

Tully ES Magnet School Plan 2020-2021 SY
Magnet Theme: Gifted and Talented
Principal: Sean Wilken
Tucson Unified School District

Tully Magnet Elementary School is an integrated school that earned the Arizona State letter grade of C during the 2019-20 SY. Tully magnet theme centers on GATE instruction that is designed to expand student’s thinking by providing lessons that offer depth and complexity in their everyday instruction.

All of our students participate in music, art, physical education, and ecological activities such as composting, and maintaining our garden as part of their school day. We offer a plethora of programs that reinforce lessons taught in school with tutoring math and ELA, gardening, student council, and track to name a few. Alongside our academic curriculum, our students also receive exposure to social-emotional programs through Sanford Harmony lessons and Positive Behavior Intervention and Supports (PBIS). Sanford Harmony is a teaching program that cultivates strong classroom relationships between all students. The goal of Harmony is to incorporate specialized teaching strategies into classroom activities in an effort to reduce bullying, and help develop the youth into tolerant, compassionate, and caring adults for the future. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

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		Comprehensive Support & Improvement		D or F Status

										Students w/ Disabilities			
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TIMELINE FOR PLAN SUBMISSION AND MONITORING						
Feb. 15, 2020	Oct. 9, 2020	Dec. 18, 2020	March 12, 2021	May 21, 2021	TBD	
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2019 AzMERIT	

GOALS FOR MAGNET SCHOOL EFFECTIVENESS

GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, TULLY 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: TULLY WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.

Academic Quality Measures:

Academic Performance (All Students)

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

Academic Performance (African American and Latino Students)

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

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

Current Integration Status: <Updated by District with 100th Day Data in fall of 2020>

Objective: Continue to recruit all students.

Integration Indicator: Integration of Diverse Student Population

Actions to Address Integration Indicator and to Achieve Goal(s):

District Initiated and Supported:

- Recruitment and marketing activities are planned and implemented by the District and the school.
- The Communication Department will provide marketing materials appropriate to support the school's branding and activities.
- Tully will be included in the District-level deployment of commercial media including television, print, and social media.

Magnet Department Initiated and Supported

- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.

Critical Focus Area: Recruitment and Retention

Critical Focus Area Action Steps:

1. The Magnet Coordinator will mail surveys to parents who live in the neighborhood that are not attending Tully, make personal contact, and provide information to these families by fall 2020.
2. Tully staff will attend all recruiting events set by the magnet department, as well as other site-based recruiting events throughout the year.

3. Leadership Team and Site Council will meet quarterly to engage stakeholders in shared decision making regarding recruitment and retention.
4. Principal, Magnet Coordinator, and other support staff will meet with the Magnet Department regularly to review data, plan school initiatives and recruitment.
5. Students are recognized three times per year for perfect attendance in school-wide assembly and for character through Student of the Quarter.
6. The Magnet Coordinator will follow up by making phone calls to preschools and to parents who are interested and give tours of school as requested.
7. Magnet Coordinator, principal, and other staff will present to the neighborhood preschools and attend community events to pass out brochures to interested families.
8. Magnet Coordinator and other staff will create recruitment events and attend those set up through the district and plan activities to attract families.
9. 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.

Evidence of Progress

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| <ul style="list-style-type: none"> • Calendar of Events • Synergy Reports/Magnet Reports • Application Data/40th and 100th Day data | <ul style="list-style-type: none"> • School Surveys • Meeting Agendas / Minutes • IAP, Leadership Team, and Site Council Attendance |
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A. Data Analysis, Trends, and Objectives**2020 SCHOOL LETTER GRADE: TBD****SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

ELA	Spring 2020 AzMERIT	ELA achievement for 3 rd -5 th grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	ELA achievement for 3 rd – 5 th grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math	Spring 2020 AzMERIT	Math achievement for 3 rd – 5 th grade students was XX%; XX% above the district elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	Math achievement for 3 rd – 5 th grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.

AFRICAN AMERICAN PROFICIENCY RATES

ELA	Spring 2020 AzMERIT	ELA achievement for 3 rd -5 th grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	ELA achievement for 3 rd – 5 th grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math	Spring 2020 AzMERIT	Math achievement for 3 rd – 5 th grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	Math achievement for 3 rd – 5 th grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.

HISPANIC PROFICIENCY RATES

ELA AzMERIT	Spring 2020 AzMERIT	ELA achievement for 3 rd -5 th grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.
	2020-21 SY Goal	ELA achievement for 3 rd – 5 th grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math AzMERIT	Spring 2020 AzMERIT	Math achievement for 3 rd – 5 th grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.
	2020-21 SY Goal	Math achievement for 3 rd – 5 th grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21.

B. Actions to Improve Academic Quality

Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>

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 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. The lowest Indicators for each principle are addressed.

SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4, 2.5 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:

District Initiated and Supported:

- Principal and school leadership team follow a structured system for monitoring daily instruction.
- My Learning Plan will track classroom visits to achieve inter-rater reliability among administrator and instructional specialists facilitating walkthrough visits.
- School PD calendar will support ongoing support for district initiatives (district supported with deployment of personnel and resources).
- Daily quality Tier 1 instruction to include research-based practices, such as EEI, and GATE strategies as evidenced in lesson plans and observations. Lesson plans will be available for review during classroom walkthroughs.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.

- Teachers will spend one school day, quarterly, for task analysis and planning for the upcoming quarter. This will include planning for differentiation to meet the needs of students who are below-level, and those who have demonstrated mastery of the grade-level objective.
- Teachers will be provided with ongoing professional development on quality Tier I instructional strategies and GATE strategies.
- Teachers will plan and implement Balanced Literacy and Daily 5 in all classrooms for ELA.
- Teachers will use pedagogical approaches that include culturally responsive instruction.

Magnet Department Initiated and Supported:

- The leadership team (principal, Magnet Coordinator, Curriculum Service Provider, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet School Plan that will include the school's critical focus areas, action steps, evidence, and responsibilities for each faculty and staff member.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.
- Continue to work with a GATE Consultant to implement GATE Strategies and to provide PD to the staff on these strategies.
- Work with GATE consultant on implementation of a Proposed Strategic Plan prepared especially for Tully. This will include monthly PD on the implementation of one new gifted strategy a month to the faculty and staff to implement.

Title 1 Initiated and Supported:

- The District's Support & Innovation Team (Title 1, Magnet Department, and Regional Leadership) will gather classroom instructional trend data each semester that will identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Teachers will develop and implement lesson plans that are aligned to the District’s Scope and Sequence that include the learning objective, one engaging activity, and an exit ticket.
2. Teachers will post and communicate the daily learning objective as identified in the District’s curriculum units.
3. Teachers will ensure that checks for understanding are implemented during Tier 1 instruction.
4. Teachers will meet with students regularly to set goals and review progress.
5. Teachers will implement quality Tier 1 instruction to include research-based practices, such as EEI, and GATE strategies as evidenced in lesson plans and observations.
6. Principal, Curriculum Service Provider, and Magnet Coordinator will support classroom instruction through a bi-weekly observation and coaching cycle.

Evidence of Progress

- Lesson Plans
- Classroom Walkthrough Log

SIAP Indicator 2.5: Our teachers have a strong understanding of types of assessment.

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

District Initiated and Supported:

- Benchmark Data and AzMERIT Data is provided in a user friendly format report.
- School City platform is used to create formative assessments and to provide immediate data results that are used to support student learning.

Magnet Department Initiated and Supported:

- Magnet Coordinator and the Curriculum Service Provider will focus on teacher knowledge and use of different assessment types during classroom walkthroughs and Professional Learning Community (PLC)-Collaborative Teacher Team (CTT) meetings.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. PLC - Collaborative Teacher Teams develop common formative assessments to measure student understanding and to inform instruction.
2. Teachers will be provided resources and strategies on how to use a variety of differentiated, in-the moment, checks for understanding and in class assessments to insure individual student progress with the lesson objective being taught. These strategies will be implemented during classroom instruction and monitored by the Leadership Team (CSP and principal).

3. Teachers will use District benchmark assessment to support item analysis, standards-level analysis and student achievement. Data analysis will inform instruction that includes re-teaching, small group work and individual one-on-one student support.
4. Classroom observations will focus on teachers' understanding and use of informative assessments, such as checking for understanding, short quizzes.

Evidence of Progress

- Common Formative Assessments
- Benchmark Assessments and AzMERIT data
- Data Analysis Protocols
- Observation Logs
- PD – Coaching support materials for informal and formative assessment strategies.
- Lesson plans with Exit Tickets or other types of closure formal formatives.

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:

District Initiated and Supported:

- Offer intervention/supplemental services (Math/ELA) during the school day to support students through Tier 2/3 instruction.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Use structured systems for monitoring the efficiency and effectiveness of PLC Collaborative Teacher Teams.
- Teachers use Guided Reading, small-group instruction for ELA; Tier 2/3 students meet daily for guided reading lessons.
- Language opportunities providing Sheltered English Language development and visual models will be provided to support all students including recently reclassified ELD strategies through delivery of quality Tier 1 instruction.

- Teachers will utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.

Magnet Department Initiated and Supported:

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

Title 1 Initiated and Supported:

- Reading and math interventionist support individual student's needs to ensure student achievement.
- Teacher Assistants support Tier 1 small group instruction in classroom.

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

Critical Focus Area Action Steps:

1. Math Specialist and reading interventionist will provide supplemental Tier 2 and Tier 3 interventions in collaboration with classroom teachers. Students in need of Tier 2 and Tier 3 instruction will receive consistent targeted interventions. Students will be assessed regularly to determine progress and adjustments.
2. Students classified as Tier 2 and Tier 3 will be targeted for after school academic services as designated by the school's 21st Century Community Learning Center.
3. Tier 2 and Tier 3 students will have progress monitored through evaluation of progress monitoring data trackers, common formative assessments, district benchmarks and state assessments.
4. Tier 2 and Tier 3 students will meet daily for guided reading lessons and small group targeted math instruction with interventionist teacher.

5. MTSS team will meet regularly to review student data and performance and analyze effectiveness of interventions and suggest additional interventions to support student learning.

Evidence of Progress

- Master Schedule
- Guided Reading Group
- MTSS Schedule and Meeting Notes
- Student achievement Data

Critical Focus Area 2: Highly Functioning Professional Learning Communities Collaborative Teacher Teams

Critical Focus Area Action Steps:

1. PLC Collaborative Teacher Teams (CTTs) will meet weekly, during the school day, for a 90-minute block.
2. PLC-CTTs will establish pacing calendars, create common formative assessments and review the data, discuss instructional strategies, set goals and maintain a PLC-CTT notes and Data binder.
3. PLC-CTTs will use the results from common formative assessments to share and to develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.
4. PLC-CTTs will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery.
5. PLC-CTTs will design rigorous extension activities and choice menus to ensure that all students are given an opportunity to receive instructional experiences relevant to their interests and skill level.
6. PLC-CTTs will collaborate with Exceptional Education resource teachers and interventionists to do design activities and instructional strategies for both below-level and above-level students.
7. The principal and CSP will guide and monitor PLC-CTTs, including review of common formative assessment data and strategies for intervention and enrichment.

Evidence of Progress	
<ul style="list-style-type: none"> • PLC-CTT Schedule/Agendas/Minutes • PLC-CTT Binders and Data Notebooks 	<ul style="list-style-type: none"> • Lesson Plans and Unit Plan Aligned to TUSD Curriculum

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:
<p>District Initiated and Supported:</p> <ul style="list-style-type: none"> • Teachers will implement the TUSD Curriculum and follow the Scope and Sequence with fidelity. • Teachers will meet in PLC-CTTs to plan lessons that provide opportunities for students to connect with curriculum through use of culturally relevant materials. <p>Magnet Department Initiated and Supported:</p> <ul style="list-style-type: none"> • Curriculum Service Provider and Magnet Coordinator will provide PD for teachers to ensure teachers know how to access and implement TUSD Curriculum. • Teachers will create activity menus that offer choice for all students with theme related activities.
Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.
Critical Focus Area Action Steps:

1. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum and scope and sequence.
2. Teachers will review unpacked highly-leveraged standards to support lesson planning/implementation of TUSD curriculum
3. Teachers will create a variety of activities related to the core curriculum that provide choice, and depth of complexity.
4. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
5. PLC-CTTs will meet weekly to plan instruction aligned to TUSD Curriculum and implement curriculum standards with fidelity.
6. Instruction leaders will work with teachers in their planning and daily instruction to ensure alignment.

Evidence of Progress

- Lesson Plans
- Common Formative Assessments
- Walkthrough Data
- PLC-CTT Binders and Data Notebooks
- TUSD Curriculum /Unpacked Standards
- School Task Analysis Guides

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

Family Engagement Objectives:

- By the end of the 2020 – 2021 SY, 70% 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.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher.

SIAP Indicator 6.1: Our staff creates and maintains positive, collaborative partnership among families, communities, and schools to support student learning.

Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:

District Initiated and Supported:

- Tully will hold at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.
- Families will be included as participants in school decisions, governance, and advocacy through Site Council.

- Tully will coordinate resources to support students and families with basic needs.
- Tully principal and leadership team will establish lines of communication to families, community members, and organizations.
- Staff will develop and use social media structures to connect with students and families.
- Parents will be welcomed into the school for a variety of activities and programs.
- Staff will develop and use social media structures to connect with students and families.
- Parents will be welcomed into the school for a variety of activities and programs.
- The school will continue to provide adult English classes for parents to support their children.

Magnet Initiated and Supported:

- The Magnet Coordinator will coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
- Teachers and instructional leaders will support and encourage students and families in taking advantage of TUSD's diverse schools through school choice, Gifted and Talented Education (GATE) programs, and share what Advanced Learning Opportunities, Career & Technical Education, children can partake in as they move forward in their educational experience with TUSD.

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

Critical Focus Area Action Steps:

1. The Magnet Coordinator and Principal will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child's educational experience.

2. The Magnet Coordinator and Principal will collect, monitor, and document data related to parent and community involvement with activities implemented.
3. The Magnet Coordinator will establish at least one new formal partnership, as documented by a letter of support.
4. The leadership team will create a plan to develop and maintain an engaging, interactive web site, and a system for utilizing social media to promote school events, and up to date announcements.
5. Parents will be invited to quarterly and monthly student recognitions. Weekly community time will be used to welcome families, acknowledge students and showcase music and the arts.

Evidence of Progress

- Parent Attendance Sheets
- Parent Volunteer Attendance Sheets
- Parent and Community Outreach Plan Quarterly Monitoring
- Leadership Team Meetings Agendas/Minutes

TULLY ES 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 Teachers (910G, 202)
- 1.0 FTE Intervention Teacher (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.5 Guidance Counselor (M&O)
- .22 FTE Librarian (M&O)
- .78 FTE Librarian (Title 1)
- 1.0 FTE Reading Interventionist (Title 1)
- 1.5 FTE Teacher Assistant (Title 1)
- 0.5 Counselor (Title I)

Tully ES Magnet Deseg Budget 2020-21 SY			
Description	Sum of FY 21 (\$)	Purpose	Magnet Plan Principle #:
1.0FTE Curriculum Service Provider	\$50,000	Curriculum Service Providers (CSP) will serve to provide professional development to teachers in GATE practices, lead PLC-CTT grade level groups for data driven instruction, plan, co-teach and support teachers. They offer intervention and enrichment experiences for students to help differentiate, challenge, engage and assist in student success within a new model of instruction. Data will guide the direction of the PLC Collaborative Teacher Teams to plan intervention and enrichment. Each CSP-CTT will focus on grade level bands, collaborating with one another, in the development and implementation of curriculum and student and staff success within the GATE model.	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Magnet Teacher	\$45,000	Physical education will be offered as an elective during our PLC-CTT time, which will allow our teachers to review data and plan in grade level teams. These electives will support the Gate theme by including a presentation of learning to families and classmates. The PE teacher will support the Magnet theme by providing weekly PE lessons to whole	2: Effective Teachers and Instruction 4: Effective Curriculum

		classes that will incorporate choice, and cultural connections to student's lives outside of school.	
1.0 FTE Intervention Teacher (RTI)	\$45,000	<p>The RTI teacher will support classroom teachers and students by providing data-driven, targeted interventions for student in ELA and Math. They will collect and analyze data to determine adjustments in the intervention program.</p> <p>The RTI teacher will work with the MTSS team to help inform parents and teachers of progress and best practices that will support the student's learning in the classroom and at home.</p> <p>The RTI teacher will design electives and extensions for students that will be highly engaging, choice, driven, and include a presentation of learning to families and classmates.</p>	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Magnet Site Coordinator	\$50,000	The Magnet Coordinator (MC) works, in collaboration with the principal, to recruit a diverse population of students and families, coordinates and facilitate family engagement events to promote the school, market the school's program through community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of Collaborative Teacher Teams	Integration: Providing Diversity, Excellence and Equity
Substitute Teachers	\$3,000	Substitute pay for magnet teacher sick leave	2: Effective Teachers and Instruction 4: Effective Curriculum
Certified Added Duty: Family	\$2,500	Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated	Integration: Providing

Engagement and Recruitment		events to promote our magnet through appearances, booths and other public relations opportunities, which are available to all qualified staff to serve as representatives.	Diversity, Excellence and Equity
Classified Added Duty: Family Engagement and Recruitment	\$1,500	Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths and other public relations opportunities, which are available to all qualified staff to serve as representatives.	Integration: Providing Diversity, Excellence and Equity
Certified Added Duty for Sky School	\$1,000	Certified teachers will accompany students to multi-day overnight field trip on Mount Lemmon and will be compensated for off-duty work.	2: Effective Teachers and Instruction 4: Effective Curriculum
Certified Added Duty: PD	\$10,000	Added duty to participate in GATE professional development.	Effective Teachers and Instruction 4: Effective Curriculum
Mileage	\$200	Supplemental monies for travel to magnet events to promote our school for integration.	Integration: Providing Diversity, Excellence and Equity
Professional Education Consultant	\$27,000	Consultant to focus on the implementation of GATE practices (e.g., integrating content, gifted strategy of the month, renewed focus on depth and complexity, etc.) by providing monthly professional development.	2: Effective Teachers and Instruction 4: Effective Curriculum

U of A Sky School	\$13,500	Urban Research (4th grade) and Daytime Field Course (60 students) / Exploring the Sky Islands (5th graders) (40 Students)	2: Effective Teachers and Instruction 4: Effective Curriculum
Transportation for Sky School	\$1,000	Urban Research (4th grade) and Daytime Field Course (60 students) / Exploring the Sky Islands (5th graders) (30 Students)	2: Effective Teachers and Instruction 4: Effective Curriculum
Registration: Magnet Schools of America (MSA) National Conference Registration and GATE	\$1,800	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.	2: Effective Teachers and Instruction 4: Effective Curriculum Integration: Providing Diversity, Excellence and Equity
Out of State Travel Magnet Schools of America Conference	\$6,000	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum Integration: Providing Diversity, Excellence and Equity

Instate Travel	\$1,000	Will allow for in-state travel to GATE conference.	2: Effective Teachers and Instruction 4: Effective Curriculum
Employee Benefits	\$49,200		
Total Budget 2020-21 SY	\$321,300		
Total FTE:	4.0		

Tully ES Magnet Title 1 Budget 2020-21 SY			
Description	Sum of FY 21 (\$)	Purpose	SIAP/Magnet Plan Principle #:
1.0 FTE Reading Interventionist	\$45,000	Supports students with reading foundational skills and Tier 2 interventions.	2: Effective Teachers and Instruction 4: Effective Curriculum
.78 FTE Certified Librarian	\$45,000	<p>The Librarian will support students who require more academic rigor, and above grade-level activities, by providing resources and support. The librarian will collaborate with the teachers through planning and scheduling, to provide time in the library that students can work in a supported environment. This falls in line with a strong gifted curriculum as promoted in our Magnet plan.</p> <p>The Librarian will design electives and extensions for students that will be highly engaging, choice, driven, and include a presentation of learning to families and classmates.</p> <p>The Librarian will provide extended hours regularly before and after school, so that students and families will have access to the library beyond school hours. They will also designated times and provide supports for parents who need help with job applications, filling out government paperwork, or any other relevant need that a community member might need. This supports the community outreach goals in our magnet plan.</p>	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement

1.5 FTE Teacher Assistant	\$37,000	Assists teachers in performing their classroom teaching responsibilities.	2: Effective Teachers and Instruction 4: Effective Curriculum
0.5 FTE Counselor	\$26,000	The guidance counselor will implement the TUSD Comprehensive Competency Based Guidance program/American School Counselor Association National Model. The counselor provides activities to meet the needs of the students and consult with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other educational programs at the school.	2: Effective Teachers and Instruction 5: Conditions, Climate & Culture 6: Family and Community Engagement
Instructional Aids	\$2,838	Scholastic, CKLA, Manipulatives for Reading and Math	Integration: Providing Diversity, Excellence and Equity
Employee Benefits	\$45,900		
Total Budget 2020-21 SY	\$201,738		
Total FTE:	3.78		