

**Dodge MS Magnet School Plan 2019-2020 SY**  
**Magnet Theme: Traditional**  
**Principal: John Bellisario**  
**Tucson Unified School District**

Dodge Traditional Magnet Middle School is currently integrated and earned the Arizona State letter grade of B. Magnet Schools of America recently awarded Dodge the Distinction Merit Award. Dodge was established in 1986 and named after longtime Tucson teacher, historian, author, and poet, Ida Flood Dodge. This is a tradition-based school, with the purpose of providing a 5R education focusing on Reading, Writing, Arithmetic, Respect, and Responsibility. The school encompasses rigorous academics in a structured environment with high support systems in place, has exemplary behavioral expectations, and believes strongly in the partnership triad (parent-student-school) to enable the success of each student enrolled on campus. Variety of advanced learning opportunities for our students including GATE and advanced core classes, H.S. credit Algebra and Spanish, Math Counts, Math League, a travel program, writing contests, and advanced technology are also offered here.

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

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

**GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, DODGE 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: DODGE 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)**

<b>Integration: Providing Diversity, Excellence, and Equity</b>
<p><b>Current Integration Status:</b> Integrated; 406 students.</p> <p><b>Race/Ethnicity:</b> 20% White, 8% African American, 63% Hispanic, 3% Native American, 2% Asian American and 3% Multi-racial.</p> <p><b>Objective:</b> Continue to recruit all students.</p>
<b>Integration Indicator: Integration of Diverse Student Population</b>
<p><b>Actions to Address Integration Indicator and to Achieve Goals and Objectives:</b></p> <ul style="list-style-type: none"> <li>• Recruitment and marketing activities are planned and implemented by the District and the school.</li> <li>• The Communication Department will provide marketing materials appropriate to support the school's branding and activities.</li> <li>• Dodge will be included in District-level deployment of commercial media including television, print, and social media.</li> <li>• The school community will work to maintain our reputation of a school of excellence by applying for awards that recognize our success and by providing a quality educational program.</li> </ul>
<b>Critical Focus Area: Attend Recruitment Events</b>
<p><b>Critical Focus Area Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. The Magnet Coordinator will promote and recruit families to attend Dodge Magnet Middle School.</li> <li>2. The Magnet Coordinator will send out flyers and postcards inviting families to attend our events.</li> <li>3. The Magnet Coordinator will speak at elementary school PTA and other events to recruit families.</li> </ol>

4. The Magnet Coordinator will attend TUSD recruitment events to represent Dodge.
5. The Magnet School Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
6. Recruitment logs will be kept on-site and document District and school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

- |   |  |
|---|--|
| • Sign-In Sheets of Attendees             | • Logs of Contacts Made to Schedule Events |
| • Copies of Flyers and Postcards Sent Out | • Magnet Quarterly Reports                 |

**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**

<b>ELA AzMERIT</b>	2018	55.3% of all students scored proficient or highly proficient; 27.2% above district proficiency rates.
	2019	<b>Objective:</b> 58.3% of all students will score proficient or highly proficient. (at least 3% increase)
	2019	<b>XX.X%</b> of all students achieved proficient or highly proficient; <b>XX.X%</b> above district proficiency rates.
	2020	<b>Objective: TBD</b>
<b>MATH AzMERIT</b>	2018	56.6% of students achieved proficient or highly proficient; 28.9% above district proficiency rates.
	2019	<b>Objective:</b> 59.6% of all students will score proficient or highly proficient (at least 3% increase)
	2019	<b>YY.Y%</b> of all students achieved proficient or highly proficient; <b>YY.Y%</b> above district proficiency rates.
	2020	<b>Objective: TBD</b>

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

<b>ELA AzMERIT</b>	2018	50% of African American students were proficient/highly proficient; 20.1% above district proficiency rates for AfAm students.
	2019	<b>XX.X%</b> of African American students were proficient/highly proficient; <b>XX.X%</b> above district proficiency rates for AfAm students.
	2020	<b>Objective: TBD</b>
<b>MATH AzMERIT</b>	2018	38.5% of African American students were proficient/highly proficient; 40.1% above district proficiency rates for AfAm students.
	2019	<b>XX.X%</b> of African American students were proficient/highly proficient; <b>XX.X%</b> above district proficiency rates for AfAm students.
	2020	<b>Objective: TBD</b>

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

<b>ELA AzMERIT</b>	2018	52.2% of Latino students were proficient/highly proficient; 28% above district proficiency rates for Latino students.
	2019	<b>XX.X%</b> of Latino students were proficient/highly proficient; <b>XX.X%</b> above district proficiency rates for Latino students.
	2020	<b>Objective: TBD</b>
<b>MATH AzMERIT</b>	2018	54.6% of Latino students were proficient/highly proficient; 31.8% above district proficiency rates for Latino students.
	2019	<b>XX.X%</b> of Latino students were proficient/highly proficient; <b>XX.X%</b> above district proficiency rates for Latino students.
	2020	<b>Objective: TBD</b>

## B. Actions to Improve Academic Quality

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

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

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

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

1. School PD calendars for ongoing support of district initiatives (district-supported with deployment of personnel and resources).
2. The principal and school leadership team follows a structured system for monitoring daily instruction.
3. Use Teacher Evaluation Instruments (Danielson Framework) to guide pre-conferences, evaluations, post-conferences.
4. 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 an action plan to address needs or to provide enrichment.
5. Teachers will use proven strategies of quality instruction, including: posting congruent learning objective; using checks for understanding; providing common formative assessments; using exit tickets to assess learning and misunderstandings.
6. The principal/instructional leaders will conduct weekly classroom walkthrough and provide feedback to support Tier I instructional practices.
7. Teachers will use pedagogical approaches that include culturally responsive instruction.
8. Continue U of A Sky School: Sky Island Survey 3-day program for 20 (7-8<sup>th</sup>) students.

<b>Critical Focus Area: Structured Systems for Monitoring Daily Instruction</b>		
<p><b>Critical Focus Area Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher.</li> <li>2. Teachers provided instruction on use of proven strategies of quality instruction to include:               <ul style="list-style-type: none"> <li>• Posting congruent learning objective.</li> <li>• Using checks for understanding.</li> <li>• Providing common formative assessments.</li> <li>• Using exit tickets to assess learning and misunderstandings.</li> </ul> </li> </ol>		
<b>Evidence of Progress</b>		
<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Weekly Walkthrough Documents</li> <li>• Lesson Plans</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Documentation of Support Provided for Tier 1 Instruction</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Weekly Walkthrough Documents</li> <li>• Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of Support Provided for Tier 1 Instruction</li> </ul>
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**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group, or individual student level).
- The principal and school leadership team will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/course teamwork (mutually developed with teachers, structured systems for PLC team support).
- Data regarding the use of Success Maker will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report.
- Magnet Coordinators will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- PD will be offered to new teachers to assist with how to incorporate Success Maker to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all new teachers to assist with how to utilize the data from Success Maker to identify individual student learning needs.
- Math & Reading Intervention Classes will be used to provide academic support to students who have specific skill gaps based on 2019 AzMERIT test scores. Intervention classes will be part of the daily school schedule.
- The sixth grade reading teacher will provide reading instruction for all sixth grade students. The teacher will use Scholastic Reading Inventory testing to assess the growth of student reading.



**Summer Bridge:**

- Provide all incoming sixth grade students with the opportunity to attend a two-week summer bridge program. The program will provide an opportunity to teach students about PBIS, homework expectations, and Middle School 101.
- Teachers will assess students on SRI (Scholastic Reading Inventory) and math placement exam, and use data for appropriate student placement in ALE (Advanced Learning Experiences) and in MTSS supports like math interventions and study skills.
- Dodge staff will begin to learn student's names and identify students with behavior issues in order to provide a support plan for success.

**Dean of Students and Counselor:**

- All Dodge students identified because of attendance, tardies, behavior, or grades will meet with a mentor (Dean of Students, Counselor, and Principal) once each week to look at success and set goals for improvement.
- Dodge will maintain a culture of support by continuing to provide students with additional help when needed. Students who begin to accumulate absences, tardies, negatives, referrals or non-passing grades will be identified by teachers and staff for support by the Dodge Dean and Counselor.
- In order to create an environment conducive to student learning, Dodge will continue the PBIS system with Respect and Responsibility (R & R) cards to document student behavior and to provide students with incentives for their positive behavior.
- The Dean will provide support to students through regular meetings and the use of Restorative Practices to address conflict.
- The counselor will meet with specific students who need emotional support or need to have a behavior contract.
- The counselor and Dean will meet with students who need additional support with a weekly check-in.
- The Dean of Students will help with the MTSS process and communicate with teachers about the outcomes of discipline and the number of incidents at our school each month.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)****Critical Focus Area Action Steps:****Math & ELA Interventions:**

1. Provide After School Targeted Tutorial on Monday for students with specific learning goals.
2. Provide After School Tutorial on Tuesday and Thursday for students who need to make-up work.
3. Provide Math & Reading Interventionist classes (4) of less than 20 students who have specific skill deficits.
4. Provide Study Skills classes (4) of less than 25 students who need time to complete homework and develop organization skills.
5. The Dodge counselor will host data chats with students after each of the district's standards-based benchmark testing.

**Reading Teacher:**

6. All 6<sup>th</sup> graders will be enrolled in a reading and a writing class in which their reading/writing will be assessed and instruction provided to improve their reading/writing ability (two periods per day).
7. Reading/writing teachers will:
  - teach students how to read books from different genres and complete writing tasks aligned to writing standards,
  - instruct students how to read from informational text and learn strategies for talking to the text. Students will complete writing tasks aligned to informational text, and
  - provide students with a variety of activities to engage in reading and writing outside the classroom and will collect evidence of student reading/writing throughout the school year.

**Evidence of Progress**

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| <ul style="list-style-type: none"> <li>• The SRI Score Both Pre-Test and Post-Test</li> <li>• Class Rosters</li> <li>• Student Assignments</li> </ul> | <ul style="list-style-type: none"> <li>• Common Formative/District Benchmark Data</li> <li>• AzMERIT Data</li> </ul> |
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**Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Teams****Critical Focus Area Action Steps:**

1. The Dodge Professional Development School Calendar will provide teachers with the training to ensure that PLC practices are in place and curriculum is aligned to the TUSD Curriculum.
2. Seven period schedule allows PLC Collaborative Teacher Teams (CTTs) to meet daily.
3. PLC-CTT leadership team will meet weekly to provide feedback and support for CCTs.
4. Teachers will provide formative assessments on a regular basis:
  - Teachers will use the results from formative assessments to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.
  - Teachers meet in content area PLC-CTTs to support development of Tier 1 tasks, i.e. lesson plans, engaging strategies, data analysis, developing formative assessments.

**Evidence of Progress**

- Wednesday PD Calendar for 2019-2020SY with PLC Time documented
- Sign-In Sheets from teachers who attend PLC
- PLC notebook with documentation of the work completed

**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 the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CTT).
- Teachers will build and share knowledge regarding TUSD Curriculum as presented each school year.
- The Dodge Professional Development School Calendar will provide teachers with the training to ensure that PLC-CTTs practices are in place and curriculum is aligned to the TUSD Curriculum and the scope and sequence.
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.
- The principal will document the use of the TUSD Curriculum during classroom observation through the documentation of congruency of the posted learning standards to the curriculum.

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

**Critical Focus Area Action Steps:**

1. PLC's will clarify the essential learning (unpacking standards) for each unit of instruction as determined by the TUSD Curriculum and scope and sequence.
2. Instructional leader will verify that the TUSD Curriculum is being taught in all classrooms and will provide support when needed.
3. Lead Teachers Mathematics and Language Arts will receive training on TUSD Curriculum.

4. Lead Teachers will present TUSD Curriculum to teachers during Wednesday Professional Development.
5. Magnet Theme Curriculum Integration:
  - Magnet Coordinator will provide training for teachers on the use of Traditional Magnet theme material aligned with TUSD Curriculum during Wednesday PDs and during PLC-CTTs.
  - Teachers will prepare lesson plans documenting the use of Traditional Magnet theme in their classroom (Reading, Writing, and Arithmetic). This will be reviewed during the pre-conference, post-conferences, and during classroom walkthroughs.

#### **Evidence of Progress**

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| <ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Classroom Observation Documentation</li> </ul> | <ul style="list-style-type: none"> <li>• Danielson Evaluation</li> <li>• PD Materials/Agendas/Sign-in Sheets</li> </ul> |
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**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****SIAP Principle 6: Family and Community Engagement****Family Engagement Objectives:**

- By the end of the 2019-20 SY, TBD 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:**

- Provide at least two Dodge Recruitment events and encourage community attendance.
- Provide at least two Dodge Orientation events for families to learn about our school.
- Communicate with current community partners: Pantano Rotary Club, Kiwanis Club, American Heart Association, St. Phillip's Church, District 5 City Council Office, and Pantano Christian Church.
- Contact new potential partners to provide opportunities for Dodge Traditional Magnet Middle School students and families.
- Use our Community Liaison to coordinate resources to support students and families with basic needs.
- Communicate with families and community about school programs and student academic achievement using both written and electronic methods including: Dodge Dispatch, updated website, Parent link calls, and email blasts.
- Inform teachers, staff, parents and the community of our plan for improvement designed to increase student achievement.

- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.
- The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
- 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.

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

**Critical Focus Area Action Steps:**

1. Magnet Coordinator will make contact with all elementary schools in our district as part of recruitment and attend TUSD events to represent our school.
2. The principal will have oversight of the Magnet Coordinator and the School Community Liaison, who will plan, implement, and oversee all family and community engagement recruitment activities.
3. Dodge will continue to hold after school events like: Band and Orchestra Concerts, Dinner Theater, Choir Performances, and Multi-cultural dinner that will provide opportunities for student and family engagement with the school.
4. Dodge will communicate about opportunities for families to participate in school /community events like Fall Carnival, Sandwich Saturday, Builder's Club events, and Choir performances at assisted living facilities.

**Evidence of Progress**

- Parent attendance sheets; parent volunteer attendance sheets
- A list of the community partners and how they support our school

## **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)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE Behavior Intervention Monitor (Title 1)
- 1.0 FTE Intervention Teacher (910G, 202)
- 1.0 FTE Reading Interventionist (910F, 202)
- 1.0 FTE School Community Liaison (910G, 202)



<b>Dodge Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY19 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Intervention Teacher	\$43,527.00	Students identified as needing supplemental Tier 2 support for math and reading will be assigned an intervention class moving in and out based on performance data.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Reading Interventionist	\$43,527.00	All 6th grade students will take two hours of ELA with one hour dedicated to reading instruction and one to grammar and writing.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes for magnet funded teachers	\$2,000.00	Substitutes for magnet funded teachers	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: PLC work and conferences	\$5,000.00	In order to allow teachers to PLC during the school day once each quarter. Substitutes are needed for MSA Conference, NEU Convention, and PLC training.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: PLC -CTT	\$5,000.00	In order to allow teachers to participate in regular PLC-CTTs after the contract day.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Tutoring	\$7,885.00	To provide Tier II interventions, Dodge will continue to offer after school tutoring by grade level. Open to all	2: Effective Teachers and Instruction	Deseg

		students but student with an F at progress or end of quarter will get specific invitation to attend.	4: Effective Curriculum	
Added Duty: Tutoring, Certified Summer Hourly Summer Jump Program Coordinator	\$15,450.00	Dodge will maintain a 10-day summer JumpStart program for incoming 6th graders. This sets guidelines and expectations of the Dodge program, establishes relationships with teachers, and provides remediation of basic skills in core classes	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Hourly: Summer Jump Bridge Program	\$1,580.00	Reduce the achievement gap between subgroups.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$5,860.00	This will include resources for teachers to use in the classroom to improve instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Community Liaison	\$21,498.00	Community Liaison will work with students from targeted ethnicity to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	Deseg
1.0 FTE Magnet Coordinator	\$43,527.00	In order to attract diverse ethnically balanced students and maintain an integrated status, the Magnet Coordinator will market, conduct recruitment events,	2: Effective Teachers and Instruction	Deseg

		track recruiting activities, and attend all district sponsored magnet events that are pertinent to middle school enrollment targeting the ethnic groups needed. In addition to recruitment responsibilities, Magnet Coordinator will ensure that student interventions are working and to help in identifying intervention needs, Magnet Coordinator will participate in regular data analysis and support the MTSS team.	4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	
Certified Added Duty: Recruitment	\$3,600.00	Supplemental monies for magnet coordinator/teachers for off contract hours spent at magnet events to promote our school with goal to become integrated.	Integration: Providing Diversity, Excellence and Equity	Deseg
Mileage	\$300.00	Magnet Coordinators are required to travel to sites around the district	Integration: Providing Diversity, Excellence and Equity	Deseg
Registration: Magnet Schools of America (MSA) National Conference and No Excuses University (NEU) National Convention	\$3,000.00	<p>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. Dodge will send the Magnet Coordinator and one Administrator to MSA National Conference.</p> <p>The NEU National Convention was created for NEU educators by NEU educators. This event is an opportunity for dynamic educators to not only network and share about the six exceptional systems they have embraced, but also come together to celebrate the fantastic accomplishments we as a</p>	<p>2: Effective Teachers and Instruction 4: Effective Curriculum</p> <p>Integration: Providing Diversity, Excellence and Equity</p>	

		network have achieved. This unique event highlights two special and highly motivational keynote speakers, a state of the network address from Founder Damen Lopez, and the best and brightest current NEU practitioners who have applied and been selected to present each of the breakout sessions.		
Out of State Travel: MSA, NEU	\$9000.00	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference and NEU Convention.	2: Effective Teachers and Instruction 4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	Deseg
Technology Under \$5,000	14,699.75	Provided teachers with lap tops for PLC-CTT work.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
U of A Sky School	\$4400.00	A group of middle school students will be provided with the opportunity to participate in UA Sky School's <b>Sky Island Survey</b> , a 3 day/2-night field trip that includes daytime field instruction in small groups, nighttime astronomy experiences, dormitory lodging, and all meals. This opportunity will be available to 20 7th-8th graders (located within the Coronado National Forest and Mt. Lemmon).	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Employee Benefits	\$46,358.00			

Total Budget 2019-2020 SY	\$276,211.75
<b>Total FTE:</b>	<b>4.0</b>

<b>Dodge MS Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Behavior Intervention Monitor	\$ 21,500.00	Provide support for the Behavior Intervention Program under the direction of the principal. Monitor and conduct dialogues with students, serves as liaison between students and the administration and maintains documentation,	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE Dean of Students	\$46,600.00	Improve overall achievement for all students Reduce achievement gap between subgroups The Dean of Students collaborates with district staff, parents and students to identify high-risk students for future prevention services. The Dean of Students may visit students and parents in the home to determine causes for absenteeism, academic or discipline problems. The Dean monitors these students as they enter and go through school to determine impact of prevention activities.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	Title 1
Technology	\$18,000.00	Technology hardware/software resources for school and related repairs.	2: Effective Teachers and Instruction	Title 1
Instructional Aids	\$2,000.00	Supplemental resources for teachers to use in classrooms to promote student success.	2: Effective Teachers and Instruction	Title 1
District Supplies	\$12,000.00	District Supplies for school resources.	1: Effective Leadership 2: Effective Teachers and Instruction	Title 1

			4: Effective Curriculum	
Employee Benefits	\$20,430.00			
Total Budget 2019-20 SY	\$120,530.00			
<b>Total FTE:</b>	<b>2.0</b>			