

Booth-Fickett K-8 Magnet School Plan 2020-21 SY
Magnet Theme: Math and Science
Principal: Dr. Demetra Baxter-Oliver
Tucson Unified School District

MAGNET SCHOOL SUMMARY

Booth- Fickett K-8 Magnet School K-8 is currently neither racially concentrated or integrated as a K-8 (though the K-5 is integrated compared to the K-5 average; and the 6-8 is integrated compared to the 6-8 average), and it earned the Arizona State letter grade of F in the 2019-20 school year. Booth-Fickett places special emphasis on Math and Science. The campus aims to strengthen the magnet focus to include engineering and technology, including a continuum of STEM courses and electives. Booth-Fickett currently offers Advancement Via Individual Determination (AVID) elective classes taught by an AVID-trained teacher.

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

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 2020 AzMERIT

GOALS FOR MAGNET SCHOOL EFFECTIVENESS

GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, BOOTH-FICKETT WILL MAKE PROGRESS TOWARDS BECOMING (OR WILL BECOME) AN INTEGRATED SCHOOL.

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: BOOTH-FICKETT 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 Status: <Updated by District with 100th Day Data in fall of 2020>

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

Integration Indicator: Integration of Diverse Student Population

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

- Partner with neighborhood organizations
- Increase Social Media Presence
- School related Recruitment and Retention Activities (i.e. Mega Night)

District Initiated and Supported:

- Marketing Activities – Commercial media in television, print, and social media
- Recruitment opportunities at job fairs
- Communication Department will provide marketing to support the school’s magnet theme and activities.

Magnet Department Initiated and Supported:

- Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.
- 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. Participate in all District recruitment activities offered to school including Kindergarten Round-Up.
2. Strategically identify areas for site-based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, and places of worship]
3. Create partnerships with community members that assist in recruitment events and school magnet visibility.
4. Magnet 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.
5. Recruitment logs will be kept on site and document district and school recruitment events, tours, and magnet phone inquiries

Evidence of Progress

- Student Enrollment
- Calendar of Events
- Magnet Reports
- Social Media Posts
- Promotional Event Flyers
- School Commercial

GOAL 2: ACADEMIC QUALITY**A. Data Analysis, Trends, and Objectives****2020 SCHOOL LETTER GRADE: TBD****SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

ELA AzMERIT	Spring 2020 AzMERIT	ELA achievement for 3 rd -8 th grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%.
	2020-21 SY Goal	ELA achievement for 3 rd – 8 th grade students will increase 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 – 8 th grade students was XX%; XX% above the district elementary school proficiency rate of XX%.
	2020-21 SY Goal	Math achievement for 3 rd – 8 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 AzMERIT	Spring 2020 AzMERIT	ELA achievement for 3 rd -8 th grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.
	2020-21 SY Goal	ELA achievement for 3 rd – 8 th grade AfAm students will increase 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 – 8 th grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.
	2020-21 SY Goal	Math achievement for 3 rd – 8 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 -8 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 – 8 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 – 8 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 – 8 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 Needs Assessment Level of Support for 2020-21 SY: <To be determined by the District>

Booth-Fickett 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 (Indicator 2.4, 2.6, 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:

- The school PD calendar supports ongoing district initiatives.
- The principal and school leadership team will follow a structured system for monitoring daily instruction.
- Administrators will use Teacher Evaluation Instruments (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- The principal and assistant principals and curriculum service providers will monitor teachers' lesson plans. During walkthroughs and pre and post conferences administrators and instructional coaches will use lesson plans to ensure that engagement strategies, differentiation instruction, balanced literacy/guided math instruction and checks for understanding.
- Through classroom walkthroughs, ensure that the teacher states clear learning goals and that strategies for success are clearly communicated to students.

- Embedded PLC time will allow teachers to meet with the Instructional Data Intervention Specialist and Curriculum Service Provider, for student data analysis, professional development, lesson planning, and common formative assessment creation.

Magnet Department Initiated and Supported:

- Plan and deliver on-going professional development on Tier I instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies, and questioning (inquiry) and checks for understanding.
- Provide direct science instruction on the K-5 campus. Teacher provide unique opportunities in areas related to the magnet theme.
- Provide summer and Saturday professional development opportunities for instructional faculty and staff members
- 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.
- Magnet Department will provide weekly purposeful visits utilize coaching-feedback protocols to strengthen instructional infrastructure by observing, evaluating, and providing feedback on the following best practices: (a) providing quality Tier 1 core instruction; (b) delivering a guaranteed and viable curriculum (aligned with the magnet theme) (c) ensuring effective Professional Learning Communities (PLC) -Collaborative Teacher Teams (CTT); and (d) delivering supplemental Tier 2 interventions.

Title 1 Initiated and Supported:

- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data to 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: Structure Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with teachers on a weekly basis.

2. Instructional leaders will maintain an observation log with action steps for each teacher.
3. Instructional leaders and teachers will document refinement and the actions steps to incorporate identified refinements in daily instruction.
4. Instructional Leaders will work with the Magnet Department to observe classroom instruction and the work of the PLC-CTTs. Coaching of practice strengths and refinements will be given as a focus for follow-up observations.

Evidence of Progress

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|---|---|
| <ul style="list-style-type: none">• Observation Log• Completed Teacher Reflection Template | <ul style="list-style-type: none">• Lesson Plans• Walkthrough Data |
|---|---|

SIAP Indicator 2.6: Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.

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

District Initiated and Supported:

- Wednesday professional development in response to walkthrough trend data and teacher needs survey.
- Summer opportunities for professional growth and collaboration.

Magnet Department Initiated and Supported:

- Inquiry-based, hands-on science professional developments and classroom support (Haury Grant).
- Consultant for professional development pertaining to quality Tier 1 instructional strategies.

Title 1 Initiated and Supported:

- School initiated Scholastic next steps guided reading professional development.
- Math Pathways and Pitfalls training, materials and continuing professional development.

Critical Focus Area: Teachers will actively engage in planned differentiated professional development that will have a direct impact on increasing student achievement.

Critical Focus Area Action Steps:

1. Administration will give teachers a Professional Development Needs survey to better understand what areas they want to increase their professional practices and knowledge.
2. Teachers will participate in four days of additional professional development. Two days during the summer and one day for each semester. Focus areas will be related to quality Tier 1 instruction.

3. *“Teach Like A Champion”* strategies are used to support climate and culture and academic excellence. PLC-CTTs watch and reflect on *“Teach Like a Champion”* video series to reinforce teacher collaboration on strengthening relationships (teacher to student and student to teacher) and creating learning environments that are conducive to learning. .
4. The Leadership Team will provide professional development and a book study on *“Teach Like A Champion Field Notes”* by Doug Lemov. Teachers will be responsible for implementing strategies that are introduced through this book study that specifically fit their needs for growth and the strategies determined that have been determined to be implemented school-wide.
5. Leadership Team will conduct monthly observations to ensure strategies from professional development and *“Teach Like A Champion”* are utilized in instruction and provide feedback to teachers.

Evidence of Progress

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|---|---|
| <ul style="list-style-type: none"> • Professional Development Needs Survey Results • Professional Development Agendas | <ul style="list-style-type: none"> • Observation and Reflection Logs • PLC Notes • PD Sign-ins |
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SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and educational professionals to ensure the success of all students.

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

District Initiated and Supported:

- The principal and school leadership team will use a structured system to monitor the efficiency and effectiveness of PLC (Professional Learning Communities) Collaborative Teacher Teams (CTTs) grade level/course teamwork.
- The Restorative and Positive Practice Facilitator (RPPF) will serve as the coordinator for restorative practices school wide, inform the school administration of identified trends and challenges with regard to school discipline, and will serve as the facilitator with regard to the school's implementation of PBIS.
- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier II and III instruction.
- Seven (7) period day for daily PLC/CTT collaboration and data analysis opportunities

Magnet Department Initiated and Supported:

- The administrators and magnet coordinator will meet with the Magnet Department at least three times a quarter to discuss Tier 1 instruction observational findings of PLC-CTTs strengths and refinements. Next steps will be developed for implementation and monitored by the principal, CSPs and magnet coordinator.
- Science interventionist delivers weekly opportunity for individual teacher development that supports instructional practices that strengthen student learning and the overall mission and vision of the school and the magnet theme.

Title 1 Initiated and Supported:

- Reading and math interventionists will provide Tier II and Tier III instruction during the school day

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

1. Reading Interventionists will deliver Tier II and III instruction in a small group setting to targeted K-8 students who are not performing at grade level, based on DIBELS, NSGRA, AzMERIT Spring 2020 data, and/or SchoolCity benchmark assessments.
2. Math Interventionists will deliver Tier II and III instruction in a small group setting to targeted K-8 students who are not performing at grade level, based on DIBELS, 2018 AzM2, and/or SchoolCity benchmark assessments.
3. Instructional Data Intervention Specialist will analyze and distribute student data from SchoolCity, ixl, Achieve 3000, and SuccessMaker. Instructional Data Intervention Specialist and Curriculum Service Provider will provide support to classroom teachers on accessing, analyzing, and interpreting student data to deliver differentiated instruction to meet student needs.
4. Teachers will design and provide supplemental Tier II interventions based on formative assessment student data that is collected during core classroom instruction.
5. Teachers will inform students of their current achievement data regarding AzMERIT, Dibels, formative assessments, benchmarks, projects, quizzes and other measures of performance consistently. Student use data notebooks to set academic achievement goals.

Evidence of Progress

- Student sign in sheets
- Data Binders
- PLC/CTT agendas and notes

Critical Focus Area: High Functioning Professional Learning Communities Collaborative Teacher Teams**Critical Focus Area Action Steps:**

1. PLC-CTTs are embedded in the K-5 school day each week for at least 60 minutes.
2. PLC-CTTs for 6th -8th grade level will meet daily as afforded by the 7 period day schedule.
3. PLC-CTTs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum and the scope and sequence.

4. PLC-CTTs will follow the TUSD Collaborative Teacher Team Cycle through the following stages:
 - Focus: Review highly-leveraged standards and design lesson plans aligned to the learning of the highly-leveraged standard.
 - Teach: Utilize best practice instructional strategies
 - Assess: Determine whether or not students have learned the instructional objectives and standards.
 - Respond: Adjust teaching in response to student performance
5. Collaborative Teacher Teams will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery.
6. PLC-CTTs will use develop and use the results from common formative assessments to share and to develop more effective instruction to plan for re-teaching so that all students show mastery.

Evidence of Progress

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|--|---|
| <ul style="list-style-type: none"> • PLC-CTTs Schedule • PLC-CTTs Binders and Data Notebooks • Lesson Plans | <ul style="list-style-type: none"> • District Curriculum Scope and Sequence • PLC-CTTs Meeting Agendas/Minutes • Common Formatives |
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SIAP Principle 4: Effective Curriculum (Indicator 4.6)

SIAP Indicator 4.6: Our school staff systematically monitors, reviews, and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

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

District Initiated and Supported:

- Classroom teachers will implement the TUSD Curriculum including Scope and Sequence and Curricular Maps with fidelity.
- Instructional leaders will assist teachers during PLC-CTTS to ensure that teachers know how to access and implement the TUSD Curriculum.
- Instructional leaders will develop a systematic plan to monitor PLC/CTTs, provide feedback from Classroom Walkthroughs (CWTs) and observations regarding the implementation of the curriculum and the alignment instruction and assessment to the curriculum.

Magnet Department Initiated and Supported:

- Classroom checks to monitor the implementation of the District Curriculum and the alignment to all teaching actions of the curriculum and campus academic initiatives.
- Instructional Data Intervention Specialist will provide data from School City, ixl, Achieve 3000, and SuccessMaker to teachers for disaggregation and to identify gaps between curriculum and instruction and student mastery of standards.

Title 1 Initiated and Supported:

- Reading and Math Specialists will collaborate with ELA/Math teachers regarding students' mastery of standards and goal progression and to ensure alignment of the curriculum to student learning.

Critical Focus Area: Curriculum, standards, instruction and assessment are aligned to support student achievement.

Critical Focus Area Action Steps:

1. Instructional leaders will monitor the implementation of the TUSD Curriculum during walkthroughs, PLC -CTTs, observations, and pre-post teacher conferences to gather evidence of alignment to instruction and assessment strategies.

2. 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.
3. PLC-CTTs will meet weekly to plan instruction and assessments that is aligned to the TUSD Curriculum. Analysis of student learning of the curriculum will identify gaps between instruction and assessment.
4. PLC-CTTs will perform a gap analysis between curriculum and instruction and will develop specific action plans to support student learning of the standards.

Evidence of Progress

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|---|--|
| <ul style="list-style-type: none"> • PLC/CTT Agendas and Notes • Lesson Plans • Common Formative Assessments | <ul style="list-style-type: none"> • CWT and Observation Data • School City Data • Benchmark Data - AzMERIT Data • MTSS Meeting Data |
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SIAP Principle 6: Family and Community Engagement (Indicator 6.2)

Family Engagement Objectives:

- By the end of the 2020-21 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and community partnership related questions, leadership related questions, and overall satisfaction ratings will rise by a minimum of 90% on the School Quality Survey. Data from the 2018-19 SY Quality Survey indicate 86.04% Parent/Guardian overall satisfaction.

SIAP Indicator 6.2 Our school engages in ongoing, meaningful and inclusive communications with families, communities, and school.

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

District Initiated and Supported:

- Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, marquee, and clearly defined systems that allows for home-school communication).
- Fall and spring parent/teacher conferences will be scheduled school-wide.
- Administrator, magnet coordinator, family community liaison will work in collaboration to increase community and business partnerships
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Develop and use social media structures to connect with students and families.

- Meet with parents during conferences, MTSS meetings (academic & behavior), 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.
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.
- Teachers will have a method of communication with families to inform them of the following information: grades, student progress, celebrations, and concerns.

Magnet Department Initiated and Supported:

- Host magnet events during the school year that emphasize the magnet theme of Math and Science. (MEGA Night and Science Fair, Community Harvest Festival)
- Inform teachers, staff, parents, and the community of the Magnet Plan that is designed to increase student achievement.

Title 1 Initiated and Supported:

- Family Engagement Events – Family Reading/Math Night, Meet the Teacher, Title I Parent/Community Meetings

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

Critical Focus Area Action Steps:

1. The School Community Liaison will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child’s educational experience.
2. The School Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement.

4. Collaboration will occur among the Magnet Coordinator and the School Community Liaison, MTSS Coordinator, RPPF, and Student Success Specialists based employees to coordinate efforts for parent, community, and partnership engagement.
5. Continue to enhance established community partnerships to support.

Evidence of Progress

- Parent and community outreach attendance sheets
- Parent volunteer attendance sheets
- Volunteer/Partnership Breakfast Sign-in
- Recognition Attendees Sign-in
- Leadership team meeting agendas/minutes
- Parent and community outreach plan
- PTA Calendar – Agenda/Minutes

BOOTH-FICKETT K-8 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.):

- 5.5 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (910G, 202)
- 1.0 FTE Math Interventionist (910G, 202)
- 1.0 FTE Assistant Principal (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Reading Interventionist (Title 1)
- 1.0 FTE Math Interventionist (Title 1)
- 2.0 FTE Curriculum Service Provider (Title 1 & Central Title)
- 1.0 FTE School Community Liaison (Title I)
- 2.0 FTE Behavior Specialist (Title 1)
- 1.0 FTE MTSS Facilitator (910G, other)
- 1.0 FTE Restorative and Positive Practices Facilitator (910G, other)
- 1.0 FTE ISI Teacher (910G, other) (Activity 506)
- 1.0 FTE AVID Teacher (910G, other)
- 2.0 FTE Counselor (M&O)

Booth Fickett K-8 Magnet Desg Budget 2020-21 SY			
Description	Sum of FY 21 (\$)	Purpose	Magnet Plan Principle #:
5.5 FTE Magnet Teachers	\$280,000	Booth-Fickett will hire a (2) K-5 science teachers, (1) Robotics & Engineering teacher, (1) Coding teacher, (1) Media teacher, (.5) Science Interventionist to enrich student learning by building content knowledge, problems-solving strategies, and higher-level thinking skills through project based learning and technology integration, in order to increase overall student achievement. (2) Certified FTE Science Teacher (1) Robotics & Engineering Teacher (1) Coding Teacher (1) Math Interventionist (.5) Science Interventionist	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Instructional Data and Intervention Specialist	\$48,000	Booth-Fickett will hire a data coach to review student achieve data, support teachers in creating CFA, create instructional groupings for re-teaching and enrichment, and meet with parents & teachers to support the MTSS process. (1) Certified FTE Teacher	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Math Interventionist	\$50,000	Booth-Fickett will hire 1.5 Math enrichment specialists to assist students in building content knowledge, problem-solving strategies, and higher-level thinking skills during sessions in order to enrich student learning. (1.5) Certified FTE	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Assistant Principal	\$60,944	Assistant Principal provides leadership and management of a school that is focused on student learning and achievement, relationships, and communication, and efficient operations. Promotes the success of each student by facilitating the development and articulation of a vision of learning that is shared and supported by the school community.	2: Effective Teachers and Instruction 4: Effective Curriculum

			6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity
1.0 FTE Magnet Coordinator	\$47,000	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.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity
Substitute Teachers	\$5,000	Substitute teacher pay for magnet teacher sick leave.	2: Effective Teachers and Instruction 4: Effective Curriculum
Certified Added Duty: Family Engagement	\$4,000	Added Duty for teachers to participate in Family Engagement events.	6: Family and Community Engagement
Certified Added Duty: PD	\$55,000	Pre-Service days for teachers in July. Teachers analyze student data, review Curriculum, group students based on math & ELA data for intervention and enrichment, begin lesson planning, receive project-based	2: Effective Teachers and Instruction

		learning training and science enrichment workshops which will include robotics, engineering, and incorporating technology into all subject areas especially math and science.	4: Effective Curriculum
Certified Added Duty: PLC-CTTs	\$2,000	Booth-Fickett will allow teachers to meet in PLC-CTTs during off-contract time. Staff will address the achievement gaps and overall academic growth by designing strategies and interventions that are systematic, timely and directed.	2: Effective Teachers and Instruction 4: Effective Curriculum
Certified Added Duty - Tutoring	\$20,000	Teachers will provide instruction based on analyzed student data outside of the school day. Teachers will review District Curriculum and facilitate data talks with students. Students selected on data from benchmark, AzMERIT, DIBELS, and NSGRA. Student groups based levels and intervention/remediation/ enrichment needed.	2: Effective Teachers and Instruction 4: Effective Curriculum
Supplies: Instructional	\$5,000	Purchase general supplies and materials to support overall student achievement. Purchase math and science supplies to enrich student learning and improve overall student achievement.	2: Effective Teachers and Instruction 4: Effective Curriculum
Supplies: Family Engagement	\$1,000	Supplies for Family Engagement events: Booth-Fickett will communicate with families through a monthly newsletter in order to maintain and stimulate parent and community involvement.	6: Family and Community Engagement
Professional/Educational Contractor	\$25,000	Teach Like a Champion training and Climate and Culture development.	2: Effective Teachers and Instruction 4: Effective Curriculum
Mileage	\$100	To reimburse Magnet Coordinator for attending recruiting events and targeted schools during the year, as well as to attend all District sponsored Magnet recruiting fairs	Integration: Providing Diversity, Excellence and Equity

Registration: Magnet Schools of America (MSA) National Conference	\$1,800	Two (2) staff members and the principal will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity
Out of State Travel: MSA National Conference	\$6,000	Travel, lodging, transfers and per diem will be provided for the 5 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity
Instructional Aids	\$25,000	STEM manipulatives for robotics classes and Imagine Learning for intervention	2: Effective Teachers and Instruction 4: Effective Curriculum
Employee Benefits	\$159,583		

Total Budget 2020-21 SY	\$795,427.00	
Total FTE:	9.5	

Booth Fickett K-8 Title 1 Budget 2020-2021 SY			
Description	Sum of FY21 (\$)	Purpose	SIAP/ Magnet Plan Principle #
2.0 FTE Reading Interventionist	\$100,900	Reading Intervention Specialists will assist students in building literacy level, content knowledge, problem-solving strategies, and higher-level thinking skills. The Reading Intervention Specialists will work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. The Reading Interventionist Specialists will work with the teacher of record to design the appropriate TIER II and TIER III strategies for students.	2: Effective Teachers and Instruction 3: Effective Organization of Time 4: Effective Curriculum
1.0 FTE Math Interventionist	\$53,200	The math interventionist will assist students in building content knowledge, problem-solving strategies, and higher-level thinking skills the math intervention specialists will provide TIER II and TIER III support to students and work closely with the teacher of record.	2: Effective Teachers and Instruction 3: Effective Organization of Time 4: Effective Curriculum
1.0 FTE School Community Liaison	\$21,500	The School Community Liaison will serve as a liaison between the school and the home and encourage parents and community involvement in school activities. The School Community Liaison provides referrals or works with TUSD services and resources as well as external social service agencies to provide information to staff, students and families.	6: Family and Community Engagement
1.0 FTE Curriculum Service Provider	\$51,000	Curriculum Service Provider will work with classroom teachers on interpreting student data and delivering tiered instruction to meet student needs.	2: Effective Teachers and Instruction

			3: Effective Organization of Time 4: Effective Curriculum
2.0 FTE Behavioral Specialist	\$60,000	Behavior Intervention is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS.	5: Conditions, Climate, and Culture
District Supplies - PD	\$5,000	Supplies to support quality Tier 1 instruction.	1: Effective Leadership 2: Effective Teachers and Instruction 4: Effective Curriculum
Instructional Supplies	\$10,090	This will include resources for teachers and students to use in the classroom to improve instruction and learning.	1: Effective Leadership 2: Effective Teachers and Instruction 4: Effective Curriculum
Employee Benefits	\$85,980		
Total Budget 2019-20 SY	\$387,670		
Total FTE:	7.0		