions do not undermine need-based assessments to an extent that jeopardizes the effectiveness of each program. The comparison for Holladay previously presented in the District filings were presented as an example of resource reallocation between Holladay Magnet School Plans over two years (based solely on 910G and Title I funding) – it was not intended to provide a full picture of funding to Holladay (based on funding from 910G and all non-910G funding). Accordingly, the comparisons provided in this report include both 910G- and non-910G-funded positions allocated within each school’s magnet school plan.

Job-Embedded Coaching and Professional Learning to Improve Classroom Instruction

One of the primary activities a school can do to improve academic achievement is to provide professional learning to teachers to improve classroom instruction, and to ensure that the curriculum is being implemented effectively. Towards these ends, there are many supports provided to magnet schools that are not included in the magnet site plans.

In SY2019-20, the magnet department staffs a director and three support staff (two are part-time, former administrators who provide ongoing, job-embedded, professional learning and coaching to magnet teachers). The magnet department works to build internal capacity for its staff and for CSPs at magnet schools to provide ongoing, job-embedded coaching to classroom teachers in magnet schools to improve Tier I instruction (including implementing effective collaborative teacher teams). In addition, the magnet department and magnet schools provide external professional learning opportunities during contract time (job-embedded coaching and stand-alone opportunities), and during off-contract time on weekends.

Centrally, the District also provides mentors for new teachers at magnet schools, support and professional learning opportunities from the Curriculum and Instruction department, and other academic support from various departments including CRP training from the CRPI department, TWDL support for Davis and Roskrige from the Language Acquisition Department, ALE/GATE department support for Tully, and other departmental support as needed to impact classroom instruction. Again, central-provided academic support is not reflected in a magnet school’s magnet school plan or budget.

1. BONILLAS ES

The SY2018-19 adopted MSP budget for Bonillas ES included a magnet coordinator, a magnet teacher, a curriculum service provider (CSP), four teaching assistants, and a counselor.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	32.2% of Bonillas students achieved proficient or highly proficient; 4.5% below the district proficiency rate of 36.7%
MATH AzMERIT	Spring 2018	44.8% of Bonillas students achieved proficient or highly proficient; 5.9% above the district proficiency rate of 38.9%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund the positions listed above, instructional supplies and resources, professional learning supplies, Sky School funding, and added duty for family engagement, recruitment, and professional learning. Based on needs assessments, the new principal is re-prioritizing professional learning funding towards improving Tier 1 classroom instruction. Bonillas also receives additional non-910G funding for a dean of students, a library assistant, school community liaison, and additional teaching assistants. Bonillas also shifted funding for tutoring from an outside consultant to technology resources (and professional learning from the TTL and the principal on utilizing the technology in the classroom), to professional development to improve classroom instruction and the effectiveness of Tier 2 and 3 interventions, and to engage Scholastic guided reading to improve teachers' capacity to operate effective literacy groups.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students and new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Bonillas school budget, such as support from magnet department staff.

Bonillas ES Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.</p> <p>2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</p>	<p>Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; Emphasis on continuing to implement and strengthen Professional Learning Communities (PLCs), with expansion of PLC goals and objectives to include specific learning targets, and to begin some vertical articulation. Place an emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources. Fund a full time Curriculum Service Provider to support teachers during PLCs and in classroom instruction.</p>	<p>Curriculum Service Provider, Magnet Coordinator, Supplies, Added Duty, Teaching Assistants, Library Assistant, Tutoring (on site teachers and vendor), Instructional Supplies.</p>
Principle 4: Effective Curriculum		
<p>4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p> <p>4.4 Our written curriculum accommodate the needs of all learners.</p>	<p>Our written curricula needs to better accommodate the needs of all learners; providing PD opportunities that are tailored to meet the needs of staff/students. Allowing opportunities for peers to observe each other and provide feedback that supports teacher efficacy and effectiveness in delivering Tier 1, 2, and 3 instruction.</p>	<p>Curriculum Service Provider, Magnet Coordinator, Supplies, Library Assistant, Added Duty for Curriculum Planning, Sky School -U of A Partnership, Magnet Coordinator</p>
Principle 6: Family and Community Engagement		
<p>6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning (Our staff has high expectations for learning for all students.)</p> <p>6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.</p>	<p>Our school needs to better engage in ongoing, meaningful, and inclusive communication among families, communities and school. We need to continue to fund a full time, certified school community liaison to support active parental involvement, assist in monitoring individual student progress toward meeting individual learning goals, and to assist families and community stakeholders to be active participants in our school in order to promote student success.</p>	<p>Added Duty Family Engagement, Advertising, School Community Liaison</p>

2. BORTON ES

The SY2018-19 MSP budget included a magnet coordinator, four magnet teachers, six teaching assistants, a CSP, a counselor, a math interventionist, a reading intervention teacher, and an instructional specialist.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	42.2% of Borton students achieved proficient or highly proficient; 5.5% above the district proficiency rate of 36.7%.
MATH AzMERIT	Spring 2018	39.9% of Borton students achieved proficient or highly proficient; 1.0% above the district proficiency rate of 38.9%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund the positions listed above, and technology resources, U of A Sky School, instructional supplies and aids, added duty for family engagement, recruitment, professional learning, and tutoring. Borton also receives additional non-910G funding for an additional teacher and a master teacher (math). Borton leadership determined that a master teacher specializing in math is needed to develop teacher capacity for Tier 1 classroom instruction, and to support Tier 2 and 3 math interventions. Borton has engaged a reading consultant to work with teachers to provide job-embedded coaching to build capacity for Tier 1 ELA instruction.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students and new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Borton school budget, such as support from magnet department staff.

Borton ES Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.</p> <p>2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.</p> <p>2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</p>	<p>Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; emphasis on continuing to implement and strengthen Professional Learning Communities (PLCs), with expansion of PLC goals and objectives to include specific learning targets, and to begin some vertical articulation. Place an emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources. Fund a full time Curriculum Service Provider to support teachers during PLCs and in classroom instruction</p>	<p>Teacher FTE to reduce class size, added duty for PD, instructional supplies, added duty for tutoring, Curriculum Service Provider, Magnet Coordinator</p>
Principle 4: Effective Curriculum		
<p>4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p> <p>4.4 Our written curriculum accommodate the needs of all learners.</p>	<p>District leadership has ensured that the written curriculum is aligned to AZ state standards and the ELP standards for each grade level. Our written curricula does not accommodate the needs of all learners. Results of student achievement tests AzMERIT & TUSD Benchmarks indicate variances in the delivery of grade level curriculum due to the proficiency of Students with Disabilities.</p>	<p>Curriculum Service Provider, Magnet Coordinator</p>
Principle 6: Family and Community Engagement		
<p>6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning (Our staff has high expectations for learning for all students.)</p> <p>6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.</p>	<p>Our school needs to better engage in ongoing, meaningful, and inclusive communication among families, communities and school; fund a family engagement representative to support active parental involvement, assist in monitoring individual student progress toward meeting individual learning goals, and to assist families and community stakeholders to be active participants in our school in order to promote student success. Our school need to start to engage families in critical data-informed decisions that impact student learning.</p>	<p>Family Engagement Representative</p>

3. CARRILLO ES

The SY2018-19 MSP budget included a magnet coordinator, three magnet teachers, eight teaching assistants, a counselor, a library assistant, and a reading interventionist.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	52.3% of Carrillo students achieved proficient or highly proficient; 15.6% above the district proficiency rate of 36.7%.
MATH AzMERIT	Spring 2018	61.3% of Carrillo students achieved proficient or highly proficient; 22.4% above the district proficiency rate of 38.9%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed and other information, the District continued to fund the positions listed above, instructional supplies and aids, technology resources, substitutes for PLCs/Collaboration time, PD training funds, added duty for recruitment, professional learning, and tutoring. The results of formative and summative assessments, by teachers and grade levels, identified a need to strengthen the writing aspect of literacy instruction. Based on this identified need, Carrillo engaged two experts to work with its teachers through PLCs to build capacity to strengthen writing instruction.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students and new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Carrillo school budget, such as support from magnet department staff.

Carrillo ES Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.</p> <p>2.1 Our teachers maintain high academic expectations for all students.</p>	<p>Teachers need to collaborate better with other teachers, administrators, parents and education professionals; emphasis on continuing to implement/strengthen PLCs and expanded PLC goals and objectives to include specific learning targets, and to begin some vertical articulation. Place an emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources. Teachers need more frequent monitoring of student process and adjust accordingly. Teachers also need to provide better plan instruction that supports every student in meeting rigorous learning goals through Tier I, differentiated instruction, culturally responsive practices and interventions. All Carrillo teachers will follow through with student data notebooks, and participate in PLCs/CTTs throughout the year.</p>	<p>Instructional Aids, Instructional Supplies; Added Duty For Tutoring, Added Duty For PD, PD Trainer, Magnet Teachers, Library Assistant, Teacher Assistants, Substitutes For Collaboration Time, Added Duty For Summer Professional Development, Technology, PD Registration.</p>
Principle 4: Effective Curriculum		
<p>4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p> <p>4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.</p>	<p>District leadership has ensured that the written curriculum is aligned to state and ELP standards for each grade level. Carrillo needs to support the implementation of high quality curriculum at grade level by supporting teachers' professional growth through content level PD, professional learning community structures, admin and team coaching. Site efforts are supported by team curriculum walks, which support common expectations, academic rigor, and use of curriculum resources across the district.</p>	<p>Magnet Coordinator, Magnet Teachers, Added Duty For Tutoring/PD, Library Assistant, Teacher Assistants, Substitutes For Collaboration Time, Instructional Aids, Instructional Supplies, PD Trainer, Technology, PD Registration.</p>
Principle 6: Family and Community Engagement		
<p>6.1 Our school creates and maintains positive collaborative partnerships among families, communities</p>	<p>Our school needs better engagement and ongoing, meaningful, and inclusive communication with families, communities and school; fund a family engagement representative to support active parental involvement, assist in monitoring</p>	<p>Magnet Coordinator, Added Duty For Family Engagement, Instructional Supplies, PD Registration.</p>

<p>and school to support student learning. (Our staff has high expectations of learning for all students.)</p> <p>6.3 Our school engages families in critical data-informed decisions that impact student learning.</p>	<p>individual student progress toward meeting individual learning goals, and to assist families and community stakeholders to be active participants in our school in order to promote student success. Better engage families in critical data-informed decisions that impact student learning. Events typically have low participation rates with less than 50% of parents attending school curriculum events.</p>	
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4. DAVIS ES

The SY2018-19 MSP budget included a magnet coordinator, four magnet teachers, 13 teaching assistants, mariachi specialist, family liaison, instructional tech liaison, a librarian and a library assistant, and a CSP.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	54.0% of Davis students achieved proficient or highly proficient; 17.3% above the district proficiency rate of 36.7%
MATH AzMERIT	Spring 2018	59.6% of Davis students achieved proficient or highly proficient; 20.7% above the district proficiency rate of 38.9%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund four magnet teachers, 13 teaching assistants, a reading interventionist, mariachi specialist, family liaison, instructional tech liaison, a librarian, a library assistant, and a CSP. Davis also funds added duty for interventions, professional learning, recruitment, and family engagement. Davis also receives additional non-910G funding for certified tutoring, and technology resources.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students and new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Davis school budget, such as support from magnet department staff.

Davis ES Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.1 Our teachers maintain high academic expectations for all students.</p> <p>2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.</p> <p>2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</p>	<p>Teachers must intentionally plan instruction with high academic expectations for all students. Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; emphasis on continuing to implement and to strengthen PLCs, with expansion of plc goals and objectives to include specific learning targets, and to begin some vertical articulation. Place an emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources.</p>	<p>Curriculum Service Provider, Magnet Coordinator, Professional Development, Added Duty For Tutoring, Interventionist, Instructional Aids, and Instructional Supplies.</p>
Principle 4: Effective Curriculum		
<p>4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p> <p>4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.</p>	<p>District leadership has ensured that the written curriculum is aligned to AZ state standards and the ELP standards for each grade level. Our school staff does not systematically monitor, review, and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students. Results of student achievement tests AzMERIT and TUSD Benchmarks indicate variances in the delivery of grade level curriculum.</p>	<p>Curriculum Service Provider, Magnet Coordinator</p>
Principle 6: Family and Community Engagement		
<p>6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning. (Our staff has high expectations of learning for all students.)</p> <p>6.3 Our school engages families in critical data-informed decisions that impact student learning.</p>	<p>Our school needs to better engage in ongoing, meaningful, and inclusive communication among families, communities and school; continue to fund a full time, certified school community liaison to support active parental involvement, assist in monitoring individual student progress toward meeting individual learning goals, and to assist families and community stakeholders to be active participants in our school in order to promote student success.</p> <p>Our school needs to engage families in critical data-informed decisions that impact student learning. Families are not involved in data informed decisions that affect student learning.</p>	<p>Community Liaison</p>

5. HOLLADAY ES

The SY2018-19 adopted budget for Holladay ES included a magnet site coordinator, a counselor, a school community liaison, instructional specialists, three magnet teachers, a math interventionist, two reading interventionists, three master teachers, and a classroom teacher.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	23.1% of Holladay students achieved proficient or highly proficient; 13.6% below the district proficiency rate of 36.7%.
MATH AzMERIT	Spring 2018	22.5% of Holladay students achieved proficient or highly proficient. 16.4% below the district proficiency rate of 38.9%.

For SY 2019-20, based on multiple need assessments, Holladay retained a magnet coordinator, counselor, and school community liaison. Holladay reduced instructional specialists from 3 to 2.5 FTE.¹ The District also eliminated master teachers and added an instructional data intervention specialist (IDIS). The District determined that the master teachers were successful in developing teacher capacity for Tier I classroom instruction, and that an IDIS could perform the non-capacity-building functions previously provided by master teachers. Holladay also received additional non-910G funding for added duty costs, teaching assistants, a curriculum service provider, and instructional aids and supplies. The District increased Holladay's allocation for Title-I-funded classroom teachers from one to two, and maintained the Title-I-funded reading interventionist position.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students or teachers, results of benchmarks and ongoing formative assessments, and the results of the 2018-19 AzMERIT. Resources may include central resources that do not appear in the Holladay school budget, such as support from magnet department staff.

Holladay Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the ADE – CNA process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement. Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

¹ The original Holladay example erroneously indicated that Holladay had reduced magnet teachers from three to two (it was, and remains, two), and that Holladay had eliminated instructional specialists and added teaching assistants. The budget reduced instructional specialists from 3 to 2.5 but did not add teaching assistants.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.4 Our teachers implement evidenced-based, rigorous and relevant instruction.</p> <p>2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</p>	<p>Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; emphasis on continuing to implement and strengthen PLCs, with expansion of PLC goals and objectives to include specific learning targets, and to begin some vertical articulation. Place and emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources.</p> <p>Based on all available student data, teachers do not intentionally plan instruction that supports every student, Ell and SPED in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning to meet 13.1 % proficiency.</p>	<p>Magnet Teachers, Curriculum Service Provider, Magnet Coordinator, Interventionist, Instructional Aids and Supplies; Added Duty For Tutoring, Added Duty For PD, Added Duty PD, Teaching Assistants</p>
Principle 4: Effective Curriculum		
<p>4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p> <p>4.4 Our written curricula accommodate the needs of all learners.</p>	<p>District leadership has ensured that the written curriculum is aligned to AZ state standards and the ELP standards for each grade level. We need training, resources, and support to improve skills and strategies to recognize, identify and address the gaps in curricula to meet the needs of ALL students. Teachers need to adapt to current grade level standards and simultaneously provide grade level instruction using the TUSD adopted curriculum 5.0 (Texts, Resources, Pacing Guides, Calendars, and Common Lesson Plan Templates). They also need to provide differentiated instruction to meet the wide variety of student academic needs.</p>	<p>Curriculum Service Provider, Magnet Coordinator, Added Duty for Curriculum Planning, Sky School- U of A Partnership</p>
Principle 6: Family and Community Engagement		
<p>6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning. (Our staff has high expectations of learning for all students)</p> <p>6.3 Our school engages families in critical data-informed decisions</p>	<p>Our school needs to better engage in ongoing, meaningful, and inclusive communication among families, communities and school; continue to fund a full time, certified school community liaison to support active parental involvement, assist in monitoring individual student progress toward meeting individual learning goals, and to assist families and community stakeholders to be active participants in our school in order to promote student success.</p>	<p>Added Duty Family Engagement, Family Engagement Events, Advertising.</p>

that impact student learning.	Our school needs to engage families in critical data-informed decisions that impact student learning. Families are not involved in data informed decisions that impact student learning.	
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6. TULLY ES

The SY2018-19 MSP budget included a magnet coordinator, a curriculum service provider, two magnet teachers, a counselor, a library assistant, an instructional specialist, an MTSS facilitator, and a reading recovery teacher.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	31.6% of Tully students achieved proficient or highly proficient; 5.1% below the district proficiency rate of 36.7%.
MATH AzMERIT	Spring 2018	30.9% of Tully students achieved proficient or highly proficient; 8.0% below the district proficiency rate of 38.9%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund a magnet coordinator, a curriculum service provider, two magnet teachers, a counselor, a library assistant, and an instructional specialist. The District allocated funding for an MTSS Lead in place of the MTSS facilitator for two reasons: first, Tully has a new principal who preferred to lead the MTSS process in his first year, and second based on projected loss of enrollment to under 300 students. The District also redirected the reading recovery teacher to another site based on its needs analysis that revealed there were other schools with greater need for this resource and Tully did not have a critical mass of qualifying first graders. To address reading, based on its needs assessment, Tully has revised the role of the instructional specialist to include supplementing Tier 2 and 3 reading interventions.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students or new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Tully school budget, such as support from magnet department staff.

Tully ES Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
2.6 Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.	Tully 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 focus will be on teacher professional development.	Professional Development, Curriculum Service Provider, Teachers, Magnet Coordinator, Substitute Teachers, Sky School, Certified Added Duty, Professional Consultant, Classified Added Duty.
Principle 4: Effective Curriculum		
4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	Our school staff systematically monitors reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	Curriculum Service Provider, Teachers, Substitute Teachers, Certified Added Duty, Classified Added Duty, Sky School, Professional Education Consultant.
Principle 6: Family and Community Engagement		
6.3 Our school engages families in critical data-informed decisions that impact student learning.	We need to increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.	Added Duty for Family Engagement Events

7. BOOTH-FICKETT K-8

The SY2018-19 MSP budget included a magnet coordinator, five magnet teachers, two math interventionists, two reading interventionists, an instructional data and intervention specialist (IDIS), two curriculum service providers, MTSS facilitator, a restorative and positive practices facilitator, an ISI teacher, two AVID coordinator/teachers, a certified science specialist, a school community liaison, two counselors, two behavioral staff (behavior intervention monitor/behavior specialist).

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	26.3% of Booth-Fickett students achieved proficient or highly proficient; 2% below the district proficiency rate of 28.3%
MATH AzMERIT	Spring 2018	19.9% of Booth-Fickett students achieved proficient or highly proficient; 7.10% below the district proficiency rate of 27.0%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund the positions listed above (except in 2019-20 there are two behavior specialists rather than a monitor and a specialist). Booth-Fickett also funded instructional supplies, Achieve 3000, and added duty for PLCs, professional learning, and pre-service days (including July trainings and Saturday trainings throughout the year). Booth-Fickett is using its interventionists to provide more push-in, Tier 1 and 2 classroom support rather than pull out Tier 3 support. Booth-Fickett has used its added-duty to analyze common formative assessment results and provide immediate Tier 2 support within the first quarter of SY2019-20, utilizing existing classroom teachers to tutor students as early as the third or fourth week of the school year. Booth-Fickett has also seen a shift in climate and culture, and student engagement, based on its investment in professional learning for staff and leadership, a clear backpack initiative, common language among staff and students, and other initiatives in the spring and summer of 2019 that are now bearing fruit in SY2019-20.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students or new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Booth-Fickett school budget, such as support from magnet department staff.

Booth-Fickett K8 Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

8. Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.4 Our teachers implement evidenced-based, rigorous and relevant instruction.</p> <p>2.6 Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.</p> <p>2.7 Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</p>	<p>Teachers and other key staff need more opportunities for on-going professional learning. Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; emphasis on continuing to implement and strengthen PLCs, with expansion of PLC goals and objectives to include specific learning targets, and to begin some vertical articulation. Place an emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources.</p>	<p>Teachers, Math Interventionist, Curriculum Service Provider, Magnet Coordinator, instructional supplies, added duty PLC, added duty PD/Pre Service days, Achieve 3000.</p>
Principle 4: Effective Curriculum		
<p>4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p>	<p>Booth-Fickett teachers need support for aligning written curricula aligned with the AZ State Standards and English Language Proficiency Standard, when appropriate, for all content areas.</p>	<p>Instructional Data and Intervention Specialist, CSP, Magnet Coordinator</p>
Principle 6: Family and Community Engagement		
<p>6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning (Our staff has high expectations of learning for all students).</p> <p>6.3 Teachers will work with parents during conferences and throughout the year to ensure parents and guardians are aware of data points in their student(s) educational progress</p>	<p>Our school needs to better engage in ongoing, meaningful, and inclusive communication among families, communities and school; continue to fund a full time, certified school community liaison to support active parental involvement, assist in monitoring individual student progress toward meeting individual learning goals, and to assist families and community stakeholders to be active participants in our school in order to promote student success. Our teachers need to engage families in critical data-informed decisions that affect student learning.</p>	<p>Magnet Coordinator, School Community Liaison</p>

8. DRACHMAN K-8

The SY2018-19 MSP budget included a magnet coordinator, two magnet teachers, three Montessori lead teachers, funding for 6/5 contracts for PLCs, a behavior intervention monitor, nine teaching assistants, a classified music teacher, and a reading interventionist.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	31.7% of Drachman students achieved proficient or highly proficient; 3.4% above the district proficiency rate of 28.3%.
MATH AzMERIT	Spring 2018	35.3% of Drachman students achieved proficient or highly proficient; 8.3% above the district proficiency rate of 27.0%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund the positions listed above. However, the classified music teacher is now certified after completing her program. In addition, Drachman funds Montessori program costs, supplies, and added duty for PD and recruitment.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students or new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Drachman school budget, such as support from magnet department staff.

Drachman K8 Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.</p> <p>2.4 Our teachers implement evidence-based, rigorous, and relevant instruction.</p> <p>2.7 Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</p>	<p>Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning. Teachers' plans and instruction do not include differentiated instruction and UDL. According to 2018 AzMERIT Data, in math proficiency, measures are 43% in 3rd, 32% in 4th, 30% in 5th, 20% in 6th, 22% in 7th, and 26% in 8th. In reading proficiency, measures are 53% in 3rd, 41% in 4th, 34% in 5th, 10% in 6th, 11% in 7th, and 26% in 8th. Teachers do not intentionally plan instruction that supports English Language Learners and Ex. Ed. Students in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.</p> <p>Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; emphasis on continuing to implement and strengthen Professional Learning Communities (PLCs), with expansion of PLC goals and objectives to include specific learning targets, and to begin some vertical articulation. Place and emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources.</p>	<p>Montessori Lead Teachers, Magnet Teachers, Placing Middle School Teachers On 6/5 Contracts, Music Teacher To Support PLC Time, Montessori Behavior Intervention Monitor, Magnet Coordinator, Teaching Assistants, Added Duty, & ESI Subs</p>

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 4: Effective Curriculum		
<p>4.1 Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.</p> <p>4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p>	<p>Our school staff do not systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.</p> <p>Our primary needs include: providing adequate attention to subject areas not directly related to math and ELD.</p>	<p>Montessori Lead Teachers, Magnet Teachers, Middle School Teachers On 6/5 Contracts to cover embedded PLC, Music Teacher To Support PLC Time, Montessori Behavior Intervention Monitor, Magnet Coordinator, Teaching Assistants, Added Duty, ESI Subs, Mileage For PD Events, Registration For Montessori PD/Training, Out of State Travel for Montessori Training And Curriculum Updates.</p>
Principle 6: Family and Community Engagement		
<p>6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning. (Our staff has high expectations of learning for all students).</p>	<p>Our school needs to create and maintain positive collaborative partnerships among families, communities and school to support student learning. We need to increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services. Primary needs: support will be provided for new staff and all staff so that communications follow PBIS principles and Montessori grace and courtesy expectations. We need to better support the parents who work during the school day and help them find ways to be involved. We plan to increase curriculum nights using our 3% from our Title 1 budget. We will pay staff to present at the curriculum nights.</p>	<p>Montessori Lead Teachers, Magnet Coordinator & Montessori Behavior Intervention Monitor that help design Family Engagement Events.</p>

9. ROSKRUGE K-8

The SY2018-19 MSP budget included a magnet coordinator, magnet teachers (5.4 FTE), 6/5 funding for science (.8 FTE), 13 teaching assistants, a librarian, a library assistant, two counselors, instructional data intervention specialist (IDIS), a behavior specialist, an instructional tech liaison, a school community liaison, and three student success specialists.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	31.5% of Roskruge students achieved proficient or highly proficient; 3.2% above the district proficiency rate of 28.3%
MATH AzMERIT	Spring 2018	28.2% of Roskruge students achieved proficient or highly proficient; 1.2% above the district proficiency rate of 27.0%

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund the positions listed above except the science teacher has been filled (and a smaller portion of 6/5 funding is used for GATE and social studies), and one of the three success specialists is now a certified teacher. Roskruge also receives funding for substitutes for PLCs, instructional supplies and aids, and added duty for PLC, PD, summer school, summer PD, and recruitment.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students or new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Roskruge school budget, such as support from magnet department staff.

Roskruge K8 Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.</p> <p>2.4 Our teachers implement evidence-based, rigorous, and relevant instruction.</p> <p>2.6 Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.</p> <p>2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</p>	<p>Based on all available student data, teachers do not intentionally plan instruction that supports all student in order to meet rigorous learning goals including differentiated instruction and Universal Design for Learning. Teachers need to intentionally plan standards-based rigorous & student data driven instruction with collaborative teacher teams while having open, honest, & meaningful discussion to create a climate & culture for success.</p> <p>Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; emphasis on continuing to implement and strengthen professional learning communities (PLCs), with expansion of plc goals and objectives to include specific learning targets, and to begin some vertical articulation. Place and emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources.</p>	<p>Magnet Teachers, Magnet Coordinator, Spanish Teacher, Teaching Assistants, Math and ELA Specialist</p>
Principle 4: Effective Curriculum		
<p>4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p> <p>4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.</p>	<p>District leadership has ensured that the written curriculum is aligned to AZ state standards and the ELP standards for each grade level</p> <p>Our staff doesn't have intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures.</p>	<p>Magnet Coordinator, Math and ELA Specialist</p>
Principle 6: Family and Community Engagement		
<p>6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning, (Our staff has high expectations of student learning).</p>	<p>Better engage in ongoing, meaningful, and inclusive communication among families, communities and school; continue to fund a certified school community liaison to support active parental involvement, assist in monitoring individual student progress toward meeting individual learning goals, and to assist families and community stakeholders to be active participants in our school in order to promote student success.</p>	<p>School Community Liaison, Supplies for Family Engagement.</p>

8. DODGE MS

The SY2018-19 MSP budget included a magnet coordinator, dean of students, additional teacher FTE (Title I), math interventionist, reading interventionist, and a school community liaison. tor

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	55.3% of Dodge students achieved proficient or highly proficient; 27.2 % higher than the district proficiency rate of 28.1%.
MATH AzMERIT	Spring 2018	56.6% of Dodge students achieved proficient or highly proficient: 28.9% above the district proficiency rate of 27.7%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund the positions listed above. Based on further needs assessments, Dodge added a behavior intervention monitor. The behavior monitor conducts classroom-level behavioral interventions and individual interventions with the neediest students who exhibit behavior challenges. These identified students are provided additional resources, supports, opportunities to improve culture and climate and to incentive good behavior. Dodge is also opening a PBIS store to further encourage positive behaviors. Based on observations from leadership and teachers that students were not as engaged in AzMERIT, and did not fully understand the assessment, its purpose, or their scores, Dodge developed a program to initiate individualized, private conversations with students about their academic performance data, strategies, and goals. The meeting results in a plan that is then shared with parents and signed by parents.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students or new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Dodge school budget, such as support from magnet department staff.

Dodge MS Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.4 Our teachers implement evidenced-based, rigorous and relevant instruction.</p> <p>2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</p>	<p>Dodge teachers need to better implement evidenced-based, rigorous and relevant instruction; specifically, for students with disabilities.</p> <p>There is a need for culturally relevant instruction given the diverse student population at Dodge MS.</p>	<p>Intervention Teacher, Reading Interventionist, Added Duty PLC, Added Duty Tutoring, Summer Bridge Program, Instructional Supplies, Magnet Coordinator</p>
Principle 4: Effective Curriculum		
<p>4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p> <p>4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.</p>	<p>District leadership has ensured that the written curriculum is aligned to AZ state standards and the ELP standards for each grade level</p> <p>Dodge MS staff needs to systematically monitor, review and evaluate implementation and effectiveness of adopted curricula. Our entire staff needs to participate in professional learning to support effective implementation of curricula. There is a need for refined teacher collaboration time/PLCs.</p>	<p>Magnet Coordinator, Professional Development</p>
Principle 6: Family and Community Engagement		
<p>6.1: Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning (Our staff has high expectations of learning for all students).</p> <p>6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.</p>	<p>Dodge needs to better engage in ongoing, meaningful and inclusive communication among families, communities and school; specifically for students with disabilities.</p> <p>There is a need for two-way communication with family and community modeled by all staff; specifically for students with disabilities.</p>	<p>School and Community Liaison</p>

9. MANSFELD MS

The SY2018-19 MSP budget included a magnet coordinator, seven magnet teachers, a counselor, behavior intervention monitor, dean of students, CSP, and school community liaison.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	36.5% of Mansfeld students achieved proficient or highly proficient; 10.3 % above the district proficiency rate.
MATH AzMERIT	Spring 2018	39.7% of Mansfeld students achieved proficient or highly proficient; 12% above the district proficiency rate of 27.7%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund the positions listed above. Mansfeld also receives additional non-910G funding for an instructional coach (innovative learning) and a teacher assistant. Based on an identified need to provide student support, specifically focused on academics, attendance, engagement, and advocacy, Mansfeld funds a student success specialist. The Specialist does not provide direct academic support for students, but does work to improve overall school engagement and student success.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students or new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Mansfeld school budget, such as support from magnet department staff.

Mansfeld MS Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.4 Our teachers implement evidence-based, rigorous, and relevant instruction.</p> <p>2.6 Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.</p> <p>2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</p>	<p>Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; emphasis on continuing to implement and strengthen professional learning communities (PLCs), with expansion of plc goals and objectives to include specific learning targets, and to begin some vertical articulation. Place and emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources. Funding a full time CSP to support teachers during PLCs and in classroom instruction.</p> <p>Student proficiency is below the state average in mathematics grades 6 and 7, but above in grade 8, both math and Algebra. Student proficiency in math is above the district average across all grade levels. Student proficiency is below the state average in ELA across all grade levels, but again it above the district average.</p>	<p>Magnet teachers, Curriculum Service Provider, Magnet Coordinator, Professional development, Added Duty, Tutoring, Instructional Aides.</p>
Principle 4: Effective Curriculum		
<p>4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p> <p>4.5. Our entire staff participates in professional learning to support effective implementation of adopted curricula.</p> <p>4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula</p>	<p>Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; emphasis on continuing to implement and strengthen Professional Learning Communities (PLCs), with expansion of PLC goals and objectives to include specific learning targets, and to begin some vertical articulation. Place and emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources. Funding a full time CSP to support teachers during PLCs and in classroom instruction.</p>	<p>Curriculum, Service Provider, Magnet Coordinator</p>

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
ensuring continuous improvement for all students.	Student proficiency is below the state average in mathematics grades 6 and 7, but above in grade 8, both math and algebra. Student proficiency in math is above the district average across all grade levels. Student proficiency is below the state average in ELA across all grade levels, but again it above the district average.	
Principle 6: Family and Community Engagement		
<p>6.1: Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning (Our staff has high expectations of learning for all students).</p> <p>6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.</p>	<p>Our school needs to better engage in ongoing, meaningful, and inclusive communication among families, communities and school; continue to fund a full time, certified school community liaison to support active parental involvement, assist in monitoring individual student progress toward meeting individual learning goals, and to assist families and community stakeholders to be active participants in our school in order to promote student success.</p> <p>Family Engagement Events typically have low participation rates with less than 50% of parents attending parent curriculum events or parent conferences.</p> <p>SY19/20 Root Cause (RCA Fishbone) What Economic stress on families make it difficult for many parents to fully participate in school events. Families are highly mobile.</p>	School Community Liaison, Added Duty for Family Engagement

10. PALO VERDE HS

The SY2018-19 MSP budget included a magnet coordinator, a math and a reading specialist teacher, instructional data and intervention specialist (IDIS), a classified network tech, two counselors, a college and career readiness, a library media specialist, a dean of students, a school community liaison, additional teacher FTE, a CSP, MTSS facilitator, and additional FTE for AVID.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	17.4 % of Palo Verde students met the proficiency level on the 2018 AzMERIT; 11.2% below the district proficiency rate 28.5%.
MATH AzMERIT	Spring 2018	14.5% of Palo Verde students met the proficiency level on the 2018 AzMERIT; 9.1% below the district proficiency rate of 23.6%.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund the positions listed above, but added a CSP. Palo Verde also receives additional non-910G funding for instructional CTE specialist. Based on SY2018-19 needs assessment, which included a review of the SY2018-19 ACT results, Palo Verde started a math lab throughout the day using push-in and pull-out services for student remediation and extension. Identification for push-in remediation is based on multiple factors: summative assessments, ACTs, benchmarks, formative assessment, or teacher observation. The lab teachers can also pull-in students identified as needing the service for 2-3 days per week over nine weeks, so students do not fall behind in other courses. Also, based on site leadership's need assessment related to use of technology, Palo Verde has initiated a one-to-one laptop initiative focused on increasing student engagement, providing meaningful feedback to students on their classwork (teachers can provide real-time feedback to students), and to increase student use and expertise with Office 365 (Palo Verde is working to better utilize Office 365 tools, particularly between students and between students and teachers. School administration and teachers are increasing the use of technology in facilitating learning and student engagement. Palo Verde also receives additional support from the Technology Services department to support the above-described efforts.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students or new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Palo Verde school budget, such as support from magnet department staff.

Palo Verde HS Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement. Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.	PVHS teachers need implement evidenced-based, rigorous and relevant instruction with fidelity. There is a need for time, opportunity and resources to support relevant instruction; Tier I support is needed.	Teacher Math Specialist, Teacher Reading Specialist, Tutoring, Classified, Magnet Coord., CSP, Network Tech, Instruct. Data and Intervention Specialist, Supplies, Added Duty
Principle 4: Effective Curriculum		
4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas. 4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.	District leadership has ensured that the written curriculum is aligned to AZ state standards and the ELP standards for each grade level Our school staff needs to systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students; specifically African American, ELL, and students with disabilities.	Teacher Math Specialist, Teacher Reading Specialist, Tutoring, Classified Network Tech, Instructional Data and Intervention Specialist, CSP, Magnet Coordinator, Supplies, Added Duty
Principle 6: Family and Community Engagement		
6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning. (Our staff has high expectations of learning for all students)	PVHS needs to better create and maintain positive, collaborative partnerships among families, communities and school to support student learning, specifically African American, ELL and Ex. Ed. students. Our school needs to create and maintain positive collaborative partnerships among families, communities and school to support student learning.	School Community Liaison

11. TUCSON HS

The SY2018-19 MSP budget included a magnet coordinator, an instructional data and intervention specialist (IDIS), a curriculum service provider, 23 magnet teachers, a magnet counselor, an educational technology integration specialist, an assistant curator, six counselors, a library media specialist, an MTTTS facilitator and a RPP facilitator, a social worker, two college and career readiness coordinators, an RTI teacher, additional teacher FTE (Title I), and a dean of students.

2017-18 AzMERIT

ELA AzMERIT	Spring 2018	25.4% of Tucson High students met the proficiency level on the 2018 AzMERIT; 3.1% below the district proficiency rate 28.5%.
MATH AzMERIT	Spring 2018	21.7% of Tucson High students met the proficiency level on the 2018 AzMERIT; 2% below the district proficiency rate of 23.6.

For SY 2019-20, based on multiple need assessments and the 2017-18 AzMERIT data available at the time budgets were developed, the District continued to fund the positions listed above except for the positions described below. Tucson High eliminated the educational technology integration specialist position because the District assigned seven Teacher Technology Liaisons (TTLs) to Tucson High for SY2019-20 who fulfill those functions. Tucson High added a student success specialist dedicated to working specifically with African American students on attendance, grades, behavior, family engagement and support, advocating for students on behalf of students, and participating as a member of the MTSS team and site instructional counsel. The Specialist does not provide direct academic services to students.

By fall equalization, the District may reallocate resources based on actual enrollment, first quarter performance of new students or new teachers, results of the first benchmarks and ongoing formative assessments, and the results of the 2019 AzMERIT. Resources may include supporting central resources that do not appear in the Tucson High school budget, such as support from magnet department staff.

Tucson HS Comprehensive Needs Assessment Analysis SY 2019-20

Each magnet school uses the Arizona Department of Education's Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan Principles. Each MSP builds academic achievement strategies and efforts around three of the six CNA principles: Principle 2: Effective Teachers and Instruction; Principle 4: Effective Curriculum; and Principle 6: Family and Community Engagement.

Identified patterns and trends inform each school's primary needs, based on indicators within each principle. Key strategies, activities, and resources are identified to address the primary needs.

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 2: Effective Teachers and Instruction		
<p>2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.</p> <p>2.4 Our teachers implement evidence-based, rigorous, and relevant instruction.</p>	<p>Teachers need to better collaborate with other teachers, administrators, parents and education professionals to ensure the success of students; emphasis on continuing to implement and strengthen Professional Learning Communities (PLCs), with expansion of PLC goals and objectives to include specific learning targets, and to begin some vertical articulation. Place and emphasis on consistently using formative assessment data to make instructional decisions, and encourage collaborative educational exchanges of ideas and resources.</p> <p>Our teachers are not maintaining high academic expectations for all students including the students served in our ELL and Exceptional Education Program as indicated by 6% proficiency rate for both subgroups on our 17-18 Arizona Merit Assessments.</p>	<p>Magnet Teachers, Magnet Coordinator, Instructional Aids, Instructional Supplies; Added Duty For Tutoring, Added Duty for PD.</p>
Principle 4: Effective Curriculum		
<p>4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</p> <p>4.4 Our written curricula accommodate the needs of all learners.</p> <p>4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.</p> <p>4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.</p>	<p>District leadership has ensured that the written curriculum is aligned to AZ state standards and the ELP standards for each grade level</p> <p>Our written curricula does NOT accommodate the needs of all learners including the students served in our ELL and Exceptional education Programs as indicated by the proficiency for both subgroups in the 17-19 AzMERIT Assessment.</p>	<p>Curriculum Service Provider, Magnet Coordinator, Instructional Data and Interventionist</p>

Identified Indicators	Primary Needs	Resources Needed to Meet Identified Needs
Principle 6: Family and Community Engagement		
6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning (Our staff has high expectations of learning for all students)	School Quality Surveys administered to parents at Tucson HS school indicated an overall satisfaction rating.	Community Rep