TUCSON UNIFIED SCHOOL DISTRICT

3-Year PIP: CMP Addendum
Magnet School Plan (MSP) Development Guide

Magnet Programs

The Magnet School Plan is aligned to the TUSD Comprehensive Magnet Plan (CMP), the Magnet Schools of America Magnet Pillars, and the Arizona Department of Education Integrated Action Plan (IAP)[1]. The MSP is designed to improve academic achievement and integration at magnet schools and programs. This guide shall be used by magnet principals to develop magnet school plans and budgets by considering program and resource effectiveness. Principals should consider prior budgets but are not bound by prior budgets. Principals should not hesitate to redeploy resources and funds when programs and practices do not produce desired outcomes. Principals are encouraged to carefully consider program effectiveness and evidence-based practices in the context of their school's magnet program, and the overall goal of attracting a diverse student body through the strength of the magnet curriculum and theme.

SECTION I: INTRODUCTION

A. Magnet School Plan Team
B. Resources to Support Planning
C. Magnet School Plan Development Timeline

SECTION II: FOUNDATION

A. Magnet Overview
B. Magnet Mission and Vision Statements

SECTION III: MAGNET SCHOOL PLAN DESIGN

A. Goals
B. Action Steps

SECTION IV: MSP BUDGET DEVELOPMENT

A. Budget Development Steps
B. Forms for Budgetary Approval

[1] Each school's IAP is referred to as an SIAP (School Integrated Action Plan).

SECTION I: INTRODUCTION

The Magnet School Plan serves as a road map that provides clarity to specific priorities and actions that are most important to improve the quality of the magnet school. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our magnet school initiatives.

A. Magnet School Plan (MSP) Team

Determine who will be part of the school's planning team. This group is responsible for developing, implementing, monitoring, and evaluating the magnet school plan. Selection should be distributed among building administrators, a variety of staff members, counselors, specialists, parents, and all who are recognized as instructional leaders throughout the school. The principal should lead the MSP team by modeling inquiry and team building, routinely re-visiting the status of the plan and the progress made toward achieving goals, and implementing strategies.

B. Resources to Support Planning:

The following resources are referred to throughout the planning guide and can support your team planning.

- Comprehensive Magnet Plan (CMP)
- Arizona Department of Education School Integrated Action Plan (SIAP) Guidelines
- MSP Template (including integration and academic quality measures) (Appendix A)
- MSA Pillars and Standards of Excellence (Appendix B)
- Family and Community Engagement Guidelines (Appendix C)
- Budget Forms (Appendix D)

C. Magnet School Plan Development Timeline

Time	Task
December	Review MSP Guide and Template with Magnet School Leadership (principals, asst. principals, magnet coordinator)
December	Identity MSP Team
December	Begin Comprehensive Needs Assessment for SIAP Principles 2; 4; and 6
January	Complete Comprehension Needs Assessment and Root Cause Analysis
January	Magnet Department School Support Planning Sessions
February	Magnet Department School Budget Review Meetings
February	Budget Meetings
March	Budget Meetings
March	Finalize MSPs and Budgets

SECTION II: FOUNDATION

The Magnet School Plan team will first need to create a school overview, then revisit and (if needed, revise) an existing magnet vision and mission statement or create a new one that aligns with the current purpose of the school's magnet program.

A. Magnet Overview

Complete an overview of your magnet school.

Write about your magnet program (about 2-3 paragraphs) including but not limited to: grades and student count; integration status; theme; curriculum focus; leadership focus; special awards or certifications including MSA recognitions; and extracurricular and other offerings

B. Mission and Vision Statements

Create or review your mission and vision statements.

A magnet vision statement speaks to the magnet's future. Whereas, an effective magnet mission statement describes in a few words why the magnet exists, including its academic focus and its benefit to the students in the present. While vision statements reflect where the school wants to go, mission statements tell how it will get there. Ultimately, such statements are about meeting the needs of students and are the basis for all aspects of continuous improvement. The statement is shared, understood, believed, and practiced by school staff and other stakeholders. This statement, proudly displayed throughout the school, should unify and focus the efforts of the school community, serving as a reminder to all stakeholders of what is important and valued.

Schools with existing mission and vision statements should consider the following questions:

- How and when was our mission and vision developed?
- Does our existing mission and vision statement reflect our current values and academic focus?

New schools or schools revising their mission and vison statements should consider the following:

- What do we value as a school?
- What principles will guide us?
- How do we intend to accomplish our mission and vison?
- How does our mission and vision statement impact the day-to-day practices of the school?

SECTION III: MAGNET SCHOOL PLAN DESIGN

A. Goals

The Magnet School Plan (MSP) is based on the following two overarching goals (1) Integration and (2) Academic Quality.

These overarching goals are aligned to the Magnet Schools of America (MSA) Pillars (including Standards of Excellence): (1) Diversity; (2) Innovative Curriculum and Professional Development; (3) Academic Excellence; (4) High Quality Instructional Systems; and (5) Family and Community Partnerships. (**Appendix B, MSA Pillars and Standards of Excellence**).

The academic quality goal is also aligned to several School Improvement Action Plan (SIAP) indicators, categorized in three SIAP Principles: (2) (Effective Teachers and Instruction); (4) Effective Curriculum; and (6) (Family and Community Engagement).

Develop goals to guide your action steps towards improving integration and/or academic quality. When appropriate, develop SMART Goals to show growth or increased proficiency for each integration or academic indicator.

Process Goals

A process goal relates to the implementation of a system or process, for example:

- Committee will research evidence-based math curriculum and make a recommendation by November 1, 2021 as evidenced by written recommendation to Assistant Superintendent.
- New walkthrough data collection form will be developed and implemented by Jan. 1, 2022 as evidenced by principal walkthrough summaries and feedback session notes.
- The school will plan two magnet STEM nights each semester for existing and potential families as a means of recruitment and retention. Parents and students attending will be surveyed and the results will be assessed and summarized.

Impact Goals

Impact goals are designed to reflect growth or increased proficiency, increased attendance; show impact on student performance, for example:

- Reading achievement for all students will increase by 12% from 10% to 22% proficient and highly proficient as measured by 2022 state assessment.
- Attendance rate will increase by 15% from 80% to 95% for 2021 school year as evidenced by district demographic data summary report.
- The school will conduct outreach to neighboring preschools and recruit at least 10 non-Hispanic kindergarten students by the end of the school year.

B. Action Steps

1. Integration

Integration is measured by 40th day enrollment data. The integration action steps address the recruitment and retention of magnet students.

Answer the following questions in the MSP template to develop the integration action steps:

Current Status *What is your school's status for integration as determined by the integration measure using District 40th day enrollment data?*

Needs Statement *Given the goal identified, what problem needs to be addressed to achieve this goal?*

Desired Outcome *What will be different if you are successful in addressing this priority?*

Root Causes to Address *What do you believe is at the heart of this problem? What evidence do you have to support this suggestion?*

SMART Goal *If the primary need is fixed what will be the % of student population affected by each subgroup?*

Follow the instructions below, to develop the critical focus area action steps, and monitoring action steps:

Critical Focus Area: Recruitment and Retentions Critical Action Steps

- *Review the previous magnet plan critical focus area action steps for recruitment and retention to determine if the action step should continue as is, be modified, or be discontinued.*
- *Determine recruitment and retention action steps that will be implemented for the 2021-22 SY that will support the school's goal for integration.*
- *Ensure that identified actions are unique and specific to their magnet school.*
- *Include for each action step who is responsible and the timeline.*
- *Identify and align resources, funding sources, and people needed to each action step, if applicable.*

Monitoring Action Steps and Evidence of Progress

- *Define the measures to monitor the implementation of the action steps*
- *Identify the evidence that supports the implementation of the action steps and progress made.*

2. Academic Quality

Academic quality measure is based on your most current AzMERIT assessment data for ELA and math. The MSP team will identify the objectives for all students to meet or exceed the proficiency level of the District for each school level, i.e. elementary, K-8, middle, and high. The following SIAP Principles and Indicators are mandatory for the MSP: (2) SIAP Principle 2, Effective Teachers and Instruction; (4) SIAP Principle 4, Effective Curriculum; and (6) SIAP Principle 6, Family and Community Engagement. Principles 2 and 4 include indicators and critical focus areas that must be addressed. When developing actions under Principle 6, ensure alignment with the Family and Community Engagement Guidelines (see **Appendix C**). The MSP team can determine if additional principles and or Indicators are needed to address academic quality.

Complete the ADE Comprehensive Needs Assessment and Root Cause Analysis for Principle 2, Principle 4, and Principle 6.

Answer the following questions in the MSP template to develop the academic quality action steps:

Needs Statement *Given the indicator identified, what problem needs to be addressed for progress?*

Desired Outcome *What will be different if you are successful in addressing this priority?*

Root Cause(s) to Address: *What do you believe is at the heart of this problem? What evidence do you have to support this suggestion?*

Process Goal or Impact Goal (SMART) *Add a SMART Goal as needed or applicable: If your primary need is fixed how will your % growth or proficient be affected?*

Follow the instructions below, to develop the critical focus area action steps, and monitoring action steps:

Critical Focus Area Action Steps *The MSP team will review the previous magnet plan to determine if the action step should be continued as is, be modified, or be discontinued.*

- *Investigate evidence-based programs, strategies, or interventions to address each desired outcome: generate list of possibilities; investigate possibilities; select Evidence-based strategies*
- *Include the selected strategy under each appropriate principle.*
- *Develop critical focus area action steps using actionable verbs.*
- *Include who is responsible and the timeline for each identify action step.*
- *Identify and align resources, funding sources, and FTE needed to each identified action step, if applicable*

Monitoring Action Steps and Evidence of Progress

- *Define the measures to monitor the implementation of the action steps.*
- *Identify the evidence that supports the implementation of the action steps and progress made.*

SECTION IV: MSP BUDGET DEVELOPMENT

In developing the MSP budget, the MSP team must identify and prioritize funding needs and resources in two broad categories: personnel and non-personnel budgetary needs. During the District budgeting process, magnet school administration will collaborate with finance and other related departments to determine prioritize funding within available resources. In doing so, schools must utilize the appropriate forms for justifying requested expenditures related to Added Duty (Form 1), Outside Consultants (Form 2), and Student Support Services and Programs (Form 3). **(Appendix D: Budget Forms)**

Budget Development Steps

From the resources listed in your MSP, prioritize each need, personnel and non-personnel, and justify why this resource will ***continue*** *o*r is a ***new*** resource to support the achievement of your school goals.

- Identify which essential focus area from your magnet plan each resource supports:
  - Integration (In)
  - Academic Achievement (AA)
  - Parent/Community Involvement (PCI)
  - Professional Learning (PL)
  - Magnet Theme (MT)

- Identify which MSA Pillar from your magnet plan each resource supports:
  - Diversity (D)
  - Innovative Curriculum and Professional Development (IC&PD)
  - Academic Excellence (AE)
  - High Quality Instructional Systems (HQIS)
  - Family and Community Partnerships (F&CP)

- Calculate the amount needed for each resource and include benefits for personnel needs.

Forms for Budgetary Approval

The following forms are needed for specific budgetary items that require to be reviewed by the Magnet director before they can be considered at the District level budget meeting. Please complete the Form(s) as required and submit with your magnet proposed budget to the Magnet Director.

- **Form #1: Added Duty Justification Form**

  For each priority that requires added duty, complete ***Form #1: Added Duty Justification Form****.*

- **Form #2: Outside Consultant Justification Form**

  For each priority that requires an outside consultant, complete ***Form #2: Outside Consultant Justification Form****.*

Note:

Any changes to the prior approved consultant to deliver services as planned during the school year will require the submission of a new **Form #2: Outside Consultant Justification Form** to the Magnet Director for approval.

Any new additions to consultants delivering professional learning during the school year, will require a **revision to the school's magnet plan and submission of a new Form #2: Outside Consultant Justification Form** to the Magnet Director for approval.

- **Form #3: Student Support Justification Form**

  For each priority that requires funding for of a program and/or a new strategy, complete ***Form #3: Student Support Justification Form****.*

Note:
Any **changes or additions** to the prior approved program and/or strategy during the school year will require **revision to the school's magnet plan and submission of a new Form #3: Student Support Justification Form** to the Magnet Director for approval.

APPENDIX A

<School Name> Magnet School Plan 2021-22 SY
Magnet Theme:
Principal: <Principal Name>
Tucson Unified School District

SECTION I: INTRODUCTION

Magnet School Plan Team Members

Team Member Name	*Position Held*	*Team Member Name*	*Position Held*

SECTION II: FOUNDATION

Magnet Overview:

Magnet School Vision:

Magnet School Mission:

PROGRAMS

TITLE 1 PROGRAM TYPE Please indicate type			
X	School Wide		Targeted Assistance

OTHER PROGRAMS Check any/all that apply								
X	Magnet		SIG		Targeted School Improvement		Comprehensive Support & Improvement		D or F Status

TIMELINE FOR PLAN SUBMISSION AND MONITORING

TBD	TBD	TBD	TBD	TBD	TBD
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2021 AzMERIT

MEASURES FOR MAGNET SCHOOL EFFECTIVENESS

A. **Integration Measure** *(Data Points: 40th Day Enrollment Data)*

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

A. Academic Quality Measures *(Data Points: ADE State Letter Grades and AzMERIT Academic Assessment)*

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMerit B" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

SECTION III: MAGNET SCHOOL PLAN DESIGN

OVERARCHING GOAL 1: INTEGRATION

MSA Pillar 1: Diversity - Standard 1: Student Recruitment and Retention / Standard 2 – Diversity and Equity
MSA Pillar 4: High Quality Instructional Systems – Standard 8: District and Magnet Relations
MSA Pillar 5: Family and Community Partnerships – Standard 9: Community Engagement and Partnerships / Standard 10: Family Engagement and Communications

Integration Indicator: Integration of Diverse Student Population			
Current Status:			
Needs Statement:			
Desired Outcome:			
Root Cause(s) to Address:			
Process or Impact Goal (SMART):			
Critical Focus Area: Recruitment and Retention			
Critical Focus Area Action Steps:	**Person Completing Action**	**Timeline**	**Resources Needed**
Monitoring Action Steps and Evidence of Progress			

OVERARCHING GOAL 2: ACADEMIC QUALITY

2021 ADE SCHOOL LETTER GRADE: TBD

SCHOOL PROFICIENCY RATES: 2021 AzMERIT ASSESSMENT Data

ELA AzMERIT	Spring 2019 AzMERIT	
	2021-22 SY Goal	
Math AzMERIT	Spring 2019 AzMERIT	
	2021-22 SY Goal	

AFRICAN AMERICAN PROFICIENCY RATES: 2021 AzMERIT ASSESSMENT Data

ELA AzMERIT	Spring 2019 AzMERIT	
	2021-22 SY Goal	
Math AzMERIT	Spring 2019 AzMERIT	
	2021-22 SY Goal	

HISPANIC PROFICIENCY RATES: 2021 AzMERIT ASSESSMENT Data

ELA AzMERIT	Spring 2020 AzMERIT	
	2020-21 SY Goal	
Math AzMERIT	Spring 2020 AzMERIT	
	2020-21 SY Goal	

CMP Level of Support for 2021-22 SY: <To be determined by the District

<School Name> has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across the following School Integrated Action Plan (SIAP) Principles: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

SIAP Principle 2: Effective Teachers and Instruction

MSA Pillar 2: Innovative Curriculum and Professional Development - Standard 3: Theme and Curriculum Fidelity / Standard 4: Professional Development
MSA Pillar 3: Academic Excellence - Standard 5: Instructional Fidelity / Standard 6: Student Achievement
MSA Pillar 4: High Quality Instructional Systems - Standard 7: Leadership and Educator Development

SIAP Indicator 2:TBD			
Needs Statement:			
Desired Outcome:			
Root Cause(s) to Address:			
Process or Impact Goal (SMART):			
Critical Focus Area: MSP Team to Determine			
Critical Focus Area Action Steps:	**Person Completing Action**	**Timeline**	**Resources Needed**
Monitoring Action Steps and Evidence of Progress			

SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.			
Needs Statement:			
Desired Outcome:			
Root Cause(s) to Address:			
Process or Impact Goal (SMART):			
Critical Focus Area: 1: Intervention and Supplemental Tier 2 Services (Math and ELA)			
Critical Focus Area Action Steps:	**Person Completing Action**	**Timeline**	**Resources Needed**
Monitoring Action Steps and Evidence of Progress			

SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.			
Needs Statement:			
Desired Outcome:			
Root Cause(s) to Address:			
Process or Impact Goal (SMART):			
Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Teams			
Critical Focus Area Action Steps:	**Person Completing Action**	**Timeline**	**Resources Needed**
Monitoring Action Steps and Evidence of Progress			

SIAP Principle 4: Effective Curriculum

MSA Pillar 2: Innovative Curriculum and Professional Development - Standard 3: Theme and Curriculum Fidelity / Standard 4: Professional Development
MSA Pillar 3: Academic Excellence - Standard 5: Instructional Fidelity / Standard 6: Student Achievement
MSA Pillar 4: High Quality Instructional Systems - Standard 7: Leadership and Educator Development

Indicator 4.TBD			
Needs Statement:			
Desired Outcome:			
Root Cause(s) to Address:			
Process or Impact Goal (SMART):			
Critical Focus Area: TBD			
Critical Focus Area Action Steps:	**Person Completing Action**	**Timeline**	**Resources Needed**
Monitoring Action Steps and Evidence of Progress			

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.			
Needs Statement:			
Desired Outcome:			
Root Cause(s) to Address:			
Process or Impact Goal (SMART):			
Critical Focus Area: Plan, implement and monitor the TUSD Curriculum for all grade level and content areas.			
Critical Focus Area Action Steps:	**Person Completing Action**	**Timeline**	**Resources Needed**
Monitoring Action Steps and Evidence of Progress			

SIAP Principle 6: Family and Community Engagement

MSA Pillar 1: Diversity - Standard 1: Student Recruitment and Retention / Standard 2 – Diversity and Equity
MSA Pillar 3: Academic Excellence – Standard 6: Student Achievement
MSA Pillar 4: High Quality Instructional Systems – Standard 8: District and Magnet Relations
MSA Pillar 5: Family and Community Partnerships – Standard 9: Community Engagement and Partnerships / Standard 10: Family Engagement and Communications

Indicator 6.TBD			
Needs Statement:			
Desired Outcome:			
Root Cause(s) to Address:			
Process or Impact Goal (SMART):			
Critical Focus Area: TBD			
Critical Focus Area Action Steps:	**Person Completing Action**	**Timeline**	**Resources Needed**
Monitoring Action Steps and Evidence of Progress			

IV: MSP BUDGET DEVELOPMENT

List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

Magnet School Budget

#Desg Budget 2021-22 SY				
Description	**Sum of FY 22 ($)**	**Purpose**	**MSA Pillar**	**Magnet Plan Essential Focus:**
Employee Benefits				
Total Budget 2021-22 SY				
Total FTE:				

TITLE 1 Budget

#Title 1 Budget 2021-22 SY				
Description	**Sum of FY 22 ($)**	**Purpose**	**MSA Pillar**	**Magnet Plan Principle #:**
Employee Benefits				
Total Budget 2021-22 SY				
Total FTE:				

Forms for Budgetary Approval

Complete the required budgetary approval form for each budgetary item as required: Form #1: Added Duty, Form #2: Outside Consultant; Form #3: Student Support Justification (funding for a program and/or a new strategy).

APPENDIX B

MAGNET SCHOOLS OF AMERICA

Standards of Excellence Certification Program

MAGNET SCHOOLS OF AMERICA

MAGNET SCHOOLS OF AMERICA

Standards of Excellence Certification Program

The certification process is based on the five pillars of magnet schools and the National Magnet School Standards of Excellence. These standards define the essential elements and characteristics of high-quality magnet programs. Community members, parents and students can be confident that each nationally certified magnet school, no matter where it is located, is held to these same high standards.

Become a Nationally Certified Magnet School

Magnet Schools of America (MSA), the national association of magnet and theme-based schools, has created a national certification process designed to recognize the most exemplary magnet schools in the nation and help them as they continue to grow and provide high-quality, innovative curriculum and instructional programs that promote choice, equity, diversity, and academic excellence for all students. There are two levels of certification:

- Certified National Demonstration Magnet School *(exceeds the criteria)*
- Certified National Magnet School *(meets the criteria)*

How to Apply

To become certified, MSA member schools must submit a detailed application and participate in a rigorous evaluation conducted by the National Institute for Magnet School Leadership (NIMSL).

PILLAR ONE

1 Diversity

Standard 1: Student Recruitment and Selection

All district and school based efforts for student selection including marketing, recruitment, entrance and assignment, and transportation policies, are designed to ensure equal access for all students and reduce minority group isolation.

Standard 2: Diversity and Equity

District and school based policies and activities to attract and retain students support racial, ethnic and socio-economic integration. All classrooms reflect the demographic diversity in the district and community, and educators demonstrate a commitment to teaching in a diverse setting.

PILLAR TWO

2 Innovative Curriculum and Professional Development

Standard 3: Theme and Curriculum Fidelity

The school's magnet theme is integrated into all subjects, monitored, differentiated, articulated between grades, and is innovative, relevant, and ensures student preparation beyond high school.

Standard 4: Professional Development

The school has a plan that aligns professional development to its theme, supports all students including English language learners, and those with disabilities, and includes job-embedded training. Collaboration is a structured part of regular planning.

PILLAR THREE

Academic Excellence

Standard 5: Instructional Fidelity

Teaching and learning focuses on theme-aligned instruction and researched-based design. It includes student collaboration and problem solving with tiered levels of intervention and formative assessments relevant to instruction that improves student achievement.

Standard 6: Student Achievement

There is evidence of academic improvement and narrowing the achievement gap for all subgroups, and the school continually collects, analyzes, and uses data to improve graduation rates and indicators of college and career readiness.

PILLAR FOUR

High Quality Instructional Systems

Standard 7: Leadership

Magnet school leadership recognizes exceptional instruction, staff is coached to ensure that the theme is implemented with fidelity, and decisions are made collaboratively. Teachers are recruited, selected, and retained, and strategic partnerships are cultivated to meet the unique needs of the magnet.

Standard 8: Magnet and District Relations

The district supports the magnet program in all school improvement efforts, includes them in the strategic plan, and has a pathway for themes. There is a financial plan to sustain and continuously improve magnets with latitude for decision-making and dedicated resource allocation and curriculum support.

PILLAR FIVE

Family and Community Partnerships

Standard 9: Community Engagement and Partnerships

Schools have an established process to welcome and involve businesses and organizations in decisions about theme implementation. The district supports and facilitates career-related and curriculum-focused partnerships that enhance magnet themes and benefit students.

Standard 10: Family Engagement and Communication

The school has an active family and parent group that is involved in school operations and student learning is showcased regularly. There are policies and practices for communication and there is a demonstrated commitment to engage families.

APPENDIX C

TUCSON UNIFIED
SCHOOL DISTRICT

Guidelines for Family and Community Engagement at School Sites

Family & Community Outreach

Strengthening Families

Strengthening Students

Strengthening Communities

School Year 2020-2021

Contents

Page 3	**Message from the Superintendent**
Pages 4-6	**Introduction**
Page 7	**Family Engagement Roles and Responsibilities**
Pages 8-15	**Family Engagement Activity Requirements for all School Sites**
Pages 16-21	**TUSD Family Engagement School Site Rubric and Examples of Promising Practices**
Page 22	**Crosswalk: Arizona Department of Education Comprehensive Needs Assessment Rubric for Principle 6 and TUSD Family and Community Engagement School Site Rubric**
Page 23	**District Contacts for Family Engagement**

TUCSON UNIFIED
SCHOOL DISTRICT

Office of the Superintendent

May 21, 2018

Dear Principals of Tucson Unified School District,

A principal's strong leadership is vital to school and student success. So too is family and community engagement. More and more, principals are engaging their families and communities. As a result, they see positive changes in student academic achievement and other key aspects of development. It is our goal for all of our TUSD schools to develop true family and community partnerships in order to achieve these positive results for all of our students.

Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be productive, globally-competitive citizens. If we are to achieve our goal of graduating every Tucson Unified student from high school prepared for college and a career, we must stop viewing schools as the only responsible source of student success. Young people have so many influences in their lives— at home, in school, and in their communities.

To support you in your efforts, the District has developed a tool to help schools engage families and the community as full partners in the education decision-making process. Grounded in research on family and community involvement, this Guideline for Family Engagement at School Sites was created to inform Tucson Unified's school site leaders on best practices with regard to the engagement of families and communities to support and improve student achievement and to ensure all families have access to quality engagement opportunities no matter the school their child attends. Use this resource as your guide to strengthen family and community engagement efforts to boost student achievement at your school.

As site leaders, it is ultimately your responsibility to guide your school toward the goal of creating family and community partnerships. The District will provide training and support in how to make use of this document. Please be assured that I remain committed to supporting you in your journey of connecting staff, families, and the community in support of our students as they continue on their journey to college and career readiness.

Thank you for all you do to help all Tucson Unified students!

Respectfully,

Gabriel Trujillo, Ed.D.
Superintendent

Introduction

Research has proven that family engagement leads to increased student achievement, reduced drop-out rates, and a host of other positive outcome for students. However, family engagement can mean very different things to different people-from volunteering or chaperoning field trips to fundraising, organizing class events, or attending parent-teacher conferences. Tucson Unified School District believes that the employees within each of our schools play a crucial role in the types of family engagement that lead to improved student achievement. Research shows that teachers/staff who reach out to parents/guardians through initiating face-to-face meetings, phone calls, and sending information home about how to support student learning had higher student test scores, better attendance, and improved other indicators of success in school than did those who did not conduct this outreach.

Tucson Unified School District has taken steps to ensure that high quality two-way communication and family engagement opportunities are available to all families across the District. Utilizing the research of Joyce Epstein, we have created a rubric for each school to follow. The rubric is intended to guide the work of Epstein's Six Types of Family Involvement model. The framework recognizes that students' education is a shared responsibility of educators, parents and family members, and the community. The rubric provides our district, administrators, teachers, and support staff with a clear picture of what is expected for family engagement and two-way communication in our schools. A concrete description of examples is broken down in the timeline provided.

Below is an explanation of each section in the rubric as well as instructions to building your family engagement team.

Fostering safe and welcoming environments

A safe and welcoming environment means that all visitors to a school are recognized, greeted, treated respectfully and provided the best information possible about their schools. TUSD recognizes that a welcoming environment is a balance between open schools and the protection of our students. All visitors will be welcome in our schools; however, proper identification of visitors will still be required per TUSD board policy.

Strengthening relationships and capacity with families, teachers, school and district administrators, and community partners

Tucson Unified School District recognizes the importance of families as educators in their students' lives. TUSD respects and honors the insights, knowledge and skills that families contribute to the success of their students and schools. TUSD believes that working together with families and the community is the best way to increase student success. FACE, Title I and other departments will share resources, seek advice from, and collaborate with, families and the community for development of educational opportunities for our families and students.

Learning from families using effective two-way communication

Two-way communication includes providing information to families and, equally important, receiving information from families. In valuing the importance of families and schools working together to maximize student success, TUSD recognizes that effective two-way communication is critical in achieving true partnerships. Families can provide valuable insights about their children, their family dynamics, background, culture, beliefs, values, interests, strengths, struggles, fears, goals, and dreams. Maintaining a structure for effective two-way communication facilitates opportunities to strengthen relationships and learn from families. Communication acts as a bridge to engagement and, ultimately, strong parent partnerships. When schools make efforts not only provide to information to families, but to learn from families, they are telling families, "We value your insights." When families feel that their input is valued, they are motivated to work as true partners with the school to help students reach their full potential. While most schools do a great job of providing information, the challenge is to find ways encourage families to provide information as well. Creating an atmosphere where families understand that their input is valuable, and providing meaningful opportunities for families to share, requires mindful planning, effective structures, multiple opportunities, and continuous encouragement from schools. Specific information to help teachers and school staff understand how to facilitate two-way communication is provided in the required professional development included in this document. Other required activities provide families with multiple opportunities to share information with schools.

Epstein's Framework of Six Types of Family Involvement

Joyce Epstein's Family Engagement best practice, classifies activities into six key types of family involvement. Her framework provides the basic structure of the rubric tool. The outcome statements provide schools with guidance about the types of practices and behaviors the school could achieve. The outcomes can be measured or evaluated through a collection of data or observation.

Parenting: Families, as first and continuing educators of their children, assist and encourage their children's learning in and out of school and support goals and directions**.**

***Outcome*:** School policies, practices and programs acknowledge families as partners in their children's education. School recognizes and builds on the capacity of families to assist and encourage their children's learning in and out of school.

Learning at Home: Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students' success at school.

Outcome: Families and schools share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop a shared understanding of how children learn and learning programs to build on families' capacity to support learning at home.

Decision Making: Families play meaningful roles in the school decision-making process through parent representative bodies, committees and other forums.

Outcome: Families and community members are active contributors to school decision making and planning processes. They engage in relevant decisions about supporting student learning, school policy and practice and community building initiatives.

Collaborating with the Community: Developing relationships with government and non-government agencies, community groups, businesses and other education providers strengthens the ability of schools and families to support their children's learning and development.

Outcome: School has strategically developed on-going relationships with community agencies to enhance learning opportunities and outcomes for students and families.

Volunteering: Families are provided multiple ways they can help and support the school.

Outcome: Families are given the opportunity to support their student's school regardless of their personal schedule. They will have opportunities to become a part of the community even if they are a full time working guardian.

Communication: Effective communication is a two-way exchange between families and schools that involves information sharing opportunities for schools and families to learn about each other.

Outcome: Effective two-way communication between families and school using a range of strategies to regularly seek and share information about students' achievements, learning needs, personal, social, and emotional growth, school policies, practices, and community initiatives, facilitates opportunities for families and schools to learn from each other about the student and work together to increase student growth and achievement.

Build a team and assess your school's current practices

Build a Family Engagement Action Team to review the current ***Arizona Department of Education Comprehensive Assessment*** and school plan and then plan for the ***Staff, Student, and Family Surveys*** as you begin to assess your strengths and needs around family, school, and community partnerships and current practices for school improvement. As you go through the steps, you will identify specific areas of focus as well as resources, useful tips, and materials for each of the goals that your team chooses to include in your Action Plan.

A Family Engagement Action Team, working through the framework, should include a school administrator, teachers, school community liaison or family engagement point of contact, other classified staff, parents or family members that represent the socioeconomic, linguistic, and cultural diversity within the school, and a community member.

In order to consistently maximize the impact of family engagement on student achievement, schools will use Arizona Department of Education Comprehensive Needs Assessment Rubric, Principle 6 Family and Community Engagement assessment tool to reflect on what they have achieved and what they will need to improve upon. A crosswalk of Epstein's Model and the Arizona Department of Education's Needs Assessment Rubric is included on page 18 of this Guideline.

To ensure all school sites provide high quality opportunities for family engagement, a schedule of all required family engagement activities is included on pages 8-11 of this Guideline. All sites are required to complete, at minimum, the activities included in the schedule, and encouraged to go above and beyond these minimum requirements.

Family Engagement Roles and Responsibilities

	Role/Responsibility
SITE ADMINISTRATOR	• Sets tone and expectations for family engagement efforts at the site • Ensures quality family engagement opportunities exist at the site • Provides training on "Guidelines for Family Engagement at School Sites" for teachers and other certified staff • Ensures site staff participate in family engagement efforts at the site • Shares family engagement information provided to administrators by the District with site staff • Provides professional development opportunities for site staff • Ensures site staff participates in professional development provided by the District on the topic of family engagement • Ensures all family engagement requirements set forth in this document are met and accurately reported
SCHOOL SITE STAFF	• Participates in family engagement efforts at the school site • Participates in professional development offered by site administrators and by the District on the topic of family engagement • Reports family engagement activities to, and as directed by, site administrator
REGIONAL ASSISTANT SUPER-INTENDENT	• Sets tone and expectations for family engagement efforts for site administrators • Ensure site administrators meet and accurately report family engagements requirements set forth in this document • Provide support and resources for site administrators to ensure they can succeed in meeting the expectations set forth in this document
FAMILY AND COMMUNITY OUTREACH DEPARTMENT	• Provides professional development opportunities for District administrators and school site staff • Collects family engagement reports from school sites • Compiles and reports school site family engagement data • Provides support to school sites as needed and appropriate • Communicates with District and site administrators as needed to ensure the requirements set forth in this document are met • Provides assistance and information for District and community resources as needed and appropriate • Provides additional services to families through Family Resource Centers
GRANTS AND FEDERAL PROGRAMS DEPARTMENT	• Provides professional development opportunities for District administrators and school site staff • Collects Title I and 21st Century family engagement reports from school sites • Compiles and reports school site family engagement data • Provides support to school sites as needed and appropriate • Provides funding to support family engagement at school sites

Family Engagement Activity Requirements for all School Sites

	Due Date	Task	Level of Engagement	Date Completed
MONTHLY	Aug 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	August	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	August	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	August	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	August	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Sep 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	September	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	September	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	September	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	September	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Oct 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	October	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	October	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	October	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	October	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	

	Due Date	Task	Level of Engagement	Date Completed
MONTHLY (CONTINUED)	Nov 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	November	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	November	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	November	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	November	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Dec 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	December	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	December	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	December	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	December	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Jan 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	January	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	January	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	January	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	January	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	

	Due Date	Task	Level of Engagement	Date Completed
MONTHLY (CONTINUED)	Feb 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	February	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	February	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	February	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	February	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Mar 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	March	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	March	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	March	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	March	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Apr 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	April	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	April	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	April	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	April	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	May 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	May	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	May	Four Week, Right to Know, Letter to Parents/Guardians (as needed for classes with instructors who are not Highly Qualified)	Inform	
	May	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	May	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	

	Due Date	Task	Level of Engagement	Date Completed
QUARTERLY	Q 1	School Site Council Election and Meeting	Empower	
	Q 1	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	End of Q 1	Magnet Report Completed and Submitted (Magnet Schools Only)	Reporting	
	End of Q 1	Family Engagement Team Meeting: 1. Review District Family Engagement Guideline Documents 2. Review Family Engagement Team Plan 3. Assign Tasks to Complete Family Engagement Plan 4. Create plan for participation by students, staff (100%), and parents/guardians (>75%) in family engagement survey	Empower	
	Q 1	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	Q 1 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
	Q 1	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	
	Q 2	School Site Council Meeting	Empower	
	Q 2	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	End of Q 2	Magnet Report Completed and Submitted (Magnet Schools Only)	Reporting	
	End of Q 2	Family Engagement Team Meeting 1. Analyze Family Engagement Survey and Conference Feedback Survey Results 2. Create Critical Questions for Focus Groups based on Survey Information 3. Schedule Focus Groups	Empower	
	Q 2	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	Q 2 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
	Q 2	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	

	Due Date	Task	Level of Engagement	Date Completed
QUARTERLY (CONTINUED)	Q 3	School Site Council Meeting	Empower	
	Q 3	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	End of Q 3	Magnet Report Completed and Submitted (Magnet Schools Only)	Reporting	
	End of Q 3	Family Engagement Team Meeting 1. Analyze Family Engagement Focus Group Data 2. Complete ADE Comprehensive Needs Assessment for Principal 6: Family Engagement, and Submit to Family & Community Outreach Department to Determine Focus Areas for Improvement 3. Begin Family Engagement Plan for Implementation During Following School Year	Empower	
	Q 3	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	Q 3 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
	Q 3	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	
	Q 4	School Site Council Meeting	Empower	
	Q4	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	End of Q 4	Magnet Report Completed and Submitted (Magnet Schools Only)	Reporting	
	End of Q 4	Family Engagement Team Meeting: 1. Complete Family Engagement Section (Section 6) of IAP and Submit to Family & Community Outreach Department	Empower	
	Q 4	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	Q 4 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
	Q 4	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	

	Due Date	Task	Level of Engagement	Date Completed
ONCE PER SEMESTER	September	Fall Parent-Teacher Conferences (Goal: 100% Parent/Guardian Participation) 1. Follows Protocol Described in Mandatory Conferencing PD to Plan for and Facilitate Two-Way Conversation Between Staff and Parent/Guardian, so parents understand their input is valuable and they are encouraged to share. 2. Participants Complete Feedback Survey	Empower	
	End of Fall Semester	Curriculum Focused Event with Strategies and Tools for Parents/Guardians to Use at Home (1 or more events required each semester). Event should include opportunities for parents to provide information about what they would like to learn, and parents should play a meaningful role in planning and facilitating events.	Empower	
	End of Fall Semester	FAFSA Event for Students and Families (High School Only)	Empower	
	January	School Community Liaison Title I Monthly Reports for Semester 1 Submitted to Title I Department (only schools with liaisons)	Reporting	
	February	Spring Parent Teacher Conferences (Goal: 100% Parent/Guardian of Underperforming Students Participation) 1. Follows Protocol Described in Mandatory Conferencing PD to Plan for and Facilitate Two-Way Conversation Between Staff and Parent/Guardian, so parents understand their input is valuable and they are encouraged to share. 2. Participants Complete Feedback Survey	Empower	
	End of Spring Semester	Curriculum Focused Event with Strategies and Tools for Parents/Guardians to Use at Home (1 or more events required each semester). Event should include opportunities for parents to provide information about what they would like to learn, and parents should play a meaningful role in planning and facilitating events.	Empower	
	Spring Semester	Ongoing FAFSA Supports Advertised and Available to Students and Families (High School Only)	Empower	
	May	School Community Liaison Title I Monthly Reports for Semester 2 Submitted to Title I Department (only schools with liaisons)	Reporting	

	Due Date	Task	Level of Engagement	Date Completed
ANNUALLY	Week 1	Welcome Letter for Families	Inform	
	July/August	Code of Conduct Overview/Acknowledgement for Families	Inform	
	July/August	McKinney-Vento Training on the Professional Learning Portal Completed by ALL Staff	Professional Development	
	July/August	Six Types of Family Engagement PD on the Professional Learning Portal (course #15372) Completed by All Administrators, Certified, Paraprofessional, and Administrative Support Staff	Professional Development	
	July/August	"Guidelines for Family Engagement at School Sites" training, provided by site administrator, for ALL certified staff	Professional Development	
	TBD	Cultural Responsive Pedagogy and Instruction for ALL Certified Staff	Professional Development	
	August 31	Post Schedule, Including Specific Dates, Times, and Locations, of All School Site Council Meetings for the Current School Year on School's Website	Inform	
	August 31	Post Schedule, Including Specific Dates, Times, and Locations, of All Family Engagement Team Meetings for the Current School Year on School's Website	Inform	
	August 31	Create a Family Engagement Team and Report Team Members and Roles to Family & Community Outreach Department. Team Members Include: Site Administrator, 2-4 Certified Staff*, 1-3 Classified Staff*, 2-3 Parents/Guardians, 2-4 Students, Community Members *Teams must include School Community Liaison or Site Family Engagement Contact	Empower	
	August 31	Conferencing PD on the Professional Learning Portal (course #15373) Completed by ALL Teachers, Administrators, and Certified Staff	Professional Development	
	September 5	List of All Parent-Led Groups with Brief Description and Purpose of Each Group Posted on the School Website	Inform	
	September 5	List of Staff Sponsor Contact Information for All Parent-Led Groups Posted on the School Website	Inform	
	September 5	Post Family Engagement Team Members' Names and Contact Information on Webpage Within Five Days of Selection. Obtain Parent Members' Permission Prior to Posting Information. Do Not Post Student Information.	Inform	
	Aug-Sept	Annual Title I Parent/Guardian Meeting	Inform	
	Aug-Sept	School Community Liaison or School Family Engagement Contact Attends Webmaster Training for Family Engagement Postings.	Professional Development	
	October 1	Provide ParentVue Access and Training Information to Parents/Guardians	Engage	
	Fall Break	Post School Site Council Members' Names and Contact Information on Webpage Within Five Days of Selection. Obtain Parent/Guardian Members' Permission Prior to Posting Information. Do Not Post Student Information.	Inform	
	Fall Break	Submit Meeting Notification and Agenda to Title I (Title I Schools Only)	Reporting	
	October 31	FACE Staff Meets With Principal or Family Engagement Team to Discuss Family Engagement Guidelines, School Teams, and to answers questions and provide support, ***OR*** FACE Staff presents at Wednesday PD.	Professional Development	
	November 15	Family Engagement Survey to All Parents/Guardians (Given after Fall Break). Goal: 75% Or More Response	Engage	
	February 25	Conduct Focus Group(s) to Address Critical Questions Based on Survey Data	Empower	
	Q 3 (Date TBD)	Kinder Round-Up (Elementary Only)	Engage	
	May 25	Final USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	

	Task	*Level of Engagement*
ON- GOING	Suggestion Box in Office	Engage
	Family Computer Stations Available and Ready for Use	Engage
	Provide Information to Families via ParentLink, Facebook or other Social Media Platforms, and on the School's Web Page	Inform
	School Websites Up-To-Date	Inform

TUSD Family Engagement School Site Rubric and Examples of Promising Practices

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
PARENTING *Assist families with parenting and child-rearing skills; understand child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.*	There are efforts made K-12 to share positive parenting information with families. The school informs families of the behavioral and academic expectations at school. Families are encouraged to talk to their child about following school expectations.	The Family Engagement teams and teachers at each school provide resources to families about learning at home and positive parenting. Information is provided in several formats (e.g., videos, apps, website, and meetings) and all major languages. Families and teachers are on the same page regarding student achievement. Each values the contribution of the other and are supportive of each other. Behavioral supports at school are related to and support home expectations and practices. The school creates opportunities to celebrate the families of all students. Families are viewed as the experts and most enduring teachers of their children.	The school uses strategies to ensure every student has a caring adult in the school who knows the student well and is familiar with the student's family. The PBIS team supports positive parenting at home by empowering families with information and opportunities to learn and experience positive parenting skills. Teachers and support staff receive professional development for understanding positive parenting, cultural competence and how to build trusting relationships with families.	• Parenting classes to understand ages and stages of child/adolescent development, including managing behavior, positive discipline, and family meetings. • Programs to assist families with health, nutrition, and other social services. • Home visits at transition points (preschool, elementary, middle, and high school) • Courses or training to learn English, earn a GED, college credit.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
LEARNING AT HOME *Inform families with children in learning activities at home, including homework and other curriculum-related activities and decisions.*	The school offers families a minimum of 4 designated days for parent teacher conferences per year. Families are provided information regarding homework via newsletter, ParentVue or other outlet. Families can contact teachers in person or through e-mail, notes, or phone and receive a timely response	Teachers and support staff at each school (elementary, middle, high) provide resources to families about learning at home. Information is provided in several formats (e.g., videos, apps, website, and meetings). Families and teachers are on the same page regarding student achievement. Each values the contribution of the other and are supportive of each other. Behavioral supports at school are related to and support home expectations and practices. Two curriculum events are available for families to attend in addition to parent teacher conferences with strategies provided for families to use at home.	Families are provided with support for creating tools for supporting positive behavior and academic achievement at home (e.g., home matrices, homework materials). The students know they can approach teachers, coaches, parents and mentors for support. Families feel supported by the school and are treated as partners. Supports for families continue Pre K – 12 and change with the developing role of the family at each grade level. Multiple curricular focus events are offered to families in addition to parent teacher conferences.	• Provide information and training on skills students need to be successful in all subjects and at each grade level, and how parents can support students. • Implement home reading programs with books to target grade levels. • Provide strategies and resources for families to help their student at home. • Reduce barriers to participate at trainings by providing childcare, transportation, and materials in different languages.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
DECISION MAKING *Include families as participants in school decisions, governance, and advocacy through PTO/PTA, school councils, committees, action teams, and other parent organizations.*	Families participate in PTA/PTO, Site Council meetings and other family leadership meetings. There is a family representative on the family engagement team. The Family survey is conducted on a regular schedule.	Families participate in PTA/PYO, Site Council meetings, or other formats. Families provide input (i.e. surveys, focus groups) to measure school climate. Family members on the Family Engagement team are present at 50% or less of meetings.	All family participation includes families as equal, valued partners in the design and implementation of activities that affect students. Family members who are representative of the community population are members of the Family Engagement team. Family members attend and actively participate in over 50% of meetings. Surveys (or other measurements) are conducted each year at least twice to gather feedback from families. Data from surveys of families and other informal data collection activities inform school plans and activities.	• Establish School Site Council, Family Engagement Team, PTA/PTO, and other parent groups to increase parent leadership participation. • Invite guardians to review school programs and environment by inviting them in for a walk-through for suggestions on how to create a family friendly atmosphere. • Encourage parent Involvement in school site and District decision-making groups. • Provide parent leadership training

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
COLLABORATING WITH THE COMMUNITY *Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups.*	The school provides families with information about community resources. These resources include academic, social-emotional, and physical health. Families know what community resources are available to them and how to access these resources. The Family Engagement team includes community members.	The school conducts a needs assessment of students, staff and families and develops partnerships with community organizations based on identified needs impacting student behavior and learning. Based on student data, partnerships are established with agencies and organizations to provide supports and services for students and families. The school staff seek out community resources for supporting families in the school	Family Engagement Team evaluates community partnerships regularly to ensure that student behavior and learning outcomes are met. Community programs implemented in schools that do not produce significant positive impacts for students are improved or eliminated. The school reaches out to build relationships with families through community partners and to improve educational offerings in the community. The school organizes students, families and staff to provide support to the community.	• Distribute information for students and families on community, health, cultural, recreational, and other programs and services. • Provide information on community activities that link learning to skills and talents, including summer programs for students, and tutoring during school. • Include community partners as members in school decision-making groups. • Encourage local civic and service groups to be involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fundraising events. • Encourage staff and students to participate in youth service-learning opportunities. • Open school buildings for use by the community beyond regular school hours. • Work with local businesses or community organizations and public libraries to promote adult literacy.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
VOLUNTEERING ***Improve recruitment, training, work, and schedules to Inform families as volunteers and audiences at the school or in other locations to support students and school programs.***	There are opportunities in the school for family representatives to volunteer to assist with activities. There is a formal recognition of families for their contributions.	There are various opportunities and a variety of roles for families to support the school, at home and in the community. All participants are recognized annually and are valued for their contributions.	Families of all children, regardless of their background, attend and are active participants in activities (such as kick off, boosters, recognition programs, celebrations). Family members of students Pre K – 12 are in leadership or support roles for these activities. Families who do not come to the school are still considered partners with the school for the important role they have at home.	• Set up a system for school or classroom volunteers, with volunteer training, and end of year recognition of volunteer hours donated to school. • Provide a welcoming parent room for volunteer work, meetings, and resources for families. • Provide multiple ways for families to volunteer if they cannot come during school hours.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
COMMUNICATION *Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.*	The school informs families of the school expectations for academics and student behavior. Communication is sent through newsletters or meetings at the school, in languages spoken in their school community. Families are invited to recognitions and celebrations. School administers a family engagement survey. The results guide the development of family engagement goals. Teachers make personal contact with families at the beginning of the year to establish positive relationships. Families are scheduled at least once to meet with their teacher. Families are provided with multiple times to meet. Teachers provide data, samples of work, and examples of class expectations. 80% or fewer families attend parent-teacher conferences.	Communication is reciprocal. There are several universal methods of providing and receiving information to and from families. Specific strategies are in place for communicating with families who speak other languages, do not have electronics, or who do not visit the school. Communication happens several times throughout the year. The family engagement survey is available to all families, in major languages, and communicated in several ways including in person, online, in print and by phone. Families meet multiple times with their teacher, with additional contact made throughout the year. Teachers provide data, samples of work, and examples of class expectations. Information is explained in a language families understand. 80-90% of families attend parent- teacher conferences.	The school values, and actively seeks feedback and ideas from families, provides meaningful opportunities for feedback, and integrates this information into planning and implementation. The school ensures that there are multiple methods of ongoing listening to families. The school provides opportunities for family feedback in a manner that allows families to feel comfortable in sharing their ideas, and confident that their input will not create negative consequences for their students. The school informs families of school activities in a variety of ways to maximize the number of parents and caregivers who understand what they can do to support their child's learning at home, Pre K – grade 12. Family engagement survey results, focus group data, and other family input are reflected in the school plan. Teachers create times where families are welcome to meet with them. Contact is consistent between family and teacher. Families have access to class expectations and their child's progress at all times. 90-100% of families attend parent-teacher conferences.	• System in place to facilitate ongoing two-way communication between home and school includes multiple methods for families to provide information. • Parent-Teacher-Student- Conferences help students and parents take leadership roles in sharing accomplishments and areas for improvement. • Families provide input about preferred methods of communication. • Provide information about programs and learning opportunities. • Provide interpreters to assist families as needed at meetings, conferences, and school events. • Provide communications, written and oral, in multiple languages. • Conduct surveys for families to share information their students and themselves. • Conduct focus groups for families to share information • Provide campus signage in multiple languages. • Provide training for both staff and families to help them conduct effective conferences that focus on two-way communication. • Provide pre-conference feedback opportunities to families to facilitate preparation for two-way conversation.

Crosswalk: Arizona Department of Education Comprehensive Needs Assessment Rubric for Principle 6 and TUSD Family and Community Engagement School Site Rubric

AZ DOE Rubric: Indicator 6.1: Our staff has high expectations for learning for all students.	
AZ DOE Element	***TUSD FACE School Site Rubric***
A	Volunteering, Welcoming Environment
B	Collaborating with the Community, Welcoming Environment, Volunteering
C	Welcoming Environment, Collaborating with the Community
D	Parenting, Learning at Home, Collaborating with the Community
E	Volunteering, Collaborating with the Community
F	Welcoming Environment

AZ DOE Rubric: Indicator 6.2: Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	
AZ DOE Element	***TUSD FACE School Site Rubric***
A	Communication
B	Communication
C	Communication, Learning at Home
D	Communication, Parenting, Conferencing
E	Communication, Welcoming Environment

AZ DOE Rubric: Indicator 6.3: Our school engages families in critical data-informed decisions that impact student learning.	
AZ DOE Element	***TUSD FACE School Site Rubric***
A	Decision Making, Collaborating with the Community
B	Decision Making, Communication
C	Communication
D	Communication, Learning at Home

District Contacts for Family Engagement

Department	Contact	Position	Phone Number
FAMILY & COMMUNITY OUTREACH	Alma Iniguez	Director of: Family & Community Outreach	225-3800
	Terri Howard	FACE Program Coordinator	232-8684
	Lacey Grijalva	FACE Program Coordinator	908-3980
	Lisa Gonzales	FACE Program Coordinator	584-7455
	John Kramkowski	FACE Program Coordinator	232-7058
	Arlene Padilla	FACE Program Coordinator	232-8684
	Anna Read	Administrative Assistant, Family & Community Outreach	225-3800
	Kristopher Neal	Dropout Intervention Specialist	232-7058
	Jennifer Crowl	School Community Liaison, HEART Program, McKinney-Vento	232-7058
	Charmeatra Albritton	Administrative Assistant, HEART Program, McKinney-Vento	232-7058
GRANTS & FEDERAL PROGRAMS	Jon Lansa	Director of: Grants & Federal Programs	225-6297
	TBD	Administrative Assistant	225-6290
	Connie Ross	Title I Schools Program Coordinator- Silverbell Region	225-6417
	Francisco Sanchez	Title I Schools Program Coordinator- Santa Cruz Region	225-6258
	Kristin Bittel	Title I Schools Program Coordinator- Arroyo Chico Region	225-6295
	Sarah Barnes	Title I Schools Program Coordinator- Arcadia Region	225-6517
	Teresa Guerrero	Title I Schools Program Coordinator- Pantano Region	225-6288
	Tanya Speagle	Administrative Assistant, Private Schools	225-6290
	Eric Lybeck	ESEA Senior Program Coordinator	225-6485
	Marcea Hunter	21st CCLC Senior Program Coordinator	225-6432
SCHOOL COMMU -NITY SERVICES	Maria Warwick	Information, Staff Assistant	225-6400
	Belen Gamez	Student Services Associate	225-6400
	Myrla Rodriguez	Student Services Associate	225-6400
STUDENT EQUITY	Jimmy Hart	Director of: African American Student Services Department	584-7500
	Rachel Sanchez	Administrative Assistant: Asian Pacific American Student Services Department & Refugee Services	232-8614
	María Federico Brummer	Director of: Mexican American Student Services Department	232-8566
	Roxanne Begay-James	Director of: Native American Student Services Department	908-3905

APPENDIX D

Budget Forms

Form #1 Added Duty Justification Form (SAMPLE)

School Name: XXX Magnet School			**Completed By:** Jane Smith	
Added Duty: After School Tutoring		**Date Submitted:** 07.01.2020	**Date Approved/Name/Title:**	
Who/Position *or* **PD Attendees** *or* **PLC-CTT Members**	**Projected Dates/ Number of Weeks**	**Hours Per Day/ # of Days Per Week**	**Amount Needed w/ benefits per week.**	**Needs Statement** *(why do you need this support?)*
4 teachers for ELA and math tutoring.	Aug. – April 27 week total	1 hour per day x 3 days per week.	$25 per hr x 3 hrs per week = $75.00/ $75.00 x 27 wks = $ 1,500 per teacher. **Total: 4 teachers X $1500 = $6,000 plus %1200 benefits = $7,200**	**Magnet Plan Focus Area:** AA **Need Statement:** Students continue to need additional support with math and ELA essential learnings during the week outside of the instruction that is provided in the classroom. Analysis of classroom formative assessments during PLC-CTTs identify these students in needed of addition support with essential learning.

List tasks to be completed:	**Evidence:**
• Contact parents for permission slips • Create sign in/out sheets for students to use • Create Pre and Post Test • Tutor students in math and ELA with most identified needed essential learning	• Pre and Post Tests • Re-teach lesson plans • Attendance

What are your expected outcomes? Include data if your outcomes can be measured: We currently have 15 students enrolled in Kindergarten and we need to increase the enrollment by 8 or more students.
How will you monitor the added duty activity to ensure effectiveness?
How will you measure the effectiveness of the added duty activity? Cite the evidences.

Form #2: Outside Consultant Justification Form (SAMPLE)

Provide the following information in reference to any outside consultants and professional development that will be part of your magnet plan and budget. Include how you will ensure implementation of new practices and how you will maintain sustainability after consultant work is completed. ***Submit the consultant's resume with the justification form.***

<table>
<tr><th>Provider</th><th>Professional Development Needs</th><th>Date/Time</th><th>Audience

(include numbers)</th><th>Cost for the provider/materials and attendees</th></tr>
<tr><td>Jane Smith</td><td>PD Description:

Collaborative Cultures</td><td rowspan="2">10.22.2020

11.19.2020

12.10.2020

01.14.2020</td><td rowspan="2">Entire faculty will participate

21 Certified Teachers

8 Non-Classroom Certified Staff

4 Administrators</td><td rowspan="2">$7,000 per training ($7000 x 4 trainings =$28,000)

Includes all materials for participants up to 30 people.

Includes travel and per diem.

Includes follow up emails during 3rd and 4th quarters.</td></tr>
<tr><td>Resume Included:

☒ Yes</td><td>PD Outcomes:</td></tr>
<tr><td colspan="5">Rationale: What is the extent that the consultant is knowledgeable about and intends to include in the work they are tasked to perform for the District:

• Culturally Responsive Teaching:
• Student Discipline:
• Leadership Methods:</td></tr>
</table>

How will you measure the effectiveness of the PD? Cite the evidences.
How will you ensure that these new practices are implemented and sustained?
How will you prepare your staff to take over the responsibilities of the consultant going forward? What budget expenditures do you anticipate will be needed?

Form #3 Student Support Justification Form (SAMPLE)

Site(s) and/or Department(s): XXX Magnet High School	Date of submission: 08.12.20	Budget Year: 2020-2021
Program: STEM Technology	Date Approved/Name/Title:	

PART A – RUBRIC (To be completed by the person responsible for implementing the program)

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree at All
1	supports and strengthens other existing programs				
2	duplicates services with other existing programs				
3	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s):				
4	prioritizes the individual student's specific needs in all activities provided				
5	focuses primarily on improved student behavior				
6	focuses primarily on improved student attendance				
7	focuses primarily on increased academic performance				
8	utilizes culturally relevant instructional materials on a regular basis				
9	emphasizes culturally relevant practices significant to all students				
10	has an established a communication feedback protocol with the school day teacher				
11	provides regular updates to the school day teacher on student progress				

12	provides tutoring on a regular basis (also available from home)				
13	is very effective in supporting students' needs				
Students in this program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree at All
14	are monitored on a regular basis to assess changing needs and/or mastery of material				
15	remain in the program all year long				
16	are also served by other support programs				
17	with limited English proficiency are represented in this program				
18	with limited English proficiency have adequate resources available to them to understand the content of the program				
19	show the greatest success when they are pulled out of class for services				
Teachers in this program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree at All
20	are primarily made up of paraprofessionals				
21	are primarily made up of certified teachers				
22	who are paraprofessionals are closely supervised by appropriately certified personnel				
23	meet regularly as a team to coordinate student support services				
24	represent the ethnic/cultural backgrounds of the students they serve				

Students:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree at All
25	are typically in classes with about ____ other students				
26	receive, on average, about a total of ____ hours per weeks of services				
27	receive, on average, about ___ hours per week of tutoring services specifically				
28	receive, on average, about ____ hours of services during the school day per week				
29	receive, on average, about ____ hours of services before or after school per week				

PART B – EVALUATION (To be completed by the person responsible for implementing the program)

1	Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?
	A) Has this resource been vetted by the **What Works Clearing House** and if so, what was the ranking?
	B) If not, what evidence-based resources was used to support the implementation of this program or strategy?
2	Does the program or strategy support the current programs or strategies being implemented in the school(s)?
3	If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.
4	Does the program or strategy focus on students' specific needs? If so, what needs?
5	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).
6	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?
7	Does the program or strategy utilize culturally relevant materials and/or practices?
8	Does the program or strategy use a "pull-out" method?
9	If tutoring is involved, who provides the tutoring?