

APPENDIX II – 4

Continuous Improvement Plan (CIP)

SCHOOL NAME: *Mansfeld Magnet - SCHOOL IMPROVEMENT*

July 2016 to June 2017

Principal: Richard Sanchez

SCHOOL PROGRAM DESIGNATIONS					
Check any/all that apply					
X	School Wide		Targeted Assistance	X	Magnet

TIMELINE

7/12/2016	September 2016	10/28/2016	1/19/2017	5/18/2017	June 2017	TBA
CIP Plan Submission Deadline	Needs Assessment Due	Quarter 1 Site Plan Review	Submit mid-year Plan Update	Submit EOY Plan Update	Review of State Summative Data	2016-2017 Plan Initial Submission




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Site Name: Mansfeld Middle Magnet

EXECUTIVE SUMMARY

TITLE I PURPOSE:

At its core, the purpose of Title I, SIG, and Magnet funds are to ensure that students who are traditionally underserved and most at-risk of academic failure receive additional supports to achieve academically at high levels.

The purpose of this Continuous Improvement Plan (CIP) is to communicate the goals, strategies, and actions a school is taking to improve academic achievement and school climate. The plan is written to inform a variety of stakeholder audiences including, district and school leadership, family and community members, state and federal education agencies.

Stakeholder engagement is a vital component of plan development, implementation, and evaluation. Schools use a variety of strategies to involve stakeholders including use of a committee approach, on-going communication to stakeholders about plan elements, use of site based leadership teams to review and refine plan goals and actions, and activities aimed at obtaining family input throughout the process.

Strategies:

1. **Strengthen Instruction for All Students** – both Mathematics and English Language Arts (ELA) must be addressed. This strategy discusses what systems and strategies the school will use to ensure high quality curriculum and instruction for all students within the school day. Actions in this area frequently discuss the amount of instructional time dedicated to content, teacher quality, teacher training, and quality curriculum. Some plans may include sections describing ways schools will engage families in content areas or document how students will be provided opportunities to accelerate or extend their learning.
2. **Intervention Programs for Struggling Learners** – this strategy of the plan outlines actions that will be taken to support students struggling with academic content. Actions in this area are usually related to tutoring or supplemental support for ELA or Math content.
3. **Data and Assessments** – this strategy primarily describes the process and actions the school will take to ensure they consistently measure and review student performance data and how student progress is communicated. The CIP requires a comprehensive review of relevant data to help school teams determine the focus of their work. Stakeholders evaluate student achievement using multiple indicators, as well as the culture and climate of the site, to identify underlying conditions present at the site that may serve to explain why a school is doing well or where leverage may exist to positively effect student outcomes. Progress towards goals is based on data/evidence that is reviewed and used to refine plans and instruction.

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4. **Leadership** – this strategy is dedicated to describing how the school will cultivate positive school culture, provide clear and frequent communication, outreach, vision, and direction to the school. This strategy describes the ways sites share decision making with partner stakeholders, especially families, to promote high achievement for diverse clientele.
5. **Coordinated & Comprehensive Services** – this strategy aims to describe two different, but often related, elements.
 - a. Coordinated describes how the site will leverage resources from multiple programs to provide a network of support and effectively implement their CIP while simultaneously meeting the requirements and intents of individual funding sources. Examples frequently demonstrate leverage of funds including how a school uses grant-based tutoring funds such as 21st Century, or Magnet programs to provide tutoring, which also meets the funding intents of Title I; allowing a school to direct Title I funds to other eligible activities.
 - b. Comprehensive describes how the school provides a systematic network of services to support plan goals, family engagement, and ensure effective matriculation and transition of students into, within, and between schools. Examples would be ECAPS, events to transition pre-k-to kindergarten, orient middle school students to high school, high school to college/career.
6. **Plan Development, Implementation and Evaluation** – this strategy outlines the shared processes used to draft, implement, and evaluate the CIP. This section is related to leadership in that it requires evidence of genuine stakeholder input and the collaboration and representation of all significant initiatives impacting sites including Title I, SIG, Magnet, 21st CCLC. This strategy describes how sites commit to continuous review of plan implementation and outcomes. Processes included in the planning and Title I parent meetings are noted and multiple artifacts/evidence are retained as part of this requirement.

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Site Name: Mansfeld Middle Magnet

REFORM MODEL:

PLEASE DESCRIBE YOUR MAGNET THEME:

A. Strategic Class Sizes:

To further support our reform we are implementing strategic class size using average student to teacher ratio of 27:1. Strategic class size will be leveraged across the school in multiple ways. These include teachers providing high quality rigorous tier 1 and tier 2 classroom instruction, optimizing student access to high quality curriculum, and classroom teachers providing timely additional support in a manner that is on-going, fluid and flexible. Strategic class size will also be used to support attendance, student matriculation and behavior through a focus on building strong school to student and family relationships and connections.

B. Magnet Schools Theme Implementation

In addition, magnet schools are required to submit a CIP that details the strategies to integrate and to improve student achievement. School reform will be accomplished through the practices outline about and continued practices and methodologies as required by the Comprehensive Magnet Plan:

- Implementing Professional Learning Communities for a minimum of two consecutive hours weekly.
- Teachers will participate in two different models of professional development. The first model of professional development is the traditional workshop/training model. The second model is Learner Centered Professional Development.
- Highly effective staff will be used to support teacher learning.

This reform model is further supported by strong stakeholder relationships, processes, and practices that build a strong culture for academic achievement. These include:

- Continue to partner with ALE Department to continue to hold four parent informational nights at Magnet Elementary schools.
- Continue to partner with School Community Services Department to continue to hold meeting with High school Magnets.
- Present to various elementary schools, during school day, about magnet programs
- Communicate effectively with the Mansfeld community create a quarterly newsletter about magnet activities and accolades to be uploaded to Mansfeld webpage.
- Use social media, Parent Link and district media department to inform community about STEM Magnet events and information

School Environment- At Mansfeld, there are consistent school wide procedures and routines have been communicated and shared with all stakeholders, established, practiced and reinforced at the beginning of the year and as needed during the year. We use positive reinforcement to improve academics, increase proactive behavior and develop interdependent relationships. Mansfeld will provide opportunities to collaborate with PBIS committee to address site needs and incorporate PBIS/MTSS principles into classroom procedures and lessons through PLC structure facilitated by AIT team, including Magnet Coordinator

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CIP OVER ARCHING SMART GOAL:

(AZMERIT SCORES GOAL) Students will increase overall proficiency by 10% from the 2015-16 benchmarks or demonstrate 80% mastery if they scored above 71% on the 2015-16 benchmarks as measured by district benchmark exams.

STRATEGY 1: Strengthen Instruction For All Students (ELA and Math)**Strategic Plan Alignment: Curriculum**

MAGNET GOAL(S): Improve overall achievement and growth. Improve overall achievement and growth for L25s. Improve overall student achievement

Close the achievement gap

Improve achievement and growth of L25

Improve overall achievement and growth

Strategy Description: Systems and strategies the school will use to ensure high quality tier I curriculum and instruction for all students within the school day.

Action Step: Improve Quality First Instruction

DESCRIPTION: Mansfeld create a master schedule to allow teachers to meet in **PLCs** for three 45 minute blocks per week. Staff will address the achievement discrepancies by designing strategies that are systematic, timely and directive. The Coordinator/Instructional Coach/Administrator will facilitate weekly meetings.

Teacher teams will be offered the opportunity to participate in collaborative, evidence-based peer observations in order to provide critical feedback to improve differentiated tier 1 instruction. Magnet Coordinator/Instructional Coach will facilitate.

Teachers will organize activities and projects that foster student collaboration and that honor the multiple cultures and languages are represented in the classroom.

ALL: 27:1 ratio

- ⇒ Continue to offer a 7 period day to allow for teachers to meet in teams.
- ⇒ Certified Highly Qualified teachers instructing ELA and MATH in 6-8 as evidenced in HQ records. (August-May)

ELA ONLY:

48 Minutes of ELA block on a daily basis.

Review of Benchmark data to make informed instructional decisions.

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Site Name: Mansfeld Middle Magnet

MATH ONLY: 48 Minutes of Daily Math Instruction.**ACADEMIC FAMILY ENGAGEMENT:** STEM Nights**Evidence:** Master Schedule; lesson plans, observational data, HQ Binder/Records, Instructional Focused Calendar (IFC)**Personnel Required:** Team Leader-Magnet Coordinator/Administration***DISTRICT USE ONLY******SIG, Technology, PD, Ex Ed, Language Acquisition Tags******DISTRICT USE ONLY******Magnet Tags***

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Site Name: Mansfeld Middle Magnet

Action Step: Professional Development to Support Quality First Instruction**DESCRIPTION:**

ALL Teacher teams will be offered the opportunity to participate in collaborative, evidence-based peer observations in order to provide critical feedback to improve differentiated tier 1 instruction. Magnet Coordinator/Instructional Coach will facilitate.

ELA ONLY: Teachers will continue to learn about ELA College and Career Readiness Standards. Use of district curriculum maps and curriculum resources.

MATH ONLY Teachers will continue to learn about Math College and Career Readiness Standards. Use of district curriculum maps and curriculum resources.

ACADEMIC FAMILY ENGAGEMENT:**Evidence:** Sign in sheets, PLC notes**Personnel Required:** Principal, PLC teams, Magnet Coordinator***DISTRICT USE ONLY******SIG, Technology, PD, Ex Ed, Language Acquisition Tags******DISTRICT USE ONLY******Magnet Tags***

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STRATEGY 2: Interventions and Supplemental Services (ELA and Math)**Strategic Plan Alignment:** Curriculum**GOAL TO ADDRESS LOWER QUARTILE:** *LOWER QUARTILE ELA AND MATH GOAL(S)***Strategy Description:** Systems and strategies to support struggling students, paying particular attention to student subgroups.**MAGNET GOAL(S):** Improve overall achievement and growth. Improve overall achievement and growth for L25s

Improve achievement and growth of L25

Close the achievement Gap

Action Step: Interventions for Struggling Students ELA and Math**DESCRIPTION:** Mansfeld will implement Enrich/Reteach as an instructional reform model and Tier2 Intervention.

Enrich/Reteach will be common language and focus for all staff to develop a data driven culture.

Students in the lower 25% will be offered tutoring though afterschool 21stCentury Learning Center grant program in ELA and Math.

- ⇒ To support student achievement, required teacher advisors collaborate with students in examining work, identifying problems and specific strategies.
- ⇒ PLC time on Fridays for grade level teams to discuss struggling students and create RTO interventions.

ELA ONLY- Benchmark district assessment review (October, December, March).

- Data dig as evidenced in Addendum updates

Data chats with students, parents/guardians quarterly as evidenced by data notebooks, stakeholder notifications and Parent-Link (August-May)

Advanced Learning Experiences.

English Language Development (ELD) Teachers will implement Structured English Immersion strategies specifically designed for ELL students.

MATH ONLY- Use of common assessments and review of achievement data to PLC on instructional practices.

Success Maker used in Math Intervention classes.

Advanced Learning Experiences

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Offerings of 5 Math Intervention class to address the needs of L25%.

ACADEMIC FAMILY ENGAGEMENT-Parent Workshop to assist parents with study skill strategies for students that are struggling. (Quarterly)**Evidence:** PLC notes, 21st century schedules. Parent Sign-in sheets from workshops**Personnel Required:** Team Leader-Principal, AP, Magnet Coordinator***DISTRICT USE ONLY******SIG, Technology, PD, Ex Ed, Language Acquisition Tags******DISTRICT USE ONLY******Magnet Tags*****Action Step Title:** Professional Development to Support Quality Interventions**DESCRIPTIONS-****ELA ONLY:** PLC time for content development and vertical teaming. Three times a week built into master schedule.**MATH ONLY:** PLC time for content development and vertical teaming. Three times a week built into master schedule.**ACADEMIC FAMILY ENGAGEMENT:****Evidence:** PLC notes & binder**Personnel Required:** Principal, PLC teams***DISTRICT USE ONLY******Turnaround Interventions, Ex Ed, Language Acquisition******DISTRICT USE ONLY******Magnet Tags***

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STRATEGY 3: Data and Assessments**Strategic Plan Alignment: Curriculum****MAGNET GOAL(S):** Improve overall achievement and growth**Strategy Description:** The process and actions the school will take to ensure they consistently measure and review student performance data and how student progress information will be communicated.**Action Step:** Ongoing use of data to inform planning and instruction**DESCRIPTION:** Student assessment data (AIMS/AZMerit/ATI/Report Cards) will be screened by PLCs, Magnet Coordinator/Instructional Coach to ensure Differentiated Tier 1 Instruction is effective and identify students for Tier 2 and Tier 3 intervention as well as Advanced Learning Experiences opportunities. Done monthly. Content teachers will develop common formative assessments and use data to inform planning.**Evidence:** PLC Wednesday Professional Development, Sign –In Sheets

Personnel Required: Team Leader: Principal, AP, Faculty

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Site Name: Mansfeld Middle Magnet

STRATEGY 4: LEADERSHIP**Strategic Plan Alignment: Curriculum and Diversity****MAGNET GOAL(S):** Close the achievement gap

Improve achievement and growth of L25

Strategy Description: Leadership provides clear vision and direction with frequent communication and outreach to stakeholders.**Action Step :** Communication with stakeholders**DESCRIPTION:** Targeted students will be partnered with a mentor/tutor from the University of Arizona. These mentors/tutors will review student progress reports in order to provide coaching and mentoring to improve student achievement.

Mansfeld will use a Multi Tiered Student Support Team, headed by the Counselor, to create and implement interventions for at-risk students.

Mansfeld will hold monthly Site Council meetings to inform stakeholders.

Mansfeld will use ParentLink/Synergy to notify stakeholders of school events.

Evidence: Mansfeld Website with calendar of events, Quarterly Newsletter, School Facebook page, Sign In Sheets from Site Council meetings**Personnel Required:** Team Leader-Magnet Coordinator, Principal, AP, Site Council facilitator, School Community Liaison.**DISTRICT USE ONLY****SIG, Technology, PD, Ex Ed, Language Acquisition Tags****DISTRICT USE ONLY****Magnet Tags****Action Step:** Ensuring Stakeholders as Involved Decision Makers for the CIP (Distributed Leadership)**DESCRIPTION:** Site Council members, Magnet committee, and PTSO are involved in CIP information.

Family Engagement-Notification of Family Resource Center

Evidence (Be sure documents are filed): Sign-In Sheets and Agendas.**Personnel Required:** Team Leader- (School Community Liaison), Principal, AP**DISTRICT USE ONLY****SIG, Technology, PD, Ex Ed, Language Acquisition Tags****DISTRICT USE ONLY****Magnet Tags**

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STRATEGY 5: Coordinated and Comprehensive Services**Strategic Plan Alignment: Curriculum and Diversity****MAGNET GOAL(S):** Close the achievement gap**Strategy Description:** Leveraging resources and systematic network of services to ensure effective matriculation and transition of students into, within, and between schools.**Action Step:** Coordinated: Leveraging Resources (M&O, 21st CCLC, Magnet, community partnerships, grants, special projects) within a school.**DESCRIPTION:** Students interested in STEM enrichment will be offered to participate in STEM clubs through afterschool 21stCentury Learning Center grant program.

Mansfeld will implement Learner Centered Professional Development that goes hand-in-hand with PLC work.

Mansfeld will partner with U of A and Pima College to provide additional resources and expertise to enhance the STEM program. Faculty from both institutions will be recruited to provide supplemental learning opportunities.

Evidence: Sign In Sheets, True North Logic Registration.**Personnel Required:** Team Leader-Magnet coordinator**DISTRICT USE ONLY****SIG, Technology, PD, Ex Ed, Language Acquisition Tags****DISTRICT USE ONLY****Magnet Tags****Action Step:** Comprehensive: Networks and systems to ensure family engagement as well as matriculation and transition of students into and between schools.**DESCRIPTION:** Feeder pattern and Magnet Pipeline Transition Programs. New Student Orientation held in summer prior to beginning of the year.

- School Community Liaison to do home visits for students with attendance concerns

Evidence: Agenda of Orientation along with Sign-in sheets. Home visit notes.**Personnel Required:** Team Leader-Magnet Coordinator, School Community Liaison**DISTRICT USE ONLY****Turnaround Interventions, Ex Ed, Language Acquisition****DISTRICT USE ONLY****Magnet Tags**

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STRATEGY 6: Plan Development, Implementation, and Evaluation**Strategic Plan Alignment: Curriculum and Diversity****MAGNET GOAL(S):** Improve overall student achievement

Close the achievement gap

Improve achievement and growth of L25

Improve overall achievement and growth

Strategy Description: How the school is engaging a school community of stakeholders in key decision making and collaborative partnerships. How is a school monitoring for fidelity of plan implementation?

Action Step: Processes and Stakeholder Engagement for CIP

Teachers will collaborate to develop and implement an integrated STEM unit that addresses AZCCRS/STEM practices. Units will include differentiated instructional strategies as well as common assessments.

Planning session completed in June with fellow Administrator and Magnet Coordinator.

CIP will be reviewed at Site Council and with Teachers (Administration meeting)

Evidence: Teachers will submit three STEM lessons and present out lesson to colleagues at PD. CIP, Mid Year reports.

Personnel Required: Team Leader- Principal, AP

DISTRICT USE ONLY***Turnaround Interventions, Ex Ed, Language Acquisition******DISTRICT USE ONLY******Magnet Tags*****Action Step:** School-wide Review and Evaluation of CIP

DESCRIPTION: Quarterly review of CIP. Staff input on review of CIP.

Evidence: CIP changes made at Semester and End of Year. CIP, Mid Year Reports, Feedback Forms, Sign-in sheets, agenda

Personnel Required: Team Leader-Staff, CIP team

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Site Name: Mansfeld Middle Magnet

MAGNET: Integration Strategy**Strategic Plan Alignment: Curriculum and Diversity****MAGNET GOAL(S):** Close the achievement gap

Improve achievement and growth of L25

Strategy Description: Implementation of a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.**Action Step Title:** Processes and Stakeholder Engagement for Recruitment and Retention**DESCRIPTION:** Continue to build bridge with Stem continuum with the University of Arizona through presentations and collaborative events. Moses Thompson (Garden Project), Society of Hispanic Engineers, Biosphere Project.

Evidence: Activity Logs

Personnel Required:

Team Leader:

DISTRICT USE ONLY***Turnaround Interventions, Ex Ed, Language Acquisition******DISTRICT USE ONLY******Magnet Tags*****Action Step:** Recruitment Activities**Actions:** Communicate effectively with school community via quarterly newsletter about Magnet activities.

Evidence:

Personnel Required:

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The LEA (Tucson Unified School District) attests to have provided the following support:

- ☒ Applicable budget set-asides and/or federal/state requirements are implemented.
- ☒ District support systems are implemented for identified Priority, Focus, and Pre-Intervention Schools.
- ☒ Required district school choice and other improvement written notices are provided to Parents.
- ☒ District coordination of transportation for students electing school choice.
- ☒ Assistance embedding whole school reform model in school-wide sites.
- ☒ Ensure programs/material purchased with Title I or blended funds adhere to Scientifically-Based Research guidelines.
- ☒ Provide technical assistance on needs assessment, collaborative plan development and evaluation.
- ☒ Family Engagement support including District Advisory Council, District Parent Policy.
- ☒ Implementation of district-wide mentoring program for new teachers and teachers in need of support.
- ☒ Coordination of Homeless & Neglected & Delinquent Services.
- ☒ Ensure that teachers and paraprofessionals meet the highly qualified criteria prior to employment with the district.
- ☒ Provide progress-monitoring assessment system (School City) aligned with the State student academic achievement standards.
- ☒ Provide focused professional development to all instructional staff in instructional pedagogy and instructional framework (EEI).
- ☒ Additional district support and technical assistance as needed.

The site administrator agrees to do the following:

- ✓ Use only research-based reform strategies aligned with the needs assessment.
- ✓ Provide opportunities for all children to meet rigorous state and advanced levels of academic achievement.
- ✓ Create specific plans to assist transition of students between pre-school & elementary school and beyond.
- ✓ Coordinate federal, state, and local services and programs and align resources based upon prioritized needs.
- ✓ Align the budget with the plan and evaluate the plan annually.
- ✓ Retain documentation of planning, implementation and evaluation on site (7 years minimum).
- ✓ Provide parents with all required notices including, "Right to Know," "Non-Highly Qualified," and "District Parent Involvement Policy."
- ✓ Annually update and distribute parents' "School Compact" and "School Parent Involvement Policy."
- ✓ Conduct annual Title I Parent meeting.

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