

APPENDIX II – 2

Bonillas ES Magnet School Plan 2017-18 SY
Magnet Theme: Traditional
Tucson Unified School District

Principal: Jennifer Ambrosio												
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply								
X	School Wide		Targeted Assistance		X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity

Needs Statement: Bonillas is currently racially concentrated with Hispanic enrollment above 70%. On the 40th day of 2016-2017, Bonillas' student enrollment was 14.1% White, 7.9% African American, 71.1% Hispanic, 3% Native America, 1.2% Asian American, and 2.7% Multi-racial.

Goal(s):

By the 40th day of the 2017-18 SY, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1st, 2nd, and 3rd grades.

Integration Indicator: Integration of Diverse Student Population**Actions to Address Integration Indicator and to Achieve Goal(s):**

- Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.
- Recruitment and marketing activities are planned and implemented by the District and the school.
- The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Bonillas will be part of the District Communication Department deployment of commercial media including television, print, and social media.

Critical Focus Area: Recruitment and Retention**Critical Focus Area Action Steps:**

1. Bonillas kindergarten teachers will create "kinder" care packages and hand out to preschool kids during preschool visits or site-based recruiting events.
2. The Magnet Coordinator/Instructional Coach will mail surveys to parents who live in the neighborhood that are not attending Bonillas and make personal contact and provide information to these families during first quarter of the 2017-18 SY.
3. Bonillas staff representative(s) will attend all District marketing events as well as other site-based marketing and recruiting events throughout the year.
4. The leadership team and Site Council will meet monthly to engage stakeholders in shared decision making regarding marketing, recruitment, and retention.
5. The principal, Magnet Coordinator, and other support staff will meet with the Magnet Department monthly to review student achievement data, to set quick wins for theme visibility, and to review the school magnet plan.
6. Attendance recognition will be given to the three classrooms with the highest attendance percentage.
7. Staff members and the Magnet Coordinator will identify at least 10 preschools with the desired demographics to deliver and display Bonillas school brochures.

8. The Magnet Coordinator will make follow-up phone calls to preschool parents and schedule and provide a school tour to all parents who are interested and inquired about Bonillas.
9. Recruitment logs will be kept on site that document District and school recruitment events, tours, and magnet phone inquiries.
10. The Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.

Evidence of Progress

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| • 40 th Day Data | • Calendar of Events |
| • Application Data | • Sign-in Sheets |
| • Magnet Quarterly Reports | • School Surveys |

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction
<p>Needs Statement: An analysis of the 2017 AzMERIT shows a need to increase student achievement in math and ELA. ELA: Based on 2017 AzMERIT ELA data, 30.3% of Bonillas' students achieved proficient or highly proficient. Math: Based on 2017 AzMERIT math data, 37.9% of Bonillas' students achieved proficient or highly proficient.</p>
<p>Achievement Goal(s): ELA: Achievement for all students will increase by 10% moving from ELA 30.3% proficient or highly proficient on 2017 AzMERIT to 40.3% proficient or highly proficient on 2018 AzMERIT. Math: Math achievement for all students will increase by 10% moving from 37.9% proficient or highly proficient on 2017 AzMERIT to 47.9% proficient or highly proficient on 2018 AzMERIT.</p>
SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.
<p>Actions to Address SIAP Indicator and to Achieve Goal(s):</p> <ul style="list-style-type: none"> • School PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources). • The principal and school leadership team has a structured system for monitoring daily instruction (structured systems for class walkthrough visits). • The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet School Plan that will included the school's critical focus areas, action steps, evidence, and responsibilities for each faculty and staff member.

- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may be needed. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- The principal will review teachers' lesson plans during conferences, walkthroughs and classroom visits to ensure that quality Tier 1 instruction includes aligned daily learning objective, engagement strategies, questioning strategies, differentiation, Daily Five, Balanced Literacy and how students will receive immediate and authentic feedback. Follow-up meeting to address refinements. Repeat cycle.
- Instructional leaders will provide teachers with written and oral feedback through walkthroughs and classroom observations using the ad hoc element section of MyLearningPlan. MyLearningPlan will track classroom visits to achieve inter-rater reliability amongst all administrators and instructional specialists performing walkthrough visits.
- Teachers will implement Balanced Literacy and Daily 5 in all classrooms for ELA.
- Professional development will be designed and implemented on District PD Wednesday that focus on quality Tier 1 instruction and support classroom walkthrough trend data analysis.

Critical Focus Area: Structure Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. A lesson plan template will be used by all teachers that includes the essential elements for quality Tier 1 Instruction. The lesson plan template will include the objective, engagement strategies, questioning strategies, and checks for understanding.
2. Instructional leaders will check teacher lesson plans when they are conducting site- walkthroughs. Lesson plans books will be accessible and opened to the lesson being implemented.
3. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher. The teacher will reflect and choose one refinement that they could begin to implement immediately in their class.
4. Instructional leaders will schedule walkthroughs and reflection meetings on a two-week cycle in order to observe and meet with each teacher minimally two (2) times per month.
5. Instructional leaders will maintain an observation log with action steps for each teacher.
6. Instructional leaders and teachers will document refinement and the actions steps to incorporate identified refinements in

daily instruction.

7. Instructional leaders will schedule with the teacher a time to observe the refinements and action steps.
8. Feedback cycle will be on-going.

Evidence of Progress

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| <ul style="list-style-type: none"> • Observation Tracker • Reflection Template • Two-Week Calendar for Observations | <ul style="list-style-type: none"> • Lesson Plans • Walkthrough Data |
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Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

- The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
- The principal and Magnet Coordinator will utilize an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.
- The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
- The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
- The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
- The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

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| <ul style="list-style-type: none"> • Magnet PD Calendar for Principals and Magnet Coordinators • PD Agendas and Planning Documents • Principal PD Reflection Comments | <ul style="list-style-type: none"> • Observation and Reflection Tracker • Magnet Department Site-Visit Summaries and Next Steps • Magnet Department Site-Visit Calendar with Agenda |
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SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- The Multi-Tiered System of Support (MTSS) framework and processes will be used to maximize achievement for struggling students through systematic gathering of data used for educational decision making in interventions (screening, diagnosis, and progress monitoring) to support student achievement and their personal/social development.
- MTSS team will meet at least twice per month to review student data, both academic and behavioral, and create action plans for each student referred.
- Instructional leaders and teachers will collect student data during both instructional and non-instructional times throughout the day and use the data to help guide MTSS student action plans.
- The principal and school leadership teams will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/ course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- District benchmark assessment data will be analyzed to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.
- The school counselor, Student and Family Support Liaison, and all stakeholders will plan interventions for all Tiers to support students in academics and social success.
- Magnet Coordinators will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the

work of PLCs.

- Positive Behavior Supports are used to support a healthy school climate conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.
- The school counselor is used to support students in the areas of academic achievement, personal/social development and career development.

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

Critical Focus Area Action Steps:

1. Teachers will use Guided Reading, small group instruction, and Imagine Learning to support math and ELA.
2. Tier 2 and Tier 3 students will meet daily for guided reading lessons and small group targeted math instruction with teacher.
3. Teaching assistants at each grade level will be trained to work with students and to support the classroom while teachers pull groups of students for individualized small group instruction and Tier 2 and Tier 3 interventions.
4. Teachers will use small group instruction and technology based interventions (Imagine Learning) for Tier 2 and Tier 3 support in both ELA and Math. A schedule will be developed to use available technology (lab and COWS) for Imagine Learning Software for Tier 2 and Tier 3 interventions.
5. Instructional leaders will observe implementation of small group instruction and provide feedback to teachers that will allow them to refine their practice.
6. Teachers will engage in the PLC process weekly to clarify the essential learning for each unit of instruction as determine by the TUSD Curriculum 4.0 and scope and sequence, to participate in data analysis, to create common formative assessments and to determine and to plan for needed interventions and re-teaching.

Evidence of Progress

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| • Master Schedule | • Imagine Learning Implementation Schedule |
| • Guided Reading Groups | • MTSS Schedule and Meeting Notes |
| • Imagine Learning Data | • PLC Agendas/Minutes/Re-Teach Lessons |

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. PLCs will be embedded in the school day for each week for at least 60 minutes.
2. PLC s will use the results from common formative assessments to share and develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.
3. Lesson studies will be implemented to allow PLCs to plan a common lesson based on a particular standards and observe each other teach that lesson and provide feedback on strengths and reinforcements.

4. Through lesson studies, teachers will share instructional strategies and evaluate effectiveness of strategies based on student mastery of an objective.
5. Instructional leaders will meet with teams to assist them in developing lessons, observing, and providing feedback on strengths and refinements to one another.

Evidence of Progress

- PLC Schedule
- PLC Binders and Data Notebooks
- Re-Teach Lessons
- CFAs
- Data Analysis of CFAs and District Benchmarks

SIAP Principle 4: Effective Curriculum

Needs Statement: Results of student achievement on the AzMERIT indicate a need to plan and implement standards-based units of instruction as aligned to the District's standards-based scope and sequence and TUSD Curriculum 4.0.

Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.

SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

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

- Teachers will implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- Instructional leaders will work with PLCs in planning instruction that provides opportunities for students to connect with the curriculum.
- Teachers and Instructional leaders will support and encourage students and families in taking advantage of TUSD's diverse schools through school choice, Gifted and Talented Education (GATE) programs, and share what Advanced Learning Opportunities, Career & Technical Education, children can partake in as they move forward in their educational experience with TUSD.
- Teachers will participate in weekly grade level lesson plan meetings to prepare standards driven lesson plans.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.**Critical Focus Area Action Steps:**

1. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity.
2. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the scope and sequence.
3. District pacing guides will be used when planning units for instruction and daily lesson plans.
4. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 4.0 to the daily lesson plan.
5. Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum 4.0 and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

Evidence of Progress

- Lesson Plans
- Common Formative Assessments
- Walkthrough data
- PLC Binders and Data Notebooks
- TUSD Curriculum 4.0 Unwrapped Standards
- Task Analysis Forms
- PLC Agendas/Minutes

SIAP Principle 6: Family and Community Engagement**Needs Statement: Data to be submitted by School Community Services by September 15, 2017**

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 school year, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- Coordinate at least two (2) meaningful family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.
- Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.
- Coordinate resources to support students and families with basic needs.
- Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
- Maintain Student and Family Support Liaison to assist families with resources and to encourage them to be active participants in their child's educational experience.
- Inform teachers, staff, parents, and the community of the Magnet Plan that is designed to increase student achievement.
- Schedule assemblies, professional development opportunities, and Cafecitos to recognize child, community and/or staff accomplishments.
- Strategize attendance dilemmas, family check-ins, and home visits.
- Communicate with families and the community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, Cafecitos, and clearly defined systems that allow for home-school communication).
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Fall and spring parent/teacher conferences will be scheduled school wide.
- A Parent Teacher Committee will be established to meet quarterly.
- Academic Family Engagement activities and events will be scheduled at least quarterly.
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.
- Teachers will meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Teachers will incorporate this information into individual student academic and behavioral plans.

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

Critical Focus Area Action Steps:

1. A Monthly Cafecito will be held with the principal and will focus on Family Curriculum and Development Workshops.
2. The Student and Family Support Liaison will be actively involved in recruiting and planning daily/monthly Family Workshops and meetings.
3. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities and assist families with resources and encourage them to be active participants in their child's educational experience.
4. The Community Liaison will develop a plan of action for strengthening family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
5. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
6. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
7. Magnet Coordinator will establish at least one new formal community partnership, as documented by a letter of support.

Evidence of Progress

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| • Meeting Agendas/Minutes | • Parent Volunteer Attendance Sheets |
| • Parent Attendance Sheets | • Parent and Community Outreach Plan |
| • Letters of Support from Community Partners | • Parent and Community Outreach Plan Quarterly Monitoring |

Booth-Fickett K-8 Magnet School Plan 2017-18 SY
Magnet Theme: Math/Science
Tucson Unified School District

Principal: Norma Flores												
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply								
X	School Wide		Targeted Assistance		X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence and Equity	
Needs Statement: Booth-Fickett K-8, met the definition of a “highly diverse” school, defined as having no racial/ethnic group over 70% and all groups within +/- of 15% of the average for the District. On the 40th day of 2016-2017, Booth-Fickett’s student enrollment was 24.4% White, 15.9% African American, 50.5% Hispanic, 2.1% Native America, 2.4% Asian American, and 4.6% Multi-racial.	
Goal(s): By the 40 th day of the 2017-18 SY, [for K-8] every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1 st , 2 nd , 3 rd , and 6 th , 7 th , and 8 th grades.	
Indicator: Integration of Diverse Student Population	
Actions to Address Integration Indicator and to Achieve Goal(s):	
<ul style="list-style-type: none"> • Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school’s branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Booth-Fickett will be part of the District Communication Department deployment of commercial media including television, print, and social media. 	
Critical Focus Area: Recruitment and Retention	
Critical Focus Area Action Steps:	
<ol style="list-style-type: none"> 1. Participate in all District recruitment activities offered to site. 2. Strategically identify areas for site based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, and places of worship]. 3. Create partnerships with community members that assist in recruitment events and site magnet visibility. 4. Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. 5. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries. 	
Evidence of Progress	
<ul style="list-style-type: none"> • Magnet School Quarterly Reports • Recruitment Logs 	<ul style="list-style-type: none"> • Partnership Letters • Parent Attendance or Retention Activities

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction

Needs Statement:

An analysis of the 2017 AzMERIT shows a need to increase student achievement in math and ELA.

ELA: Based on 2017 AzMERIT grades 3-5 ELA data, 29.6% of Booth Fickett's students achieved proficient or highly proficient. This is 4.5% below the district average.

Math: Based on 2017 AzMERIT grades 3-5 math data, 36% of Booth-Fickett's students achieved proficient or highly proficient. This is 1.5% below the district average.

ELA: Based on 2017 AzMERIT grades 6-8 ELA data, 22.1% of Booth-Fickett's students achieved proficient or highly proficient. This is 2.6% below the district average.

Math: Based on 2017 AzMERIT grades 6-8 math data, 15.5% of Booth-Fickett's students achieved proficient or highly proficient. This is 2.3% below the district average.

Achievement Goal(s):

ELA Grades 3-5: Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (34.1%) in grades 3-5 on the 2018 AzMERIT ELA assessment.

ELA Grades 6-8: Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (24.7%) in grades 6-8 on the 2018 AzMERIT ELA assessment.

Math Grades 3-5: Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (37.5%) in grades 3-5 on the 2018 AzMERIT math assessments.

Math Grades 6-8: Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly

proficient students (17.8%) in grades 6-8 on the 2018 AzMERIT Math assessment.

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

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

- The school PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources).
- The principal and school leadership team will follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits).
- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, and responsibilities for each faculty and staff member.
- Use of Teacher Evaluation Instruments (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- The principal, assistant principal, and leadership team will conduct weekly classroom observations and provide reflective feedback to teachers.
- An educational consultant will observe classrooms once a month and provide coaching and reflective feedback to teachers.
- The principal and assistant principals will check teachers' lesson plans during walkthroughs and pre and post conferences to ensure that plans include engagement strategies, planned discussion questions using Costa's level of questioning, differentiation instruction, Daily Five/Balanced Literacy/Guided Math instruction and checks for understanding.
- Through classroom walkthroughs, ensure that the teacher states clear learning goals and that strategies for success are clearly communicated to students before/during/end of each lesson.
- Plan and deliver on-going professional development on Tier 1 instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies, and cooperative learning structures.
- Daily instruction will include research based practices, such as EEL, as evidenced in lesson plans and observation.
- Teachers will model Sheltered English Language Development using visual models to support second language learners.
- Embedded PLC time will allow for teachers to meet with our Data Coach, Curriculum Service Provider, and grade level colleagues for curriculum mapping, to lesson plan, to review student assessments/data, and to create CFAs.

- All classrooms will have student data binders; students and teachers will track student progress together, create student goals, and have data chats with students.
- Administration and the leadership team will identify master teachers to model lessons, to mentor teachers, and to lead Wednesday professional development.
- A needs assessment will be given to teachers in regards to quality Tier 1 instruction. The data will be used to design professional development that will meet teachers identified needs. Professional Development will be provided during District Wednesday PD sessions.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

- A lesson plan template will be used by teachers that will include EEI format which will include: objective, task analysis, monitor/adjust, questioning, active participation, and closure.
- Instructional leaders will check lesson plans to ensure they correlate with teacher instruction. Feedback, coaching, and reflection will be shared by administration and leadership team.
- Administration and leadership team will follow a walkthrough and reflection cycle schedule to ensure that teachers are receiving instructional support at least two times monthly.
- Instructional team will collect data of instruction, lesson plans, and lesson structure. The data will be shared with teachers to provide feedback, coaching, teacher reflection, and refinements.
- The principal and leadership team will maintain an observation tracker with action steps for each teacher, document refinements, monitoring, and goal setting.

Evidence of Progress

- | | |
|---|------------------------|
| • Observation Cycle Calendar | • Lesson Plan Template |
| • Observation Log | • Walkthrough Data |
| • Completed Teacher Reflection Template | |

Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilized an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.

3. The principal and Magnet Coordinator will attend a two-day PD session titled “Teaching for Mastery of Learning.” This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- | | |
|---|---|
| • Magnet PD Calendar for Principals and Magnet Coordinators | • Observation and Reflection Tracker |
| • PD Agendas and Planning Documents | • Magnet Department Site-Visit Summaries and Next Steps |
| • Principal PD Reflection Comments | • Magnet Department Site-Visit Calendar with Agenda |

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- The principal and school leadership team will use a structured system to monitor the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. The principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.

- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- Magnet Coordinators will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- The Restorative and Positive Practice Facilitator (RPPF) will serve as the coordinator for restorative practices school wide, inform the school administration of identified trends and challenges with regard to school discipline, and will serve as the facilitator with regard to the school's implementation of PBIS.

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

Critical Focus Area Action Steps:

1. Students in grades 6-8 that are minimally proficient as measured by the 2017 AzMERIT math & ELA data will be enrolled in a Study Skills class. Students will utilize Edgenuity, a web-based program that delivers targeted instruction on concepts that the student has not mastered, during the Study Skills class.
2. Targeted students will have access to the ALEKS program, a web-based program that delivers targeted math instruction based on an individual student's needs.
3. The Reading Specialists will delivered Tier 2 and 3 instruction in a small group setting to targeted K-6 students who are not performing at grade level, based on DIBELS, 2017 AzMERIT, and/or SchoolCity benchmark assessments.
4. The Math Specialists will work with teachers on delivering high quality instruction in the classroom, interpreting student data, monitoring student progress and to ensure students are mastering grade level standards.
5. The school data coach will pull student data from the ALEKS program, Edgenuity, Imagine Learning, Benchmark data and SchoolCity. The data coach and Curriculum Service Provider will work with classroom teachers on interpreting student data and delivering tiered instruction to meet student needs.

Evidence of Progress

- | | |
|----------------|-------------------------|
| • Data Binder | • PD Sign-In Sheets |
| • PLC Notebook | • Imagine Learning Data |

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. PLCs are embedded in the school day each week for at least 60 minutes.
2. PLC s will use the results from common formative assessments to share and to develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.

3. Through lesson studies, teachers will share instructional strategies and evaluate effectiveness of strategies based on student mastery of an objective.
4. Instructional leaders will meet with teacher teams to assist them in developing lessons, conducting peer observations, and to share best practices with each other.
5. During PLCs, teachers will use the Understanding by Design Model to unwrap the TUSD Curriculum 4.0, to identify power standards that need to be taught during the instructional unit and to create assessments including common formative assessments.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • PLC Schedule • PLC Binders and Data Notebooks | <ul style="list-style-type: none"> • District 4.0 Curriculum Scope and Sequence • PLC Meeting Agendas/Minutes |
|--|---|

SIAP Principle 4: Effective Curriculum

Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0.

Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.

SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

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

- Implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- Instructional Leaders will review lesson plans and observe lessons during walkthroughs and classroom visits to ensure that opportunities for students to personally connect with the curriculum is evident in various content areas.
- Teachers will create pacing calendars for 2017-18 SY based on curriculum maps for TUSD Curriculum 4.0.
- PD will be offered to all teachers by the Lead Teachers in Math, Guided Reading, and Scholastic Leveled Readers to support the implementation of TUSD Curriculum 4.0.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.**Critical Focus Area Action Steps:**

1. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the scope and sequence.
2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum 4.0 during walkthroughs, PLC observations, and pre-post teacher conferences.
3. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity.
4. Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives, and benchmark data to guarantee that TUSD Curriculum 4.0 is aligned to all planning.
5. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum 4.0 and scope and sequence.
6. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 4.0 and the scope and sequence to the daily lesson plan.
7. Instructional leaders will work with teachers who show misalignment of the TUSD Curriculum 4.0 in their planning and daily instruction to ensure alignment.

Evidence of Progress

- | | |
|--------------------------------|--|
| • Lesson Plans | • PLC Binders and Data Notebooks |
| • Common Formative Assessments | • TUSD Curriculum 4.0 Scope and Sequence |
| • Walkthrough Data | • Site Task Analysis Guides |

SIAP Principle 6: Family and Community Engagement: Increasing Quality and Degree of Involvement between School and Stakeholders**Needs Statement: Data to be submitted by School Community Services by September 15, 2017**

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 SY, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.

- Home and community partnership related questions, leadership related questions, and overall satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.

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

- Provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.
- Coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Inform teachers, staff, parents, and the community of the Magnet Plan that is designed to increase student achievement.
- Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication).
- Fall and spring parent/teacher conferences will be scheduled school wide.
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Develop and use social media structures to connect with students and families.
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.
- Teachers will have a method of communication with families to inform them of the following information: grades, student progress, celebrations, and concerns.

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

Critical Focus Area Action Steps:

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

3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. Collaboration will occur among the Magnet Coordinator and the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
5. Magnet Coordinator will establish at least one new formal community partnership, as documented by a letter of support.
6. Renewal of continuing partnerships will be documented by updated letters of support.

Evidence of Progress

- | | |
|---|---|
| <ul style="list-style-type: none"> • Parent and Community Outreach Attendance Sheets • Parent Volunteer Attendance Sheets • Parent and Community Outreach Plan | <ul style="list-style-type: none"> • Parent and Community Outreach Plan Quarterly Monitoring • Leadership Team Meetings Agendas/Minutes |
|---|---|

Borton ES Magnet School Plan 2017-18 SY
Magnet Theme: Systems Thinking
Tucson Unified School District

Principal: Denice Contreras											
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply							
X	School Wide		Targeted Assistance	X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity

Needs Statement: Borton is currently integrated with all ethnicities falling within 15% of the district average enrollment. On the 40th day of 2016-2017, Borton's student enrollment was 21.1% White, 7.7% African American, 64% Hispanic, 1.9% Native America, 1.2% Asian American and 4.1% Multi-racial.

Goal(s): By the 40th day of the 2017-18 SY for K-5 grades, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1st, and 2nd and 3rd grades.

Integration Indicator: Integration of Diverse Student Population**Actions to Address Integration Indicator and to Achieve Goal(s):**

- Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.
- Recruitment and marketing activities are planned and implemented by the District and the school.
- The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Borton will be part of the District Communication Department deployment of commercial media including television, print, and social media.

Critical Focus Area: Recruitment and Retention**Critical Focus Area Action Steps:**

1. Borton staff representative(s) will participate in all District recruitment activities offered to site.
2. The Magnet Coordinator will work with the principal to strategically identify areas for site based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, and places of worship].
3. The Magnet Coordinator will create partnerships with community members that assist in recruitment events and site magnet visibility.
4. The principal will work with staff, families, and other stakeholders to implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
5. The Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
6. The Magnet Coordinator will keep recruitment logs on site and document district and site recruitment events, tours, and magnet phone inquiries.

Evidence of Progress

- Magnet School Quarterly Reports
- Recruitment Logs
- Partnership Letters
- Parent Attendance for Retention Activities

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction**Needs Statement:**

An analysis of the 2017 AzMERIT shows a need to increase student achievement in math and ELA.

ELA: Based on 2017 AzMERIT ELA data, 42.5% of Borton's students achieved proficient or highly proficient. This is above the district average of 34.1%.

Math: Based on 2017 AzMERIT math data, 37.8% of Borton's students achieved proficient or highly proficient. This is above the district average of 37.5%.

Achievement Goal(s):

ELA: Achievement for all 3rd – 5th grade students will increase by 7.5% moving from 42.5% proficient or highly proficient on 2017 AzMERIT to 50% proficient or highly proficient on 2018 AzMERIT.

MATH: Achievement for all 3rd – 5th grade students will increase by 10% moving from 37.8% proficient or highly proficient on 2017 AzMERIT to 47.8% proficient or highly proficient on 2018 AzMERIT.

SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- School PD calendars support ongoing support for district initiatives (district supported with deployment of personnel and resources).
- Principal and school leadership team follow a structured a system for monitoring daily instruction (structured systems for class walkthrough visits).
- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will included the school's top priorities, action steps, evidence, and responsibilities for each faculty and staff member.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Principal will ensure teachers' lesson plans include engagement strategies, questioning strategies, differentiation, Daily Five, Balanced Literacy and how students will receive immediate and authentic feedback.
- Instructional leaders will provide teachers with written and oral feedback through walkthroughs and classroom observations using the ad hoc element section of MyLearningPlan. MyLearningPlan would track classroom visits to achieve inter-rater reliability amongst all administrators and instructional specialists performing walk-through visits.
- Teachers will ensure clear learning goals and strategies for success are developed for each lesson in math and reading and communicated to students throughout the teaching of the lesson.
- Ongoing professional development on Tier I instructional strategies will be offered, focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies and cooperative learning structures.
- Teachers will implement Balanced Literacy and Daily 5 in all classrooms for ELA.
- The Instructional Coach will support classroom instruction through Job-Embedded Professional Development and Coaching and Feedback provided to all certified staff. This process will recycle. Coaching will include integration with Project Based Learning and Systems Thinking habits and tools.
- Daily Instruction will include research based practices, such as EEI, as evidenced in lesson plans and observations.

- Classroom walkthrough trend data will drive school-wide PD centered on quality Tier 1 instruction.
- Teachers will participated in weekly grade level lesson plan meetings to plan standard-driven lesson plans.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Instructional leaders will check teacher lesson plans weekly using a checklist and will provide feedback. Lesson plan books will be accessible and opened to the lesson being implemented in each teacher's classroom.
2. Instruction team will schedule frequent and regular observations for each teacher's classroom at least three times per month to identify quality Tier 1 instruction action steps for refinements. Elements will be selected from the identified high leverage areas needed to move instructional levels to proficient.
3. Using walkthrough trend data and District walkthrough data, trends will be identified for strengths and refinements. Areas of refinements that are in most need will be topics for professional development.
4. Professional development will be designed and implemented on District PD Wednesday according to trend data to support quality Tier 1 instruction.
5. After each classroom walkthrough, teachers will be provided specific one-on-one feedback that is focused on one area of quality Tier 1 instruction action step that can be implemented in the classroom immediately.
6. Staff needing additional assistance will receive regular support from the Instructional Coach to ensure planning and implementation of quality Tier I instruction and integration of projects.
7. Instructional leaders will document all feedback session with teachers and areas need for refinement.
8. Student projects will be aligned to the standards and integrated with content area.

Evidence of Progress

- | | |
|--------------------------------|----------------------------|
| • Lesson Plans and Checklists | • Observation Tracker |
| • Principal Weekly Newsletters | • Weekly Walkthroughs Data |

Critical Focus Area: Implementing Structured Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilized an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.
3. The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-

day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.

4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- | | |
|--|---|
| • Magnet PD Calendar for Principal and Magnet Coordinators | • Observation and Reflection Tracker |
| • PD Agendas and Planning Documents | • Magnet Department Site-Visit Summaries and Next Steps |
| • Principal PD Reflection Comments | • Magnet Department Site-Visit Calendar with Agenda |

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- Highly functioning MTSS teams focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- The MTSS team will meet regularly to review student data and performance and analyze effectiveness of interventions and suggest additional interventions to support student learning.
- Principal and school leadership teams have structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the

Tier 1 and Tier 2 level.

- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- Teachers will use small group instruction and utilize technology based interventions (Imagine Learning) for Tier 2 and Tier 3, support in both ELA and Math. A schedule will be developed to use available technology (lab and COWS) for Imagine Learning Software for Tier 2 and Tier 3 interventions.
- Teachers will use Guided Reading small group instruction and Imagine Learning to support ELA. Tier 2 and Tier 3 students will meet daily for guided reading lessons.
- Ex Ed teachers will provide Ex Ed services (in ELA) through a full inclusion model in order to increase student achievement.
- Teachers will provide sheltered English language development and visual models to support all students including recently reclassified ELL students.
- Magnet Coordinators will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- Teaching assistants will monitor and provide support to independent learners in order for teacher to work with students needing additional small group or one on one support.
- Specialists will work with students on standards based lessons while classroom teachers meet with grade level PLC.
- Teachers will develop Grade Level Common Formative Assessments for units in PLC/Grade Level Teams. Results from CFAs will drive instruction and Tier 2 interventions to ensure that all students mastery the standards.
- Teachers will engage in the PLC process weekly to clarify the essential learning for each units of instruction as determine by TUSD Curriculum 4.0 and the scope and sequence, to participate in data analysis, to create common formative assessments and to determine and plan for needed interventions and re-teaching.

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

Critical Focus Area Action Steps:

1. Reading Interventionist will work with targeted students for 30 minutes a day, 4 days a week.
2. Reading Recovery teacher will work with first grade to support literacy block and work with 4 targeted first grade students for 30 minutes a day, 5 days a week for 12-20 weeks.
3. Targeted students will use Imagine Learning Math and ELA for 20 minutes a day, 4 days a week.
4. 21st Century Learning Grant tutoring will be provided for targeted students during the after-school program.
5. State Tutoring Fund will target small groups during 120 minutes of AVENUES instruction daily for kindergarten ELD students.
6. Math interventionist will work with targeted students in small groups
7. AES math consultant will meet with teachers after benchmark data is available to plan for interventions.

Evidence of Progress	
<ul style="list-style-type: none"> • Master Schedule • Guided Reading Groups • Imagine Learning Data 	<ul style="list-style-type: none"> • Imagine Learning Implementation schedule • MTSS Schedule and Meeting Minutes
Critical Focus Area: High Functioning Professional Learning Communities	
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. PLCs are embedded in the school day for each week for at least 90 minutes. 2. PLCs will use the results from common formative assessments to share and to develop more effective instructional strategies and to plan for re-teaching so that all students show mastery. 3. Teachers will utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching of the standards. 4. Lesson studies will be implemented to allow PLCs to plan a common lesson based on a particular standards and observe each other teach that lesson and provide feedback on strengths and reinforcements. 5. Professional Learning Communities will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery. 6. Principal, magnet coordinator and PBL support coach will guide and monitor PLCs, including review of common formative assessment data and strategies for intervention and enrichment. 	
Evidence of Progress	
<ul style="list-style-type: none"> • PLC Schedule • PLC Binders and Data Notebooks 	<ul style="list-style-type: none"> • TUSD PLC Rubric • PLC Agendas/Minutes

SIAP Principle 4: Effective Curriculum
Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0.
Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.
SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.
Actions to Address SIAP Indicator and to Achieve Goal(s): <ul style="list-style-type: none"> • Implement TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).

- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.

Critical Focus Area Action Steps:

1. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity.
2. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the scope and sequence.
3. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum 4.0 and scope and sequence.
4. Principal will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 4.0 to the daily lesson plan. Principal, Magnet Coordinator and Performance Based Learning (PBL) support coach will work with teachers who show miss-alignment in their planning and daily instruction.
5. Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum 4.0 and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.
6. Teachers will provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
7. PBL Support Coach and Magnet Coordinator will ensure alignment of student projects with TUSD Curriculum 4.0 and the District's scope and sequence.

Evidence of Progress

- | | |
|------------------------------------|-----------------------|
| • CFA and Benchmark | • Units of Study |
| • Teacher Lesson Plans | • Student Projects |
| • Administrator Observational Data | • TUSD Curriculum 4.0 |
| | • Unpacked Standards |

SIAP Principle 6: Family and Community Engagement**Needs Statement: Data to be submitted by School Community Services by September 15, 2017**

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 school year, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and community partnership related questions, leadership related questions, and overall satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- Provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- Coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
- Staff will participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning.
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Develop and use social media structures to connect with students and families.
- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.

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

Critical Focus Area Action Steps:

1. Family club will be planned and organized by PreK-1st grade teachers and will meet monthly with parents who choose to attend for the purpose of discussing the follow topics (and others topics as suggested by the parents): students transitioning to kindergarten; academic needs; socio emotional needs; and self-regulation.
2. Families will be surveyed to determine topics for academic family nights.
3. Families and the larger community will be invited to Celebrations of Learning for culmination of project work.
4. Fall and spring parent/teacher conferences will be scheduled school wide.
5. PTA will be established and meet quarterly.
6. Academic Family Engagement Activities and events will be scheduled at least one per quarter.
7. School will use social media including Parent Link to communicate frequently and effectively with families/guardians.
8. Magnet Coordinator will establish at least one new formal community partnership, as documented by a letter of support.

Evidence of Progress

- | | |
|--|-----------------------------|
| • School Quality Survey Data | • PTO Records |
| • Outreach Data – Parent Link | • Newsletters |
| • Family Engagement Calendars & Outreach Documentation | • Parent Conference Records |
| • USP Family Event Records | • Meeting/Training Agendas |
| • Attendance Records | |

Carrillo K-5 Magnet School Plan
Magnet Theme: Communication and Creative Arts
Tucson Unified School District

Principal: Lori Conner											
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply							
X	School Wide		Targeted Assistance	X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity	
Needs Statement: Carrillo is currently racially concentrated with Hispanic enrollment above 70%. On the 40th day of 2016-2017, Carrillo student enrollment was 10.9% White, 5.5% African American, 77.8% Hispanic, 3.1% Native America, .3% Asian American and 2.4% Multi-racial.	
Goal(s): By the 40th day of the 2017-18 SY for K-5 grades, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1st, and 2 nd and 3 rd grades.	
Integration Indicator: Integration of Diverse Student Population	
Actions to Address Integration Indicator and to Achieve Goal(s): <ul style="list-style-type: none"> • The school will plan and implement recruitment and retention activities and events that are proven to increase integration. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Carrillo will be part of the District Communication Department deployment of commercial media including television, print, and social media. 	
Critical Focus Area: Recruitment and Retention	
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. Participate in all District recruitment activities offered to the school. 2. Strategically identify areas for school based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship]. 3. Create partnerships with community members that assist in recruitment events and site magnet visibility. 4. Implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population. 5. Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. 6. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries. 	
Evidence of Progress	
<ul style="list-style-type: none"> • Parent Attendance Sheets • Parent Volunteer Attendance Sheets • Parent and Community Outreach Plan 	<ul style="list-style-type: none"> • Parent and Community Outreach Plan Quarterly Monitoring • Leadership Team Meetings Agendas/Minutes • Magnet Quarterly Reports

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction
<p>Needs Statement: An analysis of the 2017 AzMERIT shows a need to increase student achievement in math and ELA. ELA: Based on 2017 AzMERIT ELA data, 37.2% of Carrillo's students achieved proficient or highly proficient. Math: Based on 2017 AzMERIT math data, 52.3% of Carrillo's students achieved proficient or highly proficient.</p>
<p>Achievement Goal(s): ELA: Achievement for all students will increase by 10% moving from ELA 37.2% proficient or highly proficient on 2017 AzMERIT to 47.2% proficient or highly proficient on 2018 AzMERIT. MATH: Math achievement for all students will increase by 10% moving from 52.3% proficient or highly proficient on 2017 AzMERIT to 62.3% proficient or highly proficient on 2018 AzMERIT.</p>
SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.
<p>Actions to Address SIAP Indicator and to Achieve Goal(s):</p> <ul style="list-style-type: none"> • The principal and school leadership team follow structured system for monitoring daily instruction (structured systems for class walkthrough visits). • The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will included the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member. • The principal will use teacher evaluation instruments (Danielson Framework) to guide pre-conferences, evaluations, post-

conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.

- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Ensure teachers' lesson plans include engagement strategies, questioning strategies, differentiation, Daily Five, Balanced Literacy and how students will receive immediate and authentic feedback.
- Instructional leaders will provide teachers with written and oral feedback through walkthroughs and classroom observations using the ad hoc element section of MyLearningPlan. MyLearningPlan would track classroom visits to achieve inter-rater reliability amongst administrators and instructional specialists performing walkthrough visits.
- Teachers will ensure clear learning goals and strategies for success are developed for each lesson in math and reading and are communicated to students throughout the teaching of the lesson.
- Staff will participate in ongoing professional development, including Teachers Observing Teachers, on Tier 1 instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies, and cooperative learning structures (Danielson).
- Teachers will implement Balanced Literacy and Daily 5 in all classrooms for ELA.
- District Professional Development School Calendar will be followed to ensure district initiatives in the area of instruction and curriculum are delivered.
- Teachers will use pedagogical approaches that include culturally responsive instruction.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Daily lesson plan will include the essential elements for quality Tier 1 Instruction. Lesson plans will include the objective, engagement strategies, questioning strategies, and checks for understanding at a minimum.
2. Instruction leaders will check teacher lesson plans when they are conducting site- walkthroughs. Lesson plans books will be kept on the teacher's table and opened to the lesson being implemented.
3. Using walkthrough trend data and District walkthrough data; instructional trends will be identified for strengths and refinements.
4. Areas of refinements that are in most need as a whole-school will be topics for professional development.
5. Professional development will be designed and implemented on District PD Wednesday.

Evidence of Progress	
<ul style="list-style-type: none"> • Walkthrough Data • Lesson Plans 	<ul style="list-style-type: none"> • PD Agendas • Reflection Template
Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle	
Critical Focus Area Action Steps:	
<ol style="list-style-type: none"> 1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice. 2. The principal and Magnet Coordinator will utilize an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring. 3. The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction. 4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback. 5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY. 6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker. 	
Evidence of Progress	
<ul style="list-style-type: none"> • Magnet PD Calendar for Principal and Magnet Coordinators • PD Agendas and Planning Documents • Principal PD Reflection Comments 	<ul style="list-style-type: none"> • Observation and Reflection Tracker • Magnet Department Site-Visit Summaries and Next Steps • Magnet Department Site-Visit Calendar with Agenda
SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.	
Actions to Address SIAP Indicator and to Achieve Goal(s):	
<ul style="list-style-type: none"> • Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction. • Highly functioning MTSS teams focused on academic performance data (schoolwide, grade level, classroom level Tier 1, 2, and 	

3 recommendations as a response to data at the schoolwide, sub group, or individual student level).

- Principal and school leadership team has a structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- Teachers will use small group instruction in Math by utilizing the Imagine Learning Math Facts web-based program that focuses on math procedural fluency and automaticity. A schedule will be developed to use available technology (lab and COWS) for implementation of Tier 2 and Tier 3 interventions. Teacher Assistants will help with small group instruction under the guidance of the teacher.
- MTSS teams will focus on academic performance data (schoolwide, grade level, classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- Teachers will use Guided Reading small group instruction to support ELA. Tier 2 and Tier 3 students will meet daily for guided reading lessons.
- Teachers will utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.
- Targeted tutoring will be offered before/after school to all students who are not proficient as measured by AzMERIT, benchmark assessments, and DIBELS.

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

Critical Focus Area Action Steps:

ELA:

1. Teachers will use Guided Reading in an uninterrupted 90 minute block of time to support ELA.
2. Tier 2 and Tier 3 students will meet daily for Guided Reading lessons.
3. Teachers will create Intervention Action Plans every quarter based on data from District benchmark data to support students

with ELA.

4. Targeted tutoring will be offered before/after school for L25 provided by Carrillo teachers.
5. Teachers will meet weekly in PLC's utilizing the cycle: Focus, Teach, Assess, and Reflect to determine mastery of standards and create small groupings to address deficits in ELA.

Math:

6. Teachers will use small group instruction within an uninterrupted 60 minute block of time to support math.
7. Teachers will create Intervention Action Plans every quarter based on data from Benchmark scores to support students with math.
8. Targeted tutoring will be offered before/after school for L25 provided by Carrillo teachers.
9. Teachers meet weekly in PLC's utilizing the cycle: Focus, Teach, Assess, and Reflect to determine mastery of standards and create small groupings to address deficits in math.

Evidence of Progress

- | | |
|--------------------------------|-----------------------|
| • CFA and Benchmark Data | • Lesson Plans |
| • Common Formative Assessments | • PLC Agendas/Minutes |
| • Imagine Learning Data | |

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. Teachers will engage in the PLC process weekly to clarify the essential learning for each units of instruction as determine by the TUSD Curriculum 4.0 and scope and sequence, to participate in data analysis, to create common formative assessments and to determine and plan for needed interventions and re-teaching.
2. Magnet Coordinator and/or principal will meet with PLC grade levels to support the the District's Focus/ Teach/Assess/Reflect process.
3. PLCs will use SchoolCity Assessment Software to create user-friendly results of common formative assessments which are provided to each team member with timely evidence of student learning.
4. PLCs will use the results from common formative assessments and benchmark data to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.

Evidence of Progress

- | | |
|----------------------------|--|
| • Daily Lesson Plans | • PLC Agendas/Minutes |
| • Intervention Action Plan | • Common Formative Assessments |
| • Benchmark Data | • Data Analysis of CFAs and Benchmark Data |

SIAP Principle 4: Effective Curriculum

Needs Statement: Results of student achievement on the AzMERIT indicate a need to plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0.

Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.

SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

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

- Teach the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- District pacing guides will be used when planning units for instruction and daily lesson plans.
- Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 4.0 to the daily lesson plan.
- Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum 4.0 and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.

Critical Focus Area Action Steps:

1. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the scope and sequence.
2. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity.
3. District pacing guides will be used when planning units for instruction and daily lesson plans.
4. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 4.0 to the daily lesson plan.

5. Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum 4.0 and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

Evidence of Progress

- | | |
|---|---|
| <ul style="list-style-type: none"> • Units of Instruction • Unwrapped Standards • Lesson Plans | <ul style="list-style-type: none"> • Walkthrough Data • CFAs • Benchmark Assessment Data |
|---|---|

SIAP Principle 6: Family and Community Engagement

Needs Statement: Data to be submitted by School Community Services by September 15, 2017

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 school year, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s)

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.

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

- Establish lines of communication with families, community members, and organizations.
- Provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- Coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.
- Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as

needed.

- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, Cafecitos, and clearly defined systems that allows for home-school communication).

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

Critical Focus Area Action Steps:

1. The Magnet Coordinator and counselor will plan, implement, and oversee all family and community engagement activities.
2. The Magnet Coordinator and counselor will develop a plan of action for strengthening our family and community engagement and will meet with the principal once a week to monitor and adjust the plan.
3. The counselor will provide outreach and support to families in need which has a positive effect on students' learning.
4. Fall and spring parent/teacher conferences will be scheduled school wide.
5. A PTO will be established and monthly meetings will be scheduled.
6. Site Council will be established and meet quarterly.
7. Academic Family Engagement Activities and events will be planned and offered at least quarterly.

Evidence of Progress

- | | |
|---|---|
| • Parent Attendance Sheets for All Events | • Parent Volunteer Attendance Sheets |
| • Newsletters | • Facebook Page; Website |
| • Event Sign-In Sheets | • PTO Attendance Sheets, Notifications, Agendas/Minutes |

Davis ES Magnet School Plan 2017-18 SY
Magnet Theme: Spanish Immersion
Tucson Unified School District

Principal: Carmen Campuzano												
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply								
X	School Wide		Targeted Assistance		X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity	
Needs Statement: Davis is currently racially concentrated with Hispanic enrollment above 70%. On the 40th day of 2016-2017, Davis' student enrollment was 16.3% White, 3.8% African American, 73.7% Hispanic, 1.9% Native America, .3% Asian American and 3.8% Multi-racial.	
Goal(s): By the 40 th day of the 2017-18 SY, for K-5 - Every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1 st , 2 nd and 3 rd grades.	
Integration Indicator: Integration of Diverse Student Population	
Actions to Address Integration Indicator and to Achieve Goal(s):	
<ul style="list-style-type: none"> • Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Bonillas will be part of the District Communication Department deployment of commercial media including television, print, and social media. 	
Critical Focus Area: Recruitment and Retention	
Critical Focus Area Action Steps:	
<ol style="list-style-type: none"> 1. Participate in all District recruitment activities offered to the school. 2. Strategically identify areas for school based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship]. 3. Create partnerships with community members that assist in recruitment events and site magnet visibility. 4. Implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population. 5. Magnet School Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. 6. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries. 	
Evidence of Progress	
<ul style="list-style-type: none"> • Magnet School Quarterly Reports • Recruitment Logs 	<ul style="list-style-type: none"> • Partnership Letters • Parent Attendance for Retention Activities

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction
<p>Needs Statement: An analysis of the 2017-18 AzMERIT shows a need to increase student achievement in math and ELA.</p> <p>ELA: Based on 2017 AzMERIT ELA data, 56.7% of Davis's students achieved proficient or highly proficient. This is above the district average of 34.1%.</p> <p>Math: Based on 2017 AzMERIT math data, 51.6% of Davis's students achieved proficient or highly proficient. This is above the district average of 37.5%.</p>
<p>Achievement Goal(s): ELA: Achievement for all 3rd – 5th grade students will increase by 10% moving from 56.7% proficient or highly proficient on 2017 AzMERIT to 66.7% proficient or highly proficient on 2018 AzMERIT.</p> <p>Math: Achievement for all 3rd – 5th grade students will increase by 10% moving from 51.6% proficient or highly proficient on 2017 AzMERIT to 61.6% proficient or highly proficient on 2018 AzMERIT.</p>
SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.
<p>Actions to Address SIAP Indicator and to Achieve Goal(s):</p> <ol style="list-style-type: none"> 1. School PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources). 2. The principal and school leadership team has a structured system for monitoring daily instruction (structured systems for class walkthrough visits). 3. The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will included the school's top priorities, action steps, evidence, timeline, and

responsibilities for each faculty and staff member.

4. The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
5. The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
6. Teachers will use pedagogical approaches that include culturally responsive instruction.
7. Daily instruction will include research based practices as evidenced in lesson plans and observations, including: objectives and all teacher actions aligned to the objective that includes information, questioning, engaging activities, and checks for understanding.
8. Best instructional practices will be implemented using Bilingual Language methodologies including Sheltered English and Language Immersion.
9. Paraprofessional support will support student instruction/enrichment on a daily basis in all subject areas. This instruction is planned, guided, and supervised by a highly qualified certified teacher.
10. Coaching and feedback will be provided to all certified staff at least once a month based on walkthrough evidence.
11. Job-embedded professional development will be planned and implemented that supports quality Tier 1 instructional refinements as identified in classroom walkthrough data.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Danielson Framework will be used by principal during pre-and post-conferences with teachers.
2. Principal will work with teachers on goal setting at least three times a year; more for teachers needing additional support.
3. Principal will schedule weekly classroom walkthroughs.
4. Principal will use district walkthrough template and feedback forms.
5. Principal will highlight focus areas for each teacher and checked in follow-up walkthroughs.
6. Professional development will be aligned to improve Tier 1 instruction.

Evidence of Progress

- | | |
|-----------------------------------|----------------------|
| • Calendar of Weekly Walkthroughs | • PD Documents |
| • Walkthrough Data | • PD Agendas/Minutes |
| • Feedback Form | |

Critical Focus Area: Implementing Structured Systems within the Observation and Reflection Cycle**Critical Focus Area Action Steps:**

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilize an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.
3. The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- Magnet PD Calendar for Principals and Magnet Coordinators
- PD Agendas and Planning Documents
- Principal PD Reflection Comments
- Observation and Reflection Tracker
- Magnet Department Site-Visit Summaries and Next Steps
- Magnet Department Site-Visit Calendar with Agenda

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (schoolwide, grade level, classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- The principal and school leadership team has a structured systems for monitoring the efficiency and effectiveness of PLC grade level/ course team work (mutually developed with teachers, structured systems for PLC team support).

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principals will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- Magnet Coordinators will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- Planning for a 60 minute uninterrupted math block as evidenced in lesson plans and observations will be implemented daily.

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

Critical Focus Area Action Steps:

1. Schoolwide approved intervention programs have been identified by faculty for Tier 2 and Tier 3 support.
 - Student data, including CFAs, are analyzed to determine flexible instructional groupings.
 - Achieve 3000 and Reading A-Z is utilized to support Tier 2 and Tier 3 daily instruction.
 - Imagine Learning Math will be utilized as a component of math intervention.
 - Teachers analyze adaptive technology data reports to monitor progress and determine need for further intervention and create learning pathways.
 - Selected students are targeted for after school tutoring programs.
2. Communication between home and school on student progress is a monthly responsibility of each teacher.
 - Bilingual curriculum newsletters by PLCs.
 - SchoolCity data reports to parents.
 - Academic contracts with parents and students.
3. MTSS referrals and action plans monitored by principal and MTSS leadership team.
4. School-wide multi data student profile is completed three times a year for every student.

Evidence of Progress	
<ul style="list-style-type: none"> • Student Profile • MTSS Referrals/Action Plans • Newsletters • Data Reports 	<ul style="list-style-type: none"> • CFAs • After School Roster/Attendance • Academic Contracts
Critical Focus Area: High Functioning Professional Learning Communities	
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. Grade level PLCs are scheduled weekly and maintain evidence notebooks with agendas, logs, and minutes. 2. Grade level PLCs schedule timely intervention groups for struggling students. 3. Grade level PLCs create, implement and analyze CFAs for continuous progress monitoring. 4. Grade level PLCs analyze benchmark data, CFA results, student profiles, AzMERIT data during monthly data talks with principal and monitor and adjust instruction as needed. 	
Evidence of Progress	
<ul style="list-style-type: none"> • SchoolCity and Teacher Created CFAs • District Benchmark Data • AzMERIT Data • Student Data Profile • PLC Data Notebooks 	<ul style="list-style-type: none"> • Intervention Plans • PLC Agendas/Minutes • Student Academic Profile • Fluid Intervention Groups • Parent/Teacher Communication Notes

SIAP Principle 4: Effective Curriculum

Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0

Goal: Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.

SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

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

- Teachers will implement TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).
- Lead teacher will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- CFAs will be planned in alignment with TUSD Curriculum 4.0 and District's scope and sequence.
- Grade level PLCs will ensure inclusion of cultural competency and relevant curriculum into lesson planning/instruction.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.

Critical Focus Area Action Steps:

1. Grade level PLCs will maintain evidence of fidelity towards TUSD Curriculum 4.0, curriculum maps, scope and sequence, and pacing calendars.
2. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the scope and sequence.
3. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum 4.0.
4. Weekly lesson plans will be monitored by the Leadership Team to ensure curriculum materials, both district adopted and supplemental, reflect the perspectives and positive contributions of our demographic composition.

Evidence of Progress

- | | |
|---|---|
| <ul style="list-style-type: none"> • Lesson Plans • PLC Agendas/Minutes • Unpacked Standards • CFA Data/ Benchmark Data • Monthly Data Talks with Grade Level PLC • PLC Action/Intervention Plans | <ul style="list-style-type: none"> • Student Academic Profile • Multiple Data Point Profiles for Each Student • Fluid Intervention Groups • MTSS Referrals and Recommended Intervention Follow-up • Monthly Grade Level Communication with Parents Based on Student Progress |
|---|---|

SIAP Principle 6: Family and Community Engagement**Needs Statement: Data to be submitted by School Community Services by September 15, 2017**

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 school year, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- Teachers will provide training to families at least twice per year regarding curricular focus that include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- Teachers will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Teachers will collect evidence of on-going/ monthly communication with parents that addresses academic progress for all students.
- A site calendar will be created that supports collaboration among the Magnet Coordinator and Community Representative to create monthly "Family Nights" that include Curriculum Nights and training sessions to extend Davis intervention program to home use.
- Teachers and parents will work with with school partners to include family nights for "Careers " and "College Bound" , UA Poetry Center, UA Agriculture College, and the College of Education.
- Multiple opportunities will be provided for family engagement with a focus on a multi-cultural community to ensure access for all groups to be represented and contribute.
- Academic nights, celebrations and training opportunities tied with community partners and with grade level PLCs will be scheduled.
- Teachers will continue school-to-home communication on student progress through newsletters and family engagement

nights.

- Staff will participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning.
- Fall and spring parent/teacher conferences will be scheduled school wide.
- Staff will develop and use social media structures to connect with students and families.
- Teachers will meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.

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

Critical Focus Area Action Steps:

1. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child's educational experience.
2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
5. Magnet Coordinator will establish at least one new formal community partnership, as documented by a letter of support.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • Weekly PLC Parent Newsletters • Monthly PLC Student Academic Progress Reports | <ul style="list-style-type: none"> • Evidence of Monthly Family Engagement Opportunities with Sign-in Sheets and Agendas |
|--|---|

Dodge MS Magnet School Plan 2017-18 SY
Magnet Theme: Traditional
Tucson Unified School District

Principal: Dr. Daniel Schulter											
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply							
X	School Wide		Targeted Assistance	X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity	
Needs Statement: Dodge is currently integrated with all ethnicities falling within 15% of the district average enrollment. On the 40th day of 2016-2017, Dodge's student enrollment was 22.6% White, 7.8% African American, 60.6% Hispanic, 2.7% Native America, 1.9% Asian American and 4.4% Multi-racial.	
Goal(s): By the 40th day of the 2017-18 SY for 6 th – 8 th grades, very racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in all grade levels (6 th , 7 th , and 8 th).	
Integration Indicator: Integration of Diverse Student Population	
Actions to Address Integration Indicator and to Achieve Goal(s):	
<ul style="list-style-type: none"> Recruitment and marketing activities are planned and implemented by the District and the school. The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials. Dodge will be part of the District Communication Department deployment of commercial media including television, print, and social media. The school community will work to maintain our reputation of a school of excellence by applying for awards that recognize our success and by providing a quality educational program. 	
Critical Focus Area: Attend Recruitment Events	
Critical Focus Area Action Steps:	
<ol style="list-style-type: none"> The Magnet Coordinator will promote and recruit families to attend recruitment events. The Magnet Coordinator will send out flyers and postcards inviting families to attend our events. The Magnet Coordinator will speak at elementary school PTA and other events to recruit families. The Magnet Coordinator will attend TUSD recruitment events to represent Dodge's name in the public. The Magnet School Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. Recruitment logs will be kept on site and document District and site recruitment events, tours, and magnet phone inquiries. 	
Evidence of Progress	
<ul style="list-style-type: none"> Sign-In Sheets of Attendees Copies of Flyers and Postcards Sent Out 	<ul style="list-style-type: none"> Logs of Contacts Made to Schedule Events Magnet Quarterly Reports

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction
<p>Needs Statement: An analysis of the 2017 AzMERIT results shows a need to increase student achievement in math and ELA.</p> <p>ELA: Based on 2017 AzMERIT ELA data, 59.8% of Dodge's students achieved proficient or highly proficient.</p> <p>Math: Based on 2017 AzMERIT ELA data, 43.2% of Dodge's students achieved proficient or highly proficient.</p>
<p>Achievement Goal(s):</p> <p>ELA: Dodge Traditional Magnet Middle School will increase the percentage of students who will be proficient or highly proficient by 5% on the 2018 AzMERIT Language Arts test.</p> <p>MATH: Dodge Traditional Magnet Middle School will increase the percentage of students who will be proficient or highly proficient by 5% on the 2018 AzMERIT mathematics test.</p>
SIAP INDICATOR 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.
<p>Actions to Address SIAP Indicator and to Achieve Goal(s):</p> <ol style="list-style-type: none"> 1. School PD calendars support ongoing support for district initiatives (district supported with deployment of personnel and resources). 2. The principal and school leadership team follows a structured systems for monitoring daily instruction (structured systems for class walkthrough visits). 3. The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members), will develop, articulate, and monitor the Magnet Plan that will included the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member. 4. The principal will use Teacher Evaluation Instruments (Danielson Framework) to guide pre-conferences, evaluations, post-

conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.

5. The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
6. Teachers will use proven strategies of quality instruction to include: posting congruent learning objective; using checks for understanding; providing common formative assessments; using exit tickets to assess learning and misunderstandings.
7. The principal/instructional leaders will conduct weekly classroom walkthrough and provide feedback to support Tier I instructional practices.
8. Teachers will use pedagogical approaches that include culturally responsive instruction.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher.

Teachers provided instruction on use of proven strategies of quality instruction to include:

2. Posting congruent learning objective.
3. Using checks for understanding.
4. Providing common formative assessments.
5. Using exit tickets to assess learning and misunderstandings.

Evidence of Progress

- Weekly Walkthrough Documents
- Lesson Plans
- Documentation of Support Provided for Tier 1 Instruction

Critical Focus Area: Implementing Structured Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilized an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.

3. The principal and Magnet Coordinator will attend a two-day PD session titled “Teaching for Mastery of Learning.” This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- | | |
|--|---|
| • Magnet PD Calendar for Principal and Magnet Coordinators | • Observation and Reflection Tracker |
| • PD Agendas and Planning Documents | • Magnet Department Site-Visit Summaries and Next Steps |
| • Principal PD Reflection Comments | • Magnet Department Site-Visit Calendar with Agenda |

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- The principal and school leadership team will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- Magnet Coordinators will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.

- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- Teachers will provide the principal a list of students who have or have not mastered specific objectives on a monthly basis, so that students can be assigned to the appropriate MTSS support at Dodge.
- Math & Reading Intervention Classes will be used to provide academic support to students who have specific skill gaps and are in the lowest 25% based on 2017 AzMERIT test scores. Intervention classes will be part of the daily school schedule.
- The sixth grade reading teacher will provide reading instruction for all sixth grade students. The teacher will use Scholastic Reading Inventory testing to assess the growth of student reading. Students and parents will be instructed in the use of Lexile score to select appropriate leveled reading material for students.
- Teachers will develop a list of students who have not passed specific standards on a weekly basis so that these students receive additional support to reach proficiency of the standards.
- Ongoing professional learning community work will take place with a focus on what we expect to be learned, how we know it was learned, what we do when it was not learned and what we do when it was learned.

Summer Bridge:

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

Dean of Students and Counselor:

- All Dodge students identified because of attendance, tardies, behavior, or grades will meet with a mentor (Dean of Students, Counselor, Principal) once each week to look at success and set goals for improvement.
- Dodge Traditional Magnet Middle School will maintain a culture of support by continuing to provide students with additional help when needed. Students who begin to accumulate absences, tardies, negatives, referrals or non-passing grades will be identified by teachers and staff for support by the Dodge Dean and Counselor.
- In order to create an environment conducive to student learning, Dodge has developed a PBIS system with R & R cards to document student behavior and to provide students with incentives for their positive behavior.

- The Dean of Students will provide support to students through regular meetings and the use of Restorative Practices to address conflict at Dodge.
- The counselor will meet with specific students who need emotional support or need to have a behavior contract rather than utilize the R & R card.
- The principal will meet with students who need additional support with a weekly check-in.
- The Dean of students will help with the MTSS process and communicate with teachers about the outcomes of discipline and the number of incidents at our school each month.

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

Critical Focus Area Action Steps:

Math & ELA Interventions:

1. After School Targeted Tutorial will be provided on Monday for students with specific learning goals.
2. After School Tutorial will be provided on Tuesday and Thursday for students who need to make-up work.
3. Four (4) Math & Reading Interventionist classes with a roster of less than 20 students will be provided for students who have specific skill deficits. Student will use Success Maker, Imagine Learning, Achieve 3000 as resources to student learning.
4. Five (5) Study Skills classes with a roster of less than 25 students will be provided students who need time to complete homework and develop organization skills.
5. The Dodge counselor will schedule and hold student data chats with students after each of the the district's standards based benchmark testing.

Reading Teacher:

6. All 6th graders will have a Reading class in addition to their Language Arts class in which their reading will be assessed and instruction provided to improve their reading ability.
7. Reading teacher will instruct students on how to read books from different genres.
8. Reading teacher will instruct students on how to read from informational text and learn strategies for talking to the text.
9. Reading teacher will provide students with a variety of activities to engage in reading outside the classroom and to ensure teachers will collect evidence of student reading time throughout the school year.

Evidence of Progress

- | | |
|---|--|
| • The SRI Score Both Pre-Test and Post-Test | • Common Formative/District Benchmark Data |
| • Class Rosters | • AzMERIT Data |

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. The Dodge Professional Development School Calendar will provide teachers with the training to ensure that PLC practices are

in place and curriculum is aligned to the TUSD Curriculum 4.0.

2. Teachers will be provided time and training how to best implement PLC practices at Dodge.
3. Wednesday PD time will focus on PLC work.
4. PLC leadership team will meet weekly to provide feedback and support.
5. Teachers will provide common formative assessments on a weekly basis.
6. Teachers will use the results from common formative assessments to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.

Evidence of Progress

- Wednesday PD Calendar for 2017-2018 SY with PLC Time documented
- Sign-In Sheets from teachers who attend PLC
- PLC notebook with documentation of the work completed

SIAP Principle 4: Effective Curriculum

Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0.

Goal(s):

Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.

SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

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

- Teachers will implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).
- Teachers will build and share knowledge regarding TUSD Curriculum 4.0.
- The Dodge Professional Development School Calendar will provide teachers with the training to ensure that PLC practices are in place and curriculum is aligned to the TUSD Curriculum 4.0 and the scope and sequence.
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- The principal will document the use of the TUSD Curriculum 4.0 during classroom observation through the documentation of congruency of the posted learning standards to the curriculum.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.**Critical Focus Area Action Steps:**

1. PLC's will clarify the essential learning (unpacking standards) for each unit of instruction as determined by the TUSD Curriculum 4.0 and scope and sequence.
2. Teachers will determine the standards that all students must master in their subject to be successful in the next grade level.
3. Instructional leader will verify that the TUSD Curriculum 4.0 is being taught in all classrooms in the building and provide support for teachers who require it.
4. Lead Teachers in Social Studies, Mathematics, Language Arts, and Reading will receive training on TUSD Curriculum 4.0.
5. Lead Teachers will present TUSD Curriculum 4.0 to teachers during Wednesday Professional Development.

Magnet Theme Curriculum Integration:

6. Magnet Coordinator will provide training for teachers on the use of Traditional Magnet theme material aligned with TUSD Curriculum 4.0 during Wednesday PDs and during PLCs.
7. Teachers will turn in lesson plans documenting the use of Traditional Magnet theme in their classroom (Reading, Writing, and Arithmetic) to the principal. This will be reviewed during the pre-conference, post-conferences and during classroom walkthroughs.
8. Teachers will post theme work outside their classroom every two weeks that represents Traditional Magnet theme. The Magnet Coordinator with the principal will note the posted themes during school walkthroughs.

Evidence of Progress

- | | |
|---|---------------------------------------|
| • Wednesday PD Calendar for 2017-2018 SY with PLC Time Documented | • Posted Themes |
| • Sign-In Sheets | • Danielson Evaluation |
| • Classroom Observation Documentation | • PD Materials/Agendas/Sign-in Sheets |

SIAP Principle 6: Family and Community Engagement**Needs Statement: Data to be submitted by School Community Services by September 15, 2017**

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 SY, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's

academic and/or behavioral progress and to learn from families how best to meet the needs of their student.

- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.

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

- Provide two Dodge Recruitment events and encourage community attendance.
- Provide two Dodge Orientation events for families to learn about our school.
- Communicate monthly Dodge clean-up days that will provide volunteer opportunities for parents and students at our school.
- Communicate with current community partners: Pantano Rotary Club, Kiwanis Club, American Heart Association, St. Francis Church, District 5 City Council Office, and Pantano Christian Church.
- Contact new potential partners to provide opportunities for Dodge Traditional Magnet Middle School students and families.
- Use our Community Liaison to coordinate resources to support students and families with basic needs.
- Communicate with families and community about school programs and student academic achievement using both written and electronic methods including: Dodge Dispatch, updated website, Parent link calls, and email blasts.
- Inform teachers, staff, parents and the community of our plan for improvement designed to increase student achievement.
- Maintain an updated Dodge website with information for parents and community.
- Send out a bi-weekly newsletter to parents and students with the events and student acknowledgements at Dodge.
- Provide email blasts, Parent link calls for important communication about school events.
- Warmly welcome parents and visitors will be when they visit Dodge and we will communicate the opportunities for volunteering at our school.
- Send reminders for volunteer opportunities and participate in the scheduled events for our school.
- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.
- The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
- The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
- Magnet Coordinator will establish at least one new formal community partnership, as documented by a letter of support.

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

Critical Focus Area Action Steps:

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

Evidence of Progress

- | | |
|---|---|
| 1. Parent attendance sheets; parent volunteer attendance sheets | 2. A list of the community partners and how they support our school |
|---|---|

Drachman ES Magnet School Plan 2017-18 SY
Magnet Theme: Montessori
Tucson Unified School District

Principal: Dr. Jesus Celaya												
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply								
X	School Wide		Targeted Assistance		X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity
<p>Needs Statement:</p> <p>Drachman is currently racially concentrated with Hispanic enrollment above 70%. On the 40th day of 2016-2017, Drachman student enrollment was 12.8% White, 8.5% African American, 70.8% Hispanic, 3.3% Native America, .3% Asian American and 4.3% Multi-racial.</p>
<p>Goal(s):</p> <p>By the 40th day of the 2017-18 SY for K-8 grades, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1st, 2nd and 3rd grades, and 6th, 7th, and 8th grades.</p>
Integration Indicator: Integration of Diverse Student Population
<p>Actions to Address Integration Indicator and to Achieve Goal(s):</p> <ul style="list-style-type: none"> • The school will plan and implement recruitment and retention activities and events that are proven to increase integration. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Drachman will be part of the District Communication Department deployment of commercial media including television, print, and social media.
Critical Focus Area: Recruitment and Retention
<p>Critical Focus Area Action Steps:</p> <ol style="list-style-type: none"> 1. Drachman will recruit non-Latino students at marketing events that are hosted by TUSD and that are site-initiated events. Events will include recruitment at Reid Park Zoo, the Tucson Children's Museum, the Tucson Festival of Books, and visits to preschools across Tucson, and Open House Events at Drachman. 2. The Magnet Coordinator will follow-up with interested families to confirm submitted applications and eventually enrollment. 3. Funding will be made available for the Magnet Coordinator and other staff to attend marketing events. Mileage will also be paid to support the travel costs to attend the marketing event. Drachman will staff a Magnet Coordinator who will focus on recruiting non-Latino students to the school during marketing events, via Internet methods, and by hosting site tours. 4. The Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. 5. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • Event Sign-In Sheets • Site-Tour Logs | <ul style="list-style-type: none"> • School Applications/ Enrollment Documentation • Magnet Quarterly Reports |
|--|---|

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction

Needs Statement: An analysis of the 2017 AzMERIT results shows a need to increase student achievement in math and ELA.

ELA: Based on 2017 AzMERIT ELA data, 37.8% of Drachman's students, grades 3-5, achieved proficient or highly proficient. This is above the district average of 34.1%.

ELA: Based on 2017 AzMERIT ELA data, 39.6% of Drachman's students, grades 6-8, achieved proficient or highly proficient. This is above the district average of 24.7%.

Math: Based on 2017 AzMERIT math data, 39% of Drachman's students. Grades 3-5, achieved proficient or highly proficient. This is above the district average of 37.5%.

Math: Based on 2017 AzMERIT ELA data, 23.2% of Drachman's students, grades 6-8, achieved proficient or highly proficient. This is above the district average of 17.8%.

Achievement Goal(s):

ELA Grades 3-5: ELA achievement for all 3rd – 5th grade students will increase by 10% moving from 37.8% proficient or highly proficient on 2017 AzMERIT to 47.8% proficient or highly proficient on 2018 AzMERIT.

ELA Grades 6-8: ELA achievement for all 6th – 8th grade students will increase by 5% moving from 39.5% (estimated proficient or highly proficient on 2017 AzMERIT to 44.5% proficient or highly proficient on 2018 AzMERIT.

MATH Grades 3-5: Math achievement for all 3rd – 5th grade students will increase by 10% moving from 39% proficient or highly proficient on 2017 AzMERIT to 49% proficient or highly proficient on 2018 AzMERIT.

Math Grades 6-8: Math achievement for all 6th – 8th grade students will increase by 10% moving from 23.2% proficient or highly proficient on 2017 AzMERIT to 33.2% proficient or highly proficient on 2018 AzMERIT.

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

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

- The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources).
- The principal and school leadership team will follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits).
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- Daily Instruction will include research based practices as evidenced in Lesson plans and observations.
- Teachers will provide language opportunities including sheltered English language development and visual models to support all students including recently reclassified ELD strategies will be used in classrooms in instruction.
- The principal will provide teachers with written and oral feedback through walkthroughs and classroom observations using the AD HOC element section of My Learning Plan. My Learning Plan would track classroom visits to achieve inter-rater reliability amongst all administrators and instructional specialists performing walk- through visits.
- Teachers will ensure clear learning goals and strategies for success are developed for each lesson in math and reading and communicated to students throughout the teaching of the lesson.
- Ongoing professional development on Tier I instructional strategies, provided by the Magnet Coordinator and Montessori Lead Teachers, will focus on modeling, scaffolding instruction, questioning strategies, student engagement strategies and cooperative learning structures.
- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members), will develop, articulate and monitor the Magnet Plan that will included the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- Teachers will implement Balanced Literacy, Guided Reading, and Daily 5 in all classrooms for ELA.
- Teachers will use pedagogical approaches that include culturally responsive instruction.

Implementation of Montessori Education as Our Magnet Focus

Montessori Education:

- This reform model is further supported by strong stakeholder relationships, processes, and practices that build a strong

culture for academic achievement. These include the following Montessori practices and descriptions:

General Principles of Montessori Education:

- Movement and cognition are closely related and enhance thinking and learning. Students and teachers collaborate to design individual work guides, which facilitate the children's ability to choose appropriate learning materials. Allowing students to collaborate and assist one another increases academic and social learning. This builds community and promotes high expectations of scholastic achievement, maturity and empathy. The children benefit from an aesthetically pleasing and organized learning environment, and they proudly take an active role in maintaining it. Students who have experienced a Montessori education become peaceful, responsible, caring citizens.

Simultaneous Tier 1 – Tier 3 Instruction/Intervention/Academic Acceleration:

- Montessori classrooms allow for intervention and academic acceleration to coexist in a single classroom. As a result, traditional practices of sending children for pull-out intervention and pull-out academic acceleration are unnecessary losses of learning times through the required transitions. In Montessori, individualized academic plans in combination with multiage learning environments allow for teachers to provide developmentally appropriate lessons for all simultaneously. For example, in our 1st – 3rd Montessori Classrooms, lessons can be observed that driven by the needs of children and not unnecessary barriers (i.e. a Multiplication math lesson, happening in April, including children in grades 1st, 2nd, and 3rd graders in a small group). In this group, the 1st grader would be receiving content instruction beyond her/his typical “first grade standards”, the 2nd grader would be receiving content at or just beyond her/his typical “second grade standards,” and the 3rd grader would be receiving instruction at a point lower than the typical “third grader standards”. This would happen at once and seamlessly without judgment or competition for the benefit of each child and ultimately, the world.

Real-World Learning Situations:

- The Montessori Method guides children to discovering the purpose of education in relation to the real world. The concept of the “Cosmic Task” is the keystone to the Montessori Philosophy, and it is at the heart of our vision statement. At Drachman Montessori, all lessons are linked to “Great Lessons” in which children learn of the origins of language and math and how humans have used both for survival. They also learn that school is an experience that influences their futures, and their futures are interrelated. The children learn that caring for themselves through physical, mental, and emotional means better their lives and the lives of others.

Hands-On Montessori Learning Materials:

- With the use of hands-on Montessori learning materials, abstract concepts become more concrete. Children experience higher level learning at a younger age, moving toward abstraction with fluidity.

Multiage Learning Configurations:

- Drachman Montessori's multi-age classes result in student collaboration and peer-teaching. Children are challenged and motivated by witnessing higher-level learning. Students hone their academic and leadership skills by teaching others.

Process Learning/Active Participation:

- Children are encouraged to work independently and allowed time to explore, make decisions, and manage their time. Learning at Drachman Montessori is process oriented. While working with materials, students are able to analyze each step and learn from their mistakes. This environment requires active participation from every student, giving observers an instant visual of student understanding.

High Academic Standards:

- The Montessori Curriculum develops a strong foundation and allows for extensions beyond the state standards and district curriculum. In addition to lessons given, students are encouraged to seek answers to the deeper questions they formulate. Cultivating this independent study fosters the desire for knowledge and academic advancement, which creates lifelong learners. Teachers now accelerate the workload of students below standards as well.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction**Critical Focus Area Action Steps:**

1. The principal will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher. The teacher will reflect on the feedback and refine their instruction within the time frame(s) established by the principal. Refinements will include action steps.
2. The principal will schedule walkthroughs on a two-week cycle and communicate in person and electronically about strengths and improvement areas with each teacher within 48 hours of each walkthrough.
3. The principal will use walkthrough trend data and District walkthrough data to identify instructional trends for strengths and refinements in the area of quality Tier 1 instruction, specifically in the areas of EEI strategies (teaching to the objective, engaging activities, questioning and discussion techniques, checks for understanding and lesson assessment and refinement.
4. Quality Tier 1 instruction areas of refinements that are identified as a need for the whole-school will drive professional development needs. Professional development will be planned around these refinement areas and delivered by the administration, District Professional Development and/or Magnet Department.
5. Observation and Feedback cycle will repeat throughout the school year.

Evidence of Progress

- | | |
|--------------------------------------|-----------------------|
| • Two-Week Calendar for Observations | • Walkthrough Tracker |
| • Lesson Plans | • MyLearningPlan |
| • Walkthrough Feedback | |

Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle**Critical Focus Area Action Steps:**

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation

and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.

2. The principal and Magnet Coordinator will utilize an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.
3. The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- | | |
|--|---|
| • Magnet PD Calendar for Principal and Magnet Coordinators | • Observation and Reflection Tracker |
| • PD Agendas and Planning Documents | • Magnet Department Site-Visit Summaries and Next Steps |
| • Principal PD Reflection Comments | • Magnet Department Site-Visit Calendar with Agenda |

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- The Multi-Tiered System of Support (MTSS) framework-processes (as outlined in the MTSS-TUSD manual) will be used to maximize achievement for all students through systematic gathering of data used for educational decision making (screening, diagnosis, and progress monitoring) to support student achievement as evidenced in progress monitoring data, data notebooks, and MTSS and/or PLC meeting notes.
- The principal and school leadership team has a structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- Teachers will utilize district benchmark assessment and site CFA data to identify students that require additional instruction or Tier 2 support. This data will guide the planning and implementing lessons for re-teaching to ensure that all students reach mastery. This will be part of the PLC cycle.

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

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

Critical Focus Area Action Steps:

1. Teachers will use small group instruction, which focuses on procedural fluency and automaticity in CORE areas.
2. Teachers will use Guided Reading small group instruction and Imagine Learning to support ELA. Tier 2 and Tier 3 students will be identified and receive daily instruction through guided reading lessons.
3. A schedule will be developed to use available technology (lab and COWS) for implementation of Edgenuity & Imagine Learning Tier 2 and Tier 3 interventions.
4. Teachers will utilize district benchmark assessment and site CFA data to identify students that require additional instruction or Tier 2 support. This data will guide the planning and implementing lessons for re-teaching to ensure that all students reach mastery. This will be part of the PLC cycle.
5. Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
6. PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
7. PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
8. Teachers will plan and implement Montessori small group instruction. Leadership team will identify strengths and refinements through classroom walkthroughs. Next steps for refinements will be developed with the teacher and the principal will observe implementation of action steps.
9. Edgenuity will be used to support math and ELA Tier 1, Tier 2, and Tier 3 instruction.

Evidence of Progress

- | | |
|------------------------------|---|
| • Lesson Plans | • Next Steps Action Plans |
| • Imagine Learning Data | • Common Formative Assessments and Data |
| • Magnet Quarterly Report | • Benchmark Data |
| • Edgenuity Student Data | • PLC Agendas and Minutes |
| • Classroom Walkthrough Data | • Schedule for Technology Use |

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

1. PLC embedded time within the school day: 60 minutes in Partner PLCs (2 classroom teachers and 1 resource teacher) and 60 minutes during a majority of Wednesdays in Cadre PLCs (3-5 classroom teachers and 1 resource teacher).
2. Substitutes will be funded for Montessori teachers to meet with the principal to review data of students and so these teachers can meet 1:1 with students to review their progress and data in our Montessori classrooms.
3. PLCs will develop and use the results from common formative assessments to share and to develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.
4. Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum 4.0 and the scope and sequence is aligned to instruction, common formatives and benchmark assessments.
5. The District PLC rubric will be used by instructional leaders to provide feedback for strengthens and refinement to PLC teams after PLC observations.

Evidence of Progress

- PLC Agendas and Minute
- CFA Calendar/Data
- PLC Observation Data
- PLC Rubric
- PLC Action Plans

SIAP Principle 4: Effective Curriculum

Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0.

Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.

SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

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

- Teachers will implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).
- Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.**Critical Focus Area Action Steps:**

1. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards through daily lesson plans.
2. District pacing guides will be used when planning units for instruction and daily lesson plans.
3. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment, planning, and implementation of TUSD Curriculum 4.0 to the daily lesson plan and the district's scope and sequence.
4. PLCs will create Grade Level Common Curriculum Calendars aligned to TUSD's Curriculum 4.0 Pacing Guides.
5. Teachers will use Montessori materials and philosophy as a primary means of delivering the curriculum in addition to TUSD curricular resources.

Evidence of Progress

- Common Formative and Benchmark Data
- Grade Level Common Curriculum Calendars
- Data Analysis
- Units of Study

SIAP Principle 6: Family and Community Engagement**Needs Statement: Data to be submitted by School Community Services by September 15, 2017**

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 school year, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- Drachman will provide meaningful opportunities for families and stakeholders to inform school processes, events, and to provide feedback about ways in which the school might increase.

- Every parent will have had at least two meaningful personal forms of engagement or communication with the school during the 2017-2018 SY.
- Parents will be invited to set up 1-on-1 meetings throughout the year with their classroom teachers and will be personally invited to a minimum of two conferences by the teacher.
- Parents will be invited to participate in different community events held at our school throughout the school year.
- Parent partnerships will be fostered through School Council.
- Principal will provide a monthly review of the SIAP and of the budget, magnet plan, and progress.
- Principal will provide monthly Ecology Report, Staffing Update, discussion items and decision items.
- Opportunity will be provided monthly to the community for neighborhood report, open audience and following PTA meeting.
- Monthly meeting dates will be set at the beginning of the school year and reminder letters, phone calls, and agendas are provided two days before the meetings. Sign-in sheets for both PTA and Site Council are collected at the meetings and hard copies are- saved on site.
- USP & Family Engagement Center Support Events & Notifications- evidenced by Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.
- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.

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

Critical Focus Area Action Steps:

1. Parent Conferences will be held twice per year.
2. A Parent Teacher Committee will be established to meet quarterly.
3. Academic Family Engagement Activities and events will be scheduled at least once quarterly. These activities will include Literacy Night, Math Night, and Montessori Curriculum Night. Supplies for these budgets will be funded out of our Magnet Budget.
4. Social media, including Parent Link, will be used to communicate frequently and effectively with families /guardians.

Evidence of Progress

- | | |
|--|---|
| • School Quality Survey Data | • USP Family Event Records |
| • Outreach Data | • Meeting/Training Agendas & Sign-In Sheets |
| • Parent Link, Newsletters | • PTO Records |
| • Family Engagement Calendars & Outreach Documentation | • Parent Conference Records |

Holladay ES Magnet School Plan 2017-18 SY
Magnet Theme: Fine and Performing Arts
Tucson Unified School District

Principal: Tonya Stozier												
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply								
X	School Wide		Targeted Assistance		X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement
TIMELINE												
8/25/17		10/5/17		12/21/17		3/15/18		5/18/18		6/2018		TBA
Magnet Plan Submission		Quarter 1 Progress Review		Quarter 2 Progress Review		Quarter 3 Progress Review		Quarter 4 Progress Review		Review of 2018 AzMERIT		2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity	
Needs Statement: Holladay is currently racially concentrated with Hispanic enrollment above 70%. On the 40th day of 2016-2017, Holladay's student enrollment was 7.1% White, 17% African American, 64.3% Hispanic, 4.1% Native America, 0% Asian American, and 7.8% Multi-racial.	
Goal(s): By the 40 th day of the 2017-18 SY, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1 st , 2 nd , and 3 rd grades.	
Integration Indicator: Integration of Diverse Student Population	
Actions to Address Integration Indicator and to Achieve Goal(s): <ul style="list-style-type: none"> • The school will plan and implement recruitment and retention activities and events that are proven to increase integration. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Holladay will be part of the District Communication Department deployment of commercial media including television, print, and social media. 	
Critical Focus Area: Recruitment and Retention	
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. Holladay staff representative(s) will participate in all District recruitment activities offered to the school. 2. The Leadership Team will strategically identify areas for school based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship]. 3. The Leadership Team will create partnerships with community members that assist in recruitment events and site magnet visibility. 4. The Leadership Team will implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population. 5. The Magnet Coordinator (or appointed staff member) will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. 6. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries. 	
Evidence of Progress	
<ul style="list-style-type: none"> • Magnet School Quarterly Reports • Recruitment Logs 	<ul style="list-style-type: none"> • Partnership Letters • Parent Attendance for Retention Activities

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction
<p>Needs Statement: An analysis of the 2017-18 AzMERIT shows a need to increase student achievement in math and ELA. ELA: Based on 2017 AzMERIT ELA data, 17.9% of Holladay's students achieved proficient or highly proficient. This is 16.2% below the district average. Math: Based on 2017 AzMERIT math data, 21.5% of Holladay's students achieved proficient or highly proficient. This is 16% below the district average.</p>
<p>Achievement Goal(s): ELA: Achievement for Holladay will be equal to or greater than the district average of proficient and highly proficient students (34.1%) in grades 3-5 on the 2018 AzMERIT ELA assessment. Math: Achievement for Holladay will be equal to or greater than the district average of proficient and highly proficient students (37.5%) in grades 3-5 on the 2018 AzMERIT math assessment.</p>
SIAP Indicator: 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.
<p>Actions to Address SIAP Indicator and to Achieve Goal(s):</p> <ul style="list-style-type: none"> • The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources). • The principal and the school leadership team will follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits).

- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Teachers will ensure that daily instruction includes research based practices as evidenced in lesson plans and observations.
- Math teachers will receive PD to develop content mastery in math. This will be done with an outside consultant who will work with mentors and teachers. Services will include establishing a school-wide system of practice.
- Daily instruction will include research based practices as evidenced in lesson plans and observations. Practices will include daily objectives and aligned to all teacher actions – information, questioning, discussion, engaging activities, and checks for understanding.
- Teachers who have not received Daily Five training will be trained by October.
- Lucy Calkins Reading and Writing Curriculum will be used throughout all grade levels. Year-long PD will be provided by on-site Master Teachers.

ELA ONLY:

- Balanced Literacy and Daily 5 Stations will be embedded into reading block as evidenced in Lesson plans and observations (August-May).
- 90 minute uninterrupted reading block will be implemented as evidenced in Lesson plans and observations (Daily August-May).

MATH ONLY:

- 90-minute uninterrupted math block will be implemented as evidenced in lesson plans and observations (Daily August-May).
- Quality math instruction will be ensured through use of SBR instructional strategies including math manipulatives, and cognitively guided instruction supported by fidelity to Investigations curriculum.
- Teachers will maintain fidelity to TUSD instructional scope and sequence for pacing and rigor.
- Lead teachers for math and ELA will support quality Tier 1 Instruction quarterly and will use the District walkthrough

protocol.

Critical Focus Area: Structure Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. The principal will assign teachers to each member of the Instructional Leadership Team to support the Observation and Reflection Cycle. The leadership team will consist of the following: Principal, Magnet Coordinator, Master Teachers, Curriculum Service Provider, and the MTSS Coordinator.
2. Instruction Team will schedule frequent and regular observations for each teacher's classroom at least three times per month to identify quality Tier 1 instruction action step for refinements. Elements will be selected from the identified high leverage areas needed to move instructional levels to proficient.
3. After each classroom walkthrough, teachers will be provided specific one-on-one feedback that is focuses on one area of quality Tier 1 instruction refinement that can be implemented in the classroom immediately.
4. The action step will measured against the teacher's self-assessment and reflection to identify proficient level of performance.
5. The Instructional leader and the teacher will determine a timeline for implementation within the following week.
6. Actions steps for each teacher will be recorded in the Observation and Feedback Tracker.
7. Struggling teachers will work with the principal to create a Targeted Support Plan.
8. Leadership Team will meet bi-weekly to review walkthrough data, to determine tiered support for teachers, and PD instructional topics. The Leadership Team will set the schedule for the Observation and Reflection Cycle for the upcoming two weeks. This will continue throughout the school year on a bi-weekly meeting schedule.

Evidence of Progress

- Walkthrough Calendar
- Walkthrough Tracker
- List of Action Steps
- Targeted Support Plans
- Leadership Team Agendas and Minutes
- Reflective Feedback Completed Template

Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilize an observation tracking system that documents all walkthroughs, reflection meetings, identified action steps, and follow-up monitoring.
3. The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-

day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.

4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- | | |
|---|---|
| • Magnet PD Calendar for Principal and Magnet Coordinator | • Observation and Reflection Tracker |
| • PD Agendas and Planning Documents | • Magnet Department Site-Visit Summaries and Next Steps |
| • Principal PD Reflection Comments | • Magnet Department Site-Visit Calendar with Agenda |

SIAP INDICATOR 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- The principal and school leadership team will have structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- The Magnet Coordinator will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and

the work of PLCs.

- The Multi-Tiered System of Support (MTSS) framework and processes will be used to maximize achievement for struggling students through systematic gathering of data used for educational decision making in interventions (screening, diagnosis, and progress monitoring) to support student achievement as evidenced in progress monitoring data, data notebooks, and MTSS and/or PLC meeting notes.
- The Instructional Specialist will support students as part of differentiated instruction in the regular classroom.
- PBIS will continue to be implemented and enhanced through the continuation of the Leader in Me Program. Leader in Me Program focuses on students building leadership skills, taking ownership of their learning which includes learning how to analyze their own academic data and set goals, and ownership of their school community and environment.
- The school counselor will provide support and instruction in cooperative learning, conflict resolution, PBIS, and as part of the MTSS team the counselor contributes to the development of student behavior support and intervention plans.

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

Critical Focus Area Action Steps:

1. Walk-to-Intervention will be used for math. Students who have not received 80% mastery from common formative assessments will receive re-teaching of standards to reach mastery. Students who reach 80% and above as measured from common formative assessments in math will receive enrichment.
2. ELA push-in services will be provided by the Master Teachers and Reading Specialist three days per week. Students who receive this support will be grouped based on DIBELS and NSGRA (Scholastics).
3. Extended Day and Breakfast Club through the 21st Century Grant will provide support for reading and math.
4. The summer program through the 21st Century Grant will target students from baseline data who need additional support in math and ELA. This program runs for three weeks in the summer and the District provides transportation.
5. The Reading Specialist will provide pull-out services for the L25 in grades K-5 based on DIBELS data.
6. The ELL-Math Specialist will provide push-in services for grades 2-5 for ELL students.
7. The principal will meet with all support service personnel weekly to review data and strategize support for teachers. All data and next steps will be documented and reviewed. This cycle will continue through-out the school year on a weekly schedule.

Evidence of Progress

- | | |
|---|-----------------------------|
| • Post Intervention CFA Data and Exit Tickets | • MTSS Minutes |
| • SchoolCity Data | • Scholastic Reading Levels |
| • Behavior Flow Chart | • PLC Binders |

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. PLC time will continue to be embedded in the regular school day for each team to meet once a week during a two hour block.
2. Common Formatives Assessments (CFA) will be created based on the TUSD Curriculum 4.0 and scope and sequence.
3. CFAs will be planned and implemented at least every three weeks. PLCs analyze CFAs and develop action plans for re-teaching and enrichment.
4. PLCs will plan for scaffolded instruction and assessments aligned to unwrapped standards.
5. Students who need additional intervention and supplemental service will be identified through the use of CFAs and Benchmark data. A plan of action to support each students needs will be developed and implemented by all support service personnel.
6. Analyses of CFAs will drive collaboration regarding effective instructional strategies that meet the needs of each PLC's students. These strategies will be implemented in re-teaching lesson plans.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • PLC Agendas/Minutes • School City Assessments • CFAs | <ul style="list-style-type: none"> • Data Analysis Protocols • Student Action Plans |
|--|---|

SIAP Principle 4: Effective Curriculum

Needs Statement: Results of student achievement on the AzMERIT indicate inconsistencies in the delivery of grade level curriculum.

Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.

SIAP INDICATOR 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

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

- Teachers will implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).
- Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.**Critical Focus Area Action Steps:**

1. PLCs will clarify the essential learning by unpacking standards for each unit of instruction as determined by the TUSD Curriculum 4.0 and scope and sequence.
2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum 4.0.
3. The CSP will support the implementation of high quality curriculum at grade level by supporting teacher's professional growth through content level PD, Professional Learning Community Structures, and coaching.
4. A CSP will systematically monitor, review, and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Evidence of Progress

- Curriculum Units
- Lesson Plans
- Unpacked Standards
- Monitoring Data Documents

SIAP Principle 6: Family and Community Engagement: Increasing Quality and Degree of Involvement between School and Stakeholders**Needs Statement: Data to be submitted by School Community Services by September 15, 2017**

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating. Overall, [xxx] applications for magnet enrollment were received for the 2017-18 SY, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP INDICATOR 6.1: Our staff has high expectations of learning for all students.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- Families will be provided with training at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.

- Principal will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- The Community Liaison will support all school community and family initiatives.
- Leadership Day will be planned and implemented – this is a student led day where students demonstrate their leadership skills and show-case their academic achievement with parents.
- Adult Parent Teacher Team will be scheduled for three sessions per year. Teachers and parents meet to discuss student data such as DIBELS. Teachers then provide parents with a strategy to help their student improve in math or reading.
- Parent Leadership Academy empowers Holladay parents with leadership and parenting skills to support their students.
- YMCA Summer Learning Lost Program is a partnership between Holladay and the local YMCA. The 6 week program focuses on combating summer literacy loss for Kindergarten and first grade students. Students are taught by certified teachers using the 4 Blocks model. There is no fee for this program.
- Collaboration will occur among the Magnet Site Coordinator and the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement
- Magnet Coordinator (or representative) will establish at least one new formal partnership, as documented by a letter of support.
- Staff will participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning.
- Staff will develop and use social media structures to connect with students and families.
- Holladay will actively support 2-way communication among multiple stakeholder groups to strengthen and support an environment of continuous school improvement.
- Principal will participate in monthly Site Council to support decision-making as evidenced by sign in sheets, agendas.
- Staff will implement and use of Class Dojo to allow parents to see highlights of class activities, monitor their student's behavior, and communicate directly with staff and administration.
- SIAP leadership team (site council) will review data and surveys to determine the SIAP for SY 2015-16 and to help develop the school plan.
- School Quality Survey (District) will be given for students, teachers, and parents to provide overview of culture, climate, and perceptions from a variety of perspectives.
- Teachers will meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.

Critical Focus Area: Adult Parent Teacher Team**Critical Focus Area Action Steps:**

1. Staff will plan and implement Academic Parent Teacher Teams (APTT), a parent/teacher/family engagement model that establishes partnerships with parents to inform and to equip them to actively assist in setting and supporting academic goals for their student.
2. Three annual meetings address parent training, instructional materials/activities to do at home and establish new learning targets that ensure students are on pace to perform at or above grade level content standards.
3. Parents will be actively sought to participate in 21st Century Grant activities.

Evidence of Progress

- | | |
|---|--|
| <ul style="list-style-type: none"> • Parent/Teacher Academic Team Agendas/Minutes/Attendance Documents • Parent Training Curriculum | <ul style="list-style-type: none"> • 21ST Century Grant Data and Parent Attendance Records • 21st Century Grant Curriculum/Class Agendas |
|---|--|

Mansfeld MS Magnet School Plan
Magnet Theme: Science, Technology, Engineering and Mathematics (STEM)
Tucson Unified School District

Principal: Richard Sanchez											
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply							
X	School Wide		Targeted Assistance	X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment)

Integration: Providing Diversity, Excellence, and Equity	
Needs Statement: Mansfeld is currently racially concentrated with Hispanic enrollment above 70%. On the 40th day of 2016-2017, Mansfeld's student enrollment was 12% White, 7.8% African American, 71.9% Hispanic, 4.8% Native America, 1.3% Asian American and 2.1% Multi-racial.	
Goal(s): By the 40 th day of the 2017-18 SY for 6-8 grades, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in all grade levels.	
Integration Indicator: Integration of Diverse Student Population	
Actions to Address Integration Indicator and to Achieve Goal(s): <ul style="list-style-type: none"> • The school will plan and implement recruitment and retention activities and events that are proven to increase integration. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Mansfeld will be part of the District Communication Department deployment of commercial media including television, print, and social media. 	
Critical Focus Area: Recruitment and Retention	
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to the school. 2. Magnet Coordinator will collaborate with principal and leadership team to strategically identify areas for school based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship]. 3. Magnet Coordinator will create partnerships with community members that assist in recruitment events and site magnet visibility. 4. Principal will promote a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population. 5. Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. 6. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries. 	
Evidence of Progress	
<ul style="list-style-type: none"> • Parent Attendance Sheets • Parent Volunteer Attendance Sheets 	<ul style="list-style-type: none"> • Parent and Community Outreach Plan Quarterly Monitoring • Leadership Team Meetings Agendas/Minutes

- Parent and Community Outreach Plan

- Magnet Quarterly Reports

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction
<p>Needs Statement: An analysis of the 2017-18 AzMERIT shows a need to increase student achievement in math and ELA.</p> <p>ELA: Based on 2017 AzMERIT ELA data, 33% of Mansfeld's students achieved proficient or highly proficient. This is above the district average of 24.7%.</p> <p>Math: Based on 2017 AzMERIT math data, 34.5% of Mansfeld's students achieved proficient or highly proficient. This is above the district average of 17.8%.</p>
<p>Achievement Goal(s) ELA: Reading achievement for all students will increase by 6% moving from a site average of 33% proficient or highly proficient on 2017 AzMERIT to 39% proficient or highly proficient on 2018 AzMERIT.</p> <p>MATH: Math achievement for all students will increase by 6% moving from a site average of 34.5% proficient or highly proficient on 2017 AzMERIT to 40.5% proficient or highly proficient on 2018 AzMERIT.</p>
SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.
<p>Actions to Address SIAP Indicator and to Achieve Goal(s):</p> <ul style="list-style-type: none"> • The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources). • The principal and school leadership team will follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits).

- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Daily instruction will be planned and implemented to include quality Tier 1 instruction as evidenced in lesson plans and observations.
- Mansfield School Reform Model will implement STEM (Science, Technology, Engineering, and Math) practices across the curriculum and use of the Reteach/Enrich Model.
- All lessons in all classes will integrate student application of STEM practices as a thinking and problem solving strategy.
- The principal will support instruction through professional development, observations with feedback, and coaching in specific math strategies as aligned and coordinated with the TUSD Math Curriculum Department.
- All lessons in all classes will integrate student application of STEM practices as a thinking and problem solving strategy.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Instructional leaders will use of the District Classroom Walkthrough Rubric and the Danielson Framework of Evaluation, Essential Elements of Instruction (EEI) and ADE criteria to support an observation and reflection cycle.
2. Leadership team will establish baseline data for needs to deliver quality Tier 1 instruction and implement system of continuous monitoring to address school-wide and individual teacher needs.
3. Leadership team, CSP, and Magnet Coordinator will schedule a two-week walkthrough and reflection cycle to support teachers to plan and to implement quality Tier 1 instruction.
4. Using walkthrough trend data and District walkthrough data, instructional trends will be identified for strengths and refinements in the area of quality Tier 1 instruction, specifically in the areas of EEI strategies (teaching to the objective, engaging activities, questioning and discussion techniques, checks for understanding and lesson assessment and refinement.
5. Quality Tier 1 instruction areas of refinements that are identified as a need for the whole-school will drive professional

development needs. Professional development will be planned around these refinement areas and delivered by the administration, District Professional Development and/or Magnet Department.

Evidence of Progress

- | | |
|--------------------------------------|------------------------|
| • Observation Tracker | • Lesson Plans |
| • Reflection Template | • Walkthrough Data |
| • Two-week Calendar for Observations | • PD Agendas/Materials |

Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilized an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.
3. The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- | | |
|---|---|
| • Magnet PD Calendar for Principals and Magnet Coordinators | • Observation and Reflection Tracker |
| • PD Agendas and Planning Documents | • Magnet Department Site-Visit Summaries and Next Steps |
| • Principal PD Reflection Comments | • Magnet Department Site-Visit Calendar with Agenda |

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- Language opportunities providing Sheltered English Language development and visual models will be provided to support all students including recently reclassified ELD strategies through delivery of quality Tier 1 instruction.
- Principal and school leadership team will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- The Magnet Coordinator will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- Mansfeld will use Positive Behavior Supports to support a healthy school climate conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.
- Mansfeld Dean of Students and a counselor will support the academic and social needs of all students.
- Weekly Wednesday Professional Development will be provided for all Certified Staff (PLC's, Curriculum 4.0, Restorative Practices, Cultural Relevancy, SchoolCity).
- Teachers will ensure effective instruction to the lower 25% that includes:
 - Use of data to plan embedded interventions to support instruction of students in the lower 25%.

- Use of graphic organizers and other inventions to support students as they gain mastery of gap standards.
- Essential Elements of Instruction used when designing lessons to ensure L25 are engaged and challenged.

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

Critical Focus Area Action Steps:

1. Students will demonstrate mastery of common formative assessments at 80% proficiency. This will occur in all four content areas: Math, Language Arts, Science and Social Studies. Those who do demonstrate mastery will be offered extended learning opportunities during the school day. Students who do not reach mastery will receive Tier 2 instruction during the school day.
2. Teachers will use of data to plan embedded interventions to support instruction of students in the lower 25%.
3. Teachers will use of graphic organizers and other inventions to support students as they gain mastery of gap standards.
4. Teachers will use data and assessment to inform and to guide instruction as analyzed and planned during PLCs.
5. Math Intervention Classes: Students who do not master standards as measured by District benchmark or AzMERIT will be enrolled in math intervention classes. As students master the standards they will be moved out of Tier 2 instruction classes into elective courses.
6. Reading Intervention Classes: Students who do not master standards as measured by benchmark or state will be enrolled in reading intervention classes. This is determined by AzMERIT data. The Reading Intervention Specialist will monitor student progress and once students have achieved grade level mastery of reading standards will they exit the program. As students exit the program, L25 students from the quarterly benchmarks will be enrolled.
7. Reading intervention class will focus on text connections and argumentation from evidence.
8. Math intervention class will utilize Edgenuity and Imagine Learning to support mastery of gap standards.

Evidence for Progress

- | | |
|------------------------------|------------------------------------|
| • Master Schedule | • CFAs and Benchmark Data |
| • Intervention Class Rosters | • AzMERIT Student Achievement Data |
| • Student Achievement Data | • Imagine Learning Data |

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. PLCs will be embedded in the school day and will meet two (2) times per week for at least 50 minutes.
2. Teachers will participate in a learning community that supports and respects its members' efforts to improve practice and to engage in collective inquiry.
3. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the District's curriculum scope and sequence.
4. Teachers will create a series of common formative assessments that are aligned to TUSD Curriculum 4.0.

5. Teachers will use SchoolCity Assessment Software to create user-friendly results of common formative assessments which are provided to each team member with timely evidence of student learning.
6. PLC team members will analyze their common formative assessments to identify students who need additional time and support for learning.
7. Action Plans will be developed by PLCs that support the Reteach and Enrich Program and students who need additional support through tutoring and other school intervention services.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • Action Plans • PLC Schedule • PLC Binders and Data Notebooks | <ul style="list-style-type: none"> • Re-Teach Lessons • CFAs • Data Analysis of CFAs and District Benchmarks |
|--|---|

SIAP Principle 4: Effective Curriculum

Needs Statement: Results of student achievement on the AzMERIT indicate inconsistencies in the delivery of grade level curriculum.

Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.

SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

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

- Teachers will implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).
- Lead teacher will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.

Critical Focus Area Action Steps:

1. Teachers will build and share knowledge regarding TUSD Curriculum 4.0 and the district's scope and sequence through the PLC process.
2. Teachers will plan and implement of Math & ELA TUSD Curriculum 4.0 in curricular units and daily lesson plans.
3. PLC teams will create Grade Level Common Curriculum Calendars aligned to TUSD's Curriculum 4.0 Pacing Guides to ensure

that the implementation of the standards as determine by the district's scope and sequence.

4. Leadership team PLC facilitators will monitor curriculum alignment and implementation through the use and review of:
- Grade evaluation common lesson plans that show alignment of daily lessons to unpacked TUSD Curriculum 4.0.
 - Use of Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback on curriculum planning.
 - Student achievement data – Site Common Formative & District Benchmark Assessments.
 - District teams will support implementation of curriculum by conducting regular site/classroom curriculum team walkthroughs.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • Lesson Plans • Common Formative Assessments • Walkthrough Data • PLC Binders and Data Notebooks | <ul style="list-style-type: none"> • TUSD Curriculum 4.0 Unwrapped Standards • Completed Task Analysis Forms • PLC Agendas/Minutes |
|--|---|

SIAP Principle 6: Family and Community Engagement

NEEDS STATEMENT: Data to be submitted by School Community Services by September 15, 2017

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 SY, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.

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

- Provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.

- Coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Develop partnerships among families, communities, and schools that enhance student development and learning.
- Establish lines of communication to families, community members, and organizations.
- Participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning.
- Develop and use social media structures to connect with students and families.
- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.

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

Critical Focus Area Action Steps:

1. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities and assist families with resources and to encourage them to be active participants in their child's educational experience.
2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
5. The Magnet Coordinator will establish at least one new formal partnership, as documented by a letter of support.

Evidence of Progress

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

Palo Verde HS Magnet School Plan
Magnet Theme:
Science, Technology, Engineering, Arts, and Math (STEAM)
Tucson Unified School District

Principal: Eric Brock													
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply									
X	School Wide		Targeted Assistance		X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement	

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity	
Needs Statement: Palo Verde is currently integrated with all ethnicities falling within 15% of the district average enrollment. On the 40th day of 2016-2017, Palo Verde's student enrollment was 22.9% White, 19.2% African American, 48.2% Hispanic, 1.8% Native America, 3.4% Asian American and 4.5% Multi-racial.	
Goal(s): By the 40 th day of the 2017-18 SY for 9-12 grade, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population for all grades.	
Integration Indicator: Integration of Diverse Student Population	
Actions to Address Integration Indicator and to Achieve Goal(s):	
<ul style="list-style-type: none"> • Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Palo Verde will be part of the District Communication Department deployment of commercial media including television, print, and social media. 	
Critical Focus Area: Recruitment and Retention	
Critical Focus Area Action Steps:	
<ol style="list-style-type: none"> 1. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to site. 2. The leadership team will strategically identify areas for site based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship]. 3. The Magnet Coordinator (or other staff members) will create partnerships with community members that assist in recruitment events and site magnet visibility. 4. The principal will implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population. 5. Magnet School Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. 6. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries. 	
Evidence of Progress	
<ul style="list-style-type: none"> • Parent Attendance Sheets • Parent Volunteer Attendance Sheets • Parent and Community Outreach Plan 	<ul style="list-style-type: none"> • Parent and Community Outreach Plan Quarterly Monitoring • Leadership Team Meetings Agendas/Minutes • Magnet Quarterly Reports

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction
<p>Needs Statement: An analysis of the 2017-18 AzMERIT shows a need to increase student achievement in math and ELA. ELA: Based on 2017 AzMERIT ELA data, 15.2% of Palo Verde's students achieved proficient or highly proficient. This is 9.3% below the district average. Math: Based on 2017 AzMERIT math data, 11.6% of Palo Verde's students achieved proficient or highly proficient. This is 10.8% below the district average.</p>
<p>Achievement Goal(s): ELA: Achievement for Palo Verde will be equal to or greater than the district average of proficient and highly proficient students (24.5%) in grades 9-11 on the 2018 AzMERIT ELA assessment. MATH: Achievement for Palo Verde will be equal to or greater than the district average of proficient and highly proficient students (22.4%) on the 2018 AzMERIT Math assessments.</p>
SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.
<p>Actions to Address SIAP Indicator and to Achieve Goal(s):</p> <ul style="list-style-type: none"> • School PD calendar will support ongoing support for district initiatives (district supported with deployment of personnel and resources). • Principal and school leadership team will implement a structured system for monitoring daily instruction (structured systems for class walkthrough visits).

- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Ongoing professional development on Tier I instructional strategies will focus on AVID, modeling, questioning strategies, student engagement strategies, cooperative learning structures, and daily checks for understanding.
- Administration team, lead teachers, and CSP will be responsible for implementing, aligning, and monitoring the TUSD Curriculum 4.0 as evidenced in daily lesson plans and PLC action planning. The principal will oversee the monitoring through instructional council and all instructional leaders will report out strengths and refinements. Action plan development will support refinements of quality Tier 1 instructional as identified.
- PLC's will clarify essential learning for each target standard.
- PLCs will unwrap the highly leveraged standards to create implementation mapping and daily lesson plans aligned to the unwrapped standards.
- Technological devices (Microsoft Surface Pro) will be used to support updated technology in the classrooms; i.e. Promethean ActiveWall Panels, Promethean Tables, and Classflow to meet the needs of the multi-modality learners while driving student engagement.
- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- Funding will be provided for text and supplies for collaborative learning opportunities.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Instructional leaders will use of the District Classroom Walkthrough rubric and Palo Verde's Teacher Talking Points that utilize the Danielson Framework of Evaluation, Essential Elements of Instruction (EEI), and ADE criteria to support an observation and reflection cycle.
2. Leadership team will establish baseline data for needs to deliver quality Tier I instruction and implement system of continuous

monitoring to address school-wide and individual teacher needs.

3. Leadership team, CSP, and Magnet Coordinator will schedule a two-week walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction. Walkthrough and reflection cycle will be calendared every two weeks with the leadership team.
4. Teacher's lesson plans will include the use of technology to integrate academic and technical learning experiences into their instruction to connect student learning to authentic applications to technically prepare and to produce global ready graduates.
5. Teachers will plan for students to produce product outcomes that show evidence of learning.

Evidence of Progress

- | | |
|---|---|
| <ul style="list-style-type: none"> • Student/Teacher Ratio Records by School/Classes • AzMERIT Scores • Walkthrough Data • Benchmarks • Trend Data | <ul style="list-style-type: none"> • CFAs • Lesson and Unit Plans • Tier 1 Rubric for Walkthroughs • Walkthrough and Reflection Tracker • Walkthrough Bi-Weekly Schedule |
|---|---|

Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilized an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.
3. The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker (seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- | | |
|--|--|
| <ul style="list-style-type: none"> • Magnet PD Calendar for Principal and Magnet Coordinator • PD Agendas and Planning Documents • Principal PD Reflection Comments | <ul style="list-style-type: none"> • Observation and Reflection Tracker • Magnet Department Site-Visit Summaries and Next Steps • Magnet Department Site-Visit Calendar with Agenda |
|--|--|

Critical Focus Area: Increase opportunities for collaboration to support quality Tier 1 Instruction

Critical Focus Area Action Steps:

1. Teachers will participate in PLC pullouts for content and magnet during the school day to plan quality Tier 1 instruction and common formative assessments aligned to the District's scope and sequence.
2. The master schedule will embed a common planning period for 9th grade English, 10th grade English, Geometry, and Algebra teachers. This will allow for collaboration to discuss and to plan for effective teaching strategies.
3. Wednesday PD sessions will focus on quality Tier 1 instruction according to refinements needed as evident by analyzing walkthrough trend data.
4. The master schedule and PLCs will maximize use of time and opportunity to provide teachers opportunities to work together. This will include analyzing benchmark data and determining best teaching strategies for re-teach lessons.
5. Funding will be provided for faculty to attend external PD/conferences and to share knowledge with other faculty members.
6. Peer observation will be provided for teachers by funding substitutes during the school day.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • PLC Notes and Minute • PLC Agendas • CFAs • CFA Data and Analysis • Budget Analysis and Planning | <ul style="list-style-type: none"> • Lesson Plans Aligned to TUSD Curriculum 4.0 • PD Agendas • Re-Teach Lessons • Archive of Effective Teaching Strategies |
|--|---|

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Actions to Address SIAP Indicator and to Achieve Desired Outcome:

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 support.
- MTSS teams will focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- Leadership team will ensure exposure of bottom 25% students to effective Tier 1 instruction (cessation of placement of bottom quartile students in long-term sub classrooms, maximize placement in highly effective classrooms).
- Principal and school leadership teams will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational

findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- Magnet Coordinators will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- A Dean of Students will be used to support the PBIS system at our school.
- Instructional Data and Intervention Specialist will schedule and hold student data chats with all students after the school's standards based pre-assessment and the District's benchmark testing.
- Instructional Data Intervention Specialist and PLCs will analyze data from common formal assessments and benchmark assessment to identify students in need of support for Tier 2 instruction in the classroom.
- PLCs will develop action plans to support student who have not mastered the standards through re-teach lessons, small group instruction, push-in or pull-out intervention services.
- Math and ELA Intervention Specialist will provide academic support to student who are approaching proficiency and for the bottom 25%.
- Math and ELA support classes will be embedded during the daily school schedule. The Instructional Data and Intervention Specialist will support the class rosters by student data analysis and planning for interventions.
- PLCs will create common formative assessments that are alignment with TUSD Curriculum 4.0 and District's scope and sequence.
- Instructional Data and Intervention Specialist will implement "Data Chats" with students reviewing learning mastery as it pertains to Benchmarking and AzMERIT student performance. Review of standards for both remediation and extension will be identified.
- Instructional Data and Intervention Specialist will review with classroom teachers and conduct an item analysis as well as trends from benchmarking or CFAs.
- Instructional Data and Intervention Specialist will set up a system to perform "Gap Analysis".
- Curriculum Service Provider will develop an action plan with the teacher next steps based on the "Gap Analysis".
- Palo Verde will use Positive Behavior Supports to support a healthy school climate conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all

classroom/school environments.

- Palo Verde will use a Drop –Out Prevention Specialist to support the correlation between attendance and achievement.

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

Critical Focus Area Action Steps:

Math:

1. Math RTI Teacher A will provide push-in services for 1 period per day targeted for the bottom 25%.
2. Math RTI Teacher B will maintain a roster of less than 25 students for 1 period per day for students who lack proficiency according to benchmark data.
3. Instructional Data and Intervention Specialist will monitor benchmark data to ensure students are properly enrolled in the Math RTI classes.

ELA:

4. English RTI Teacher will maintain a roster of less than 25 students for 1 period per day for students who lack proficiency according to benchmark data.
5. Instructional Data and Intervention Specialist will monitor benchmark data to ensure students are properly enrolled in the English RTI classes.

Evidence of Progress

- | | |
|---------------------|----------------|
| • AzMERIT Scores | • Trend Data |
| • Walk through Data | • Achieve 3000 |
| • Benchmarks | • CFAs |

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. Teachers will engage in the PLC process weekly for at least 60 minutes.
2. PLCs will clarify the essential learning for units of study aligned to the TUSD Curriculum 4.0 and the scope and sequence.
3. PLCs will create common formative assessments aligned to the TUSD Curriculum 4.0 and the scope and sequence.
4. PLCs will complete data analysis of common formative and benchmark assessments to determine student who need additional support and extension opportunities for students.
5. PLCs will develop an action plan for implementation to support all students to reach proficiency and to demonstrate mastery of required standards.
6. PLCs will be monitored using the District's PLC rubric. Strengths and refinements will be identified and next steps for PLC growth will be documented, implemented and monitored. This cycle will repeat once action steps are demonstrated consistently.

Evidence of Progress	
<ul style="list-style-type: none"> • PLC Agendas/Minutes • Common Formative Assessments • Data Analysis • Re-Teach Lessons 	<ul style="list-style-type: none"> • List of Students who Need and Received Additional Interventions and Support • District PLC Rubric and Next Step Documentation • Evidence of Observation of PLC Showing Strengths and Refinements.

SIAP Principle 4: Effective Curriculum
Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0.
Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.
SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.
Actions to Address SIAP Indicator and to Achieve Goal(s): <ul style="list-style-type: none"> • Teachers will implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC). • Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity. • Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. PLCs will meet for at least six hours per month to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity. 2. PLCs will clarify the essential learning by unpacking standards for each unit of instruction as determined by the TUSD Curriculum 4.0 and scope and sequence. 3. District pacing guides will be used when teachers are planning units for instruction and daily lesson plans. 4. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum 4.0. 5. CSP will support the implementation of high quality curriculum at grade level by supporting teacher's professional growth through content level PD, Professional Learning Community Structures, and coaching. 6. CSP will systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Evidence of Progress

- Lesson Plans
- Common Formative Assessments
- Walkthrough Data
- PLC Binders and Data Notebooks
- TUSD Curriculum 4.0 Unpacked Standards
- CSP Notes and Documentation

SIAP Principle 6: Family and Community Engagement: Increasing Quality and Degree of Involvement between School and Stakeholders**Needs Statement: Data to be submitted by School Community Services by September 15, 2017**

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 SY, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 90% of families will have participated in a meeting/conference to update them on their child's academic progress.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- Palo Verde will provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- Palo Verde will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Palo Verde will develop partnerships among families, communities, and schools that enhance student development and learning.
- Palo Verde will establish lines of communication to families, community members, and organizations.
- Palo Verde will participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning.
- Palo Verde will develop and use social media structures to connect with students and families.

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

Critical Focus Area Action Steps:

1. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child's educational experience.
2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
5. The Magnet Coordinator (or staff representative) will establish at least one new formal partnership, as documented by a letter of support.
6. The principal will ensure the renewal of continuing partnerships, as documented by updated letters of support.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • Parent Attendance Sheets • Parent Volunteer Attendance Sheets • Parent and Community Outreach Plan | <ul style="list-style-type: none"> • Parent and Community Outreach Plan Quarterly Monitoring • Leadership Team Meetings Agendas/Minutes |
|--|---|

**Roskruge K8 Magnet School Plan
Magnet Theme: Dual Language
Tucson Unified School District**

Principal: Yvonne Torres												
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply								
X	School Wide		Targeted Assistance		X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity
<p>Needs Statement: Roskruge is currently racially concentrated with Hispanic enrollment above 70%. On the 40th day of 2016-2017, Roskruge's student enrollment was 7.8% White, 3.3% African American, 78.1% Hispanic, 7.7% Native America, .6% Asian American and 2.5% Multi-racial.</p>
<p>Goal(s): By the 40th day of the 2017-18 SY for K-8 grades, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1st, 2nd and 3rd grade and 6th, 7th, and 8th grade.</p>
Integration Indicator: Integration of Diverse Student Population
<p>Actions to Address Integration Indicator and to Achieve Goal(s):</p> <ul style="list-style-type: none"> • The school will plan and implement recruitment and retention activities and events that are proven to increase integration. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Roskruge will be part of the District Communication Department deployment of commercial media including television, print, and social media.
Critical Focus Area: Recruitment and Retention
<p>Critical Focus Area Action Steps:</p> <ol style="list-style-type: none"> 1. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to the school. 2. Leadership team will strategically identify areas for school based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship]. 3. Staff will create partnerships with community members that assist in recruitment events and site magnet visibility. 4. Principal will ensure 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. 5. Magnet Coordinator (or staff representative) will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed. 6. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries.

Evidence of Progress

- | | |
|---|--|
| <ul style="list-style-type: none">• Surveys• Calendar of Events• Attendance Documents and Agendas• Meeting Notes.• Synergy Reports• Magnet Quarterly Reports• IAP, Leadership Team, and Site Council Attendance | <ul style="list-style-type: none">• Facebook• School Website• 40th Day Data• All Meeting Minutes• Application Data• Calendar of Events• School Surveys |
|---|--|

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction

Needs Statement:

An analysis of the 2017-18 AzMERIT shows a need to increase student achievement in math and ELA.

ELA: Based on 2017 AzMERIT ELA data, 35.2% of Roskrige students 3rd – 5th grade achieved proficient or highly proficient. This is above the district average of 34.1%.

ELA: Based on 2017 AzMERIT ELA data, 26.5% of Roskrige students 6th -8th grade achieved proficient or highly proficient. This is above the district average of 24.7%.

Math: Based on 2017 AzMERIT math data, 35.2% of Roskrige students 3rd -5th grade achieved proficient or highly proficient. This is below the district average of 37.5%.

Math: Based on 2017 AzMERIT math data, 35.2% of Roskrige student's 6th – 8th grade achieved proficient or highly proficient. This is below the district average of 37.5%.

Achievement Goal(s):

ELA Goal 1: Reading achievement for all 3rd – 5th grade students will increase by 10% moving from 35.2% proficient or highly proficient on 2017 AzMERIT to 45.2% proficient or highly proficient on 2018 AzMERIT.

ELA Goal 2: Reading achievement for all 6th – 8th grade students will increase by 10% moving from 26.5% estimated proficient or highly proficient on 2017 AzMERIT to 36.5% proficient or highly proficient on 2018 AzMERIT.

MATH Goal 1: Math achievement for all 3rd – 5th grade students will increase by 10% moving from 35.2% proficient or highly proficient on 2017 AzMERIT to 45.2% proficient or highly proficient on 2018 AzMERIT.

Math Goal 2: Math achievement for all 6th – 8th grade students will increase by 10% moving from 14.5% proficient or highly

proficient on 2017 AzMERIT to 24.5% proficient or highly proficient on 2018 AzMERIT.

SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction

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

- School PD calendar will support ongoing support for district initiatives (district supported with deployment of personnel and resources).
- The principal and school leadership team will follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits).
- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Teachers will plan and use quality Tier 1 practices at a rigorous level that includes all activities aligned to a daily objective, higher order questions and discussion, engagement strategies, and checks for understanding.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher. The teacher will reflect and choose one refinement that they could begin to implement immediately in their class.
2. Instructional leaders will schedule walkthroughs and reflection meetings on a two-week cycle.
3. Instructional leaders will maintain an observation tracker with identified action steps for each teacher to implement in their daily practices.
4. Instructional leaders and teachers will document refinements during the reflection meeting after the walkthrough and the action steps to incorporate the identified refinements in daily instruction. A walkthrough tracker will be utilized by all instructional leaders and repeat the cycle to ensure it continues.
5. Observation and Reflection Cycle will repeat.

6. Instructional leaders will check lesson plans during the pre-conference, observation and post-conference cycle to ensure all teacher actions are aligned to the daily objective. Refinements for lesson planning will be identified and an action step to address refinements will be developed and monitored by the administration.
7. Instructional leaders will use Danielson Evaluation to guide the walkthroughs and repeat the cycle.

Evidence of Progress

- | | |
|--------------------------------|--------------------------------|
| • Common Lesson Plan Template | • Observation Tracker |
| • Instructional Focus Calendar | • Teacher Reflection Documents |
| • Walkthrough Data | |

Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilize an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.
3. The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- | | |
|---|---|
| • Magnet PD Calendar for Principal and Magnet Coordinator | • Observation and Reflection Tracker |
| • PD Agendas and Planning Documents | • Magnet Department Site-Visit Summaries and Next Steps |
| • Principal PD Reflection Comments | • Magnet Department Site-Visit Calendar with Agenda |

Critical Focus Area: Daily Lesson Plans to Support Tier 1 Instruction

Critical Focus Area Action Steps:

1. Teachers will use a common daily lesson plan template to ensure that quality Tier 1 instruction is planned for and implemented.
2. The common daily lesson plan template will include the essential elements for quality Tier 1 Instruction. The lesson plan template will include the objective, engagement strategies, questioning strategies, and checks for understanding. Science will use essential questions.
3. Instruction leaders will check teacher lesson plans when they are conducting site-walkthroughs. Lesson plans books will be kept on the teacher's table and opened to the daily lesson being implemented.
4. Dual language lessons will be written in Spanish and delivered in Spanish.
5. Printed lesson plans will be on each teacher's desk by Monday of each week.

Middle School Tier 1 Instruction Planning:

6. Teachers will submit (IFC) Instruction Focus Calendar to Administration with assessment results and how and when Enrichment and Reteach will take place.
7. Lesson plans with all required information will be planned and implemented.

Elementary School Tier 1 Instruction Planning:

8. Teachers will submit (IFC) Instruction Focus Calendar to Administration with assessment results and how and when Enrichment and Reteach will take place.

Evidence of Progress

- | | |
|--------------------------------|--------------------------------|
| • Lesson Plans | • Common Template |
| • Instructional Focus Calendar | • Enrichment and Reteach Plans |

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- The leadership team will ensure effective instruction for the lower 25% of students (no long term substitutes, etc.). PLCs will use data to plan interventions to support instruction for lower 25%.
- Principal and school leadership teams will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- The Magnet Coordinator will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- Students who have not met the standards as determined by benchmark assessments will be referred for before/after school tutoring.
- Intervention groups will be determined and documented in teacher lesson plans.
- Fluid small group interventions during the day will be planned and scheduled.
- Restorative conferences will occur as needed between student-student, student-teacher, student-teacher- parent. Conferences will be documented.
- Provide staff with training on strategies for relationship building.
- Teachers will ensure information is relayed to stakeholders in parent language preference.
- Teachers will actively participate in PBIS process-distribute PBIS tickets for student positive behavior – incentives for all grade levels.

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

Critical Focus Area Action Steps:

1. IFC: Instructional Focus Calendar will be turned in every two weeks with the standards taught along with the results of the formative assessment. Teacher will note mastery of standard and will state when reteach and enrichment will take place.

Math:

2. Teachers and math interventionist will work with SchoolCity results and plan small group interventions.
3. Instructional leader and teachers will monitor benchmark data to ensure students are properly enrolled in the Math RTI classes.

ELA:

4. Instructional leaders and teachers will monitor benchmark data to ensure reteach and enrichment.

Elementary:

5. Teachers will maintain fluid grouping in ELA and Math utilizing the computer time.

Evidence of Progress

- | | |
|---|--|
| <ul style="list-style-type: none"> • Instructional Focus Calendar • Test Scores | <ul style="list-style-type: none"> • Class Rosters • Imagine Learning Data • Imagine Learning Implementation Schedule |
|---|--|

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. PLCs will be embedded in the school day for each week for at least 60 minutes.
2. Added Duty will be available for PLCs to meet outside of the contract time.
3. PLCs will use the results from common formative assessments to share and develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.
4. Lesson studies will be implemented to allow PLCs to plan a common lesson based on a particular standards and observe each other teach that lesson and provide feedback on strengths and reinforcements.
5. Through lesson studies, teachers will share instructional strategies and evaluate effectiveness of strategies based on student mastery of an objective.
6. Instructional leaders will meet with teams to assist them in developing lessons, observing, and providing feedback on strengths and refinements to one another.

Evidence of Progress

- | | |
|--|---|
| <ul style="list-style-type: none"> • PLC Schedule • PLC Binders and Data Notebooks | <ul style="list-style-type: none"> • District 4.0 Curriculum Scope and Sequence • Analyzed CFA and Benchmark Data |
|--|---|

SIAP Principle 4: Effective Curriculum
Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0.
Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.
SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.
Actions to Address SIAP Indicator and to Achieve Goal(s): <ul style="list-style-type: none"> Teachers will implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC).Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity. Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum 4.0.
Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.
Critical Focus Area Action Steps: <ol style="list-style-type: none"> PLCs will meet weekly for at least 60 minutes to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the scope and sequence. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum 4.0 and scope and sequence. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 4.0 to the daily lesson plan. Instruction leaders will work with teachers who show miss-alignment in their planning and daily instruction to ensure alignment. Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum 4.0 and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

Evidence of Progress

- Lesson Plans
- Common Formative Assessments
- Walkthrough Data
- PLC Binders and Data Notebooks
- PLC Agendas/Minutes
- TUSD Curriculum 4.0 Unpacked Standards
- Task Analysis Forms

SIAP Principle 6: Family and Community Engagement**Needs Statement: Data to be submitted by School Community Services by September 15, 2017**

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 SY, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.**Actions to Address SIAP Indicator and to Achieve Goal(s):**

- Families will be provided with training at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- Roskrige will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- The leadership team will develop partnerships among families, communities, and schools that enhance student development and learning.
- The principal and staff will establish lines of communication to families, community members, and organizations.
- Staff will participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning.

- Staff will develop and use social media structures to connect with students and families.
- The principal will ensure that assemblies, Professional Developments and Cafecitos are scheduled to recognize child, community and/or staff accomplishments.
- The Magnet Coordinator (or staff representative) and principal will strategically recruit in order to attract a diverse magnet applicant pool.
- Grades will be updated by all teachers every week.
- The principal will ensure effective communication with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, Cafecitos, and clearly defined systems that allows for home-school communication).

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

Critical Focus Area Action Steps:

1. The leadership team will coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.
2. Roskrige will include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.
3. The principal will coordinate PTA meetings to share information.
4. The principal will ensure coordination of resources to support students and families with basic needs.
5. Staff members will coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
6. The Magnet Coordinator (or staff representative) will establish at least one new formal partnership, as documented by a letter of support.

Evidence of Progress

- | | |
|--|--------------------------------------|
| • Parent Attendance Sheets | • PTA Meeting Agenda and Transcripts |
| • Letters of Support from Community Partners | • Parent Volunteer Attendance Sheets |
| | • Parent and Community Outreach Plan |

**Tucson HS Magnet School Plan
Magnet Theme: Natural Science and
Fine and Performing Arts
Tucson Unified School District**

Principal: Shawna Rodriguez													
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply									
X	School Wide		Targeted Assistance		X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement	

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity

Needs Statement: Tucson High is currently racially concentrated with Hispanic enrollment above 70%. On the 40th day of 2016-2017, Tucson High's enrollment was 2.5% White, 6.5% African American, 72.9% Hispanic, 4% Native America, 1.5% Asian American and 2.5% Multi-racial.

Goal(s): By the 40th day of the 2017-18 SY, for 9-12 grades, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in 9th, 10th, 11th and 12th grades.

Integration Indicator: Integration of Diverse Student Population**Actions to Address Integration Indicator and to Achieve Goal(s):**

- Magnet Coordinator, principal, and family liaison will present to the neighborhood HOA and attend community events to pass out brochures to interested families.
- Magnet Coordinator and other staff will create recruitment events and attend those set up through the district and plan activities to attract families.
- Magnet Coordinator will continue to have articulation with middle schools as a recruitment strategy showcasing programs and having Tucson High teacher's present workshops to students.
- Host a Magnet Open House that showcases all Magnet Programs; Magnet teachers present to talk with parents and students, and open classrooms displaying classroom content and highlights.
- Recruitment and marketing activities are planned and implemented by the District and the school.
- The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Tucson HS will be part of the District Communication Department deployment of commercial media including television, print, and social media.

Critical Focus Area: Recruitment and Retention**Critical Focus Area Action Steps:**

1. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to school.
2. Magnet Coordinator will strategically identify areas for school based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to middle school parent nights, community centers, fitness centers, places of worship].
3. Staff members will create partnerships with community members that assist in recruitment events and site magnet visibility.
4. Principal will ensure 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.
5. Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
6. Recruitment logs will be kept on site and document district and site recruitment events, tours, and magnet phone inquiries.

Evidence for Progress

- | | |
|---|---|
| <ul style="list-style-type: none">• Calendar of Events• Attendance Documents and Agendas• Meeting Notes• Synergy Reports• Magnet Quarterly Reports• IAP, Leadership Team, and Site Council Attendance Documents• Magnet Quarterly Reports | <ul style="list-style-type: none">• Meeting Agendas/ Minutes• Facebook• School Website• 40th Day Data• Application Data• Calendar of Events• School Surveys |
|---|---|

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction
<p>Needs Statement: An analysis of the 2017 AzMERIT shows a need to increase student achievement in math and ELA.</p> <p>ELA: Based on 2017 AzMERIT ELA data, 22.6% of Tucson HS's students achieved proficient or highly proficient. This is 1.9% below the district average.</p> <p>Math: Based on 2017 AzMERIT math data, 18.2% of Tucson HS's students achieved proficient or highly proficient. This is 4.2% below the district average.</p>
<p>Achievement Goal(s): ELA: Student achievement for Tucson HS will be equal to or greater than the district average of proficient and highly proficient students (24.5%) in grades 9-11 on the 2018 AzMERIT ELA assessment.</p> <p>Math: Student achievement for Tucson HS will be equal to or greater than the district average of proficient and highly proficient students (22.4%) on the 2018 AzMERIT math assessments...</p>
SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.
<p>Actions to Address SIAP Indicator and to Achieve Goal(s):</p> <ul style="list-style-type: none"> • School PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources). • The principal and school leadership team will follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits). • The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will included the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.

- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Curriculum Service Provider (CSP) will work with teachers (focusing on math teachers) to improve lesson planning and creating Common Formative Assessments (CFA).
- PLCs will meet weekly to focus on Tier 1 instruction/Intentional lesson planning including EEI and Danielson Framework for teaching instructional indicators.
- Each site administrator will complete at least four hours of classroom walkthroughs and provide feedback to teachers per week.
- Teachers will engage in peer classroom visits and instructional collaboration, including sharing ideas for instruction, classroom management, and assessment.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction

Critical Focus Area Action Steps:

1. Instructional leaders will schedule at least four hours per week of daily classroom walkthroughs. Instructional leaders will script walkthroughs and follow-up within three days to review classroom observation script.
2. Teachers will choose one small action step to implement that supports quality Tier 1 instruction from the walkthrough data collected through walkthroughs. The instructional leader will schedule a follow-up observation to support the action step implementation. Cycle repeats throughout the school-year.
3. Instructional leaders will share walkthrough trend data to determine whole-school PD to support planning and implementing Tier 1 instruction.
4. Teachers will receive support from the CSP to plan and to implement daily lessons based on student performance data.
5. Teacher lesson plans will include the learning objective with all teaching actions aligned to the objective including 2-3 engaging activities, questioning and discussion techniques and daily lesson assessment.
6. Teachers will keep all daily lessons in a binder with easy access to review during walkthroughs.
7. Lesson plans will be reviewed during pre-and post-observation conferences and during the observation. Teachers will receive feedback on their lesson planning during the post-conference. Changes needed will be noted and monitored through walkthroughs and classroom visits.
8. Teachers will receive support in writing and implementing lesson plans that included quality Tier 1 instruction from

administration, CSP, data coach, TTLs.

Evidence for Progress

- | | |
|---|---|
| <ul style="list-style-type: none"> • Walkthrough Data • Lesson Plans • Walkthrough Scripts • Danielson Evaluation | <ul style="list-style-type: none"> • Observation Schedule • Instructional Meeting Agendas/Minutes • PD Agendas/Attendance/Materials • District Walkthrough Protocols/Rubrics • Peer Observations and Walkthrough Forms |
|---|---|

Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle

Critical Focus Area Action Steps:

1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice.
2. The principal and Magnet Coordinator will utilize an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring.
3. The principal and Magnet Coordinator will attend a two-day PD session titled "Teaching for Mastery of Learning." This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

- | | |
|--|--|
| <ul style="list-style-type: none"> • Magnet PD Calendar for Principal and Magnet Coordinator • PD Agendas and Planning Documents • Principal PD Reflection Comments | <ul style="list-style-type: none"> • Observation and Reflection Tracker • Magnet Department Site-Visit Summaries and Next Steps • Magnet Department Site-Visit Calendar with Agenda |
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SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (schoolwide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the schoolwide, sub group, or individual student level).
- The Restorative and Positive Practice Facilitator will serve as the coordinator for restorative practices school wide, inform the school administration of identified trends and challenges with regard to school discipline, and will serve as the facilitator with regard to the school's implementation of PBIS.
- Principals and school leadership teams will establish structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the Tier 1 and Tier 2 level.
- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- The Magnet Coordinator will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- "Safety Nets" (including Curriculum Service Provider, Instructional Data Intervention Specialist, Magnet Coordinator, Educational Technology Integration Specialist, alpha counselors, and Magnet Counselor) will all work with teachers, PLCs, and departments to support supplemental services in all areas as well as to support ELA and Math interventions.
- "Safety Nets" will also foster collaboration efforts with teachers to support the needs of the whole student.
- Students needing additional support will be referred to 21st CCLC tutoring before and after school.
- Writing Center will be available for all students to get help with writing in all content areas.
- Various data sets will be shared to all in order to determine appropriate strategies in instruction.
- MTSS and PBIS systems will focus on Tier I academic and behavior success.
- The leadership team will collaborate with district level support (Instructional PDAT, CRPI Department, TUSD Curriculum 4.0

- PDATs, New Teacher Mentors, Measurement and Assessment) to plan and deliver PD based on student academic needs.
- The leadership team will collaborate with community support (Grief/ Loss counselors, Good Will) to plan and deliver PD based on student behavior needs.
 - Site based mentoring and coaching for teacher professional growth (Instructional PDAT, CRPI Department, and TUSD Curriculum 4.0 PDATs) will support academic and behavioral student success.

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

Critical Focus Area Action Steps:

1. RTI sections will be scheduled, including five sections of Algebra I and three sections of Geometry to address Lower 25% of students who are deficient or underperforming in math.
2. Students in lower 25% in ELA will be required to attend tutoring in the Writing Lab here on campus and conference period every week.
3. Students identified on F-list or Lower 25% will be invited to participate in 21st Century Program to receive additional tutoring support in ELA and Math.
4. CSP and Integration Technology Specialist will use SchoolCity to develop supplemental supports including online resources.
5. PDAT, CSP and Data Instructional Coach will use data to identify lower 25% of students and refer to MTSS Team support.

Evidence of Progress

- Benchmark Data for Students Enrolled in RTI Sections
- Attendance to be Taken for Tutoring in Writing Lab and 21st Century Program
- MTSS Minutes and Follow-Up to Monitor Progress of Student Support Plans
- Data to Monitor Gains of Students Using Supplemental Supports (Formative, Summative Assessments and Benchmarks)

Critical Focus Area: High Functioning Professional Learning Communities

Critical Focus Area Action Steps:

1. PLCs meet at least once a week for the entire school year according to school calendar.
2. PLCs will plan, implement, and analysis CFAs for student standards mastery and growth.
3. PLCs will plan and implement next steps for student intervention and enrichment.
4. PLCs will lesson plan for culturally responsive instructional strategies and activities.
5. Principal (or AP) will ensure that PLC training is provided to teams to analyze student performance data from CFAs and District Benchmark Data.
6. Principal (or AP) will ensure that teachers are provided with training in planning and implementing data-driven instruction.
7. Principal (or AP) will ensure that the critical work of PLCs is driven by the four critical questions: What do we want students to learn? How will we know when they learn it? How do we respond when students are not learning? How do we respond when students have already learned it?

Evidence of Progress	
<ul style="list-style-type: none"> • Benchmark Data and Assessment • Teacher Lesson Plans • PLC Schedule • PLC Binders and Data Notebooks 	<ul style="list-style-type: none"> • PLC Agendas/Minutes • CFA and Benchmark Data Analysis • PLC Identified Strengths and Weakness • Walkthrough Data

SIAP Principle 4: Effective Curriculum
Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0
Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.
SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.
Actions to Address SIAP Indicator and to Achieve Goal(s): <ul style="list-style-type: none"> • Teaching TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC). • Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity. • Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials. • Magnet Coordinator walkthroughs to collect magnet theme integration of the curriculum and to determine support needed.
Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the scope and sequence. 2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum 4.0. 3. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity. 4. Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum 4.0 and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments. 5. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum 4.0 and the scope and sequence.

6. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 4.0 and the District's scope and sequence to the daily lesson plan.
7. Instruction leaders will work with teachers who show misalignment in their planning and daily instruction to ensure alignment.

Evidence of Progress

- Lesson Plans
- Common Formative Assessments
- Walkthrough Data
- PLC Agendas,/Minutes
- TUSD Curriculum 4.0 Unwrapped Standards

SIAP Principle 6: Family and Community Engagement

Needs Statement: Data to be submitted by School Community Services by September 15, 2017

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 SY, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.

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

- Families will be provided with training at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- Staff will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Staff will develop partnerships among families, communities, and schools that enhances student development and learning.
- Staff will establish lines of communication to families, community members, and organizations.
- Staff will participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning.

- Staff will develop and use social media structures to connect with students and families.
- Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
- Magnet Coordinator will establish at least one new formal partnership, as documented by a letter of support.
- Staff will participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning.
- Staff will develop and use social media structures to connect with students and families.
- 21st Century CCLC will offer parent classes including: portfolio nights, computer skills classes, and opportunities to work in our community garden and greenhouse project.
- Teachers will meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.

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

Critical Focus Area Action Steps:

1. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child's educational experience.
2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. College and Career Counselors will work with parents regarding Financial Aid and college applications.
5. The Badger Foundation will support students with graduation attire, scholarships, and extra-curricular fees.
6. Site Council will develop parent committees focusing on campus beautification, campus events (i.e. Get Sweet), teacher appreciation, and volunteering opportunities within the classrooms.
7. Staff will manage and maintain social medium to connect with families: Twitter, Instagram, Facebook, and School Website.
8. The Badger Foundation-Promotion will donate and become involved in the foundation to support student scholarships, activity fees, and graduation caps and gowns. Badger Foundation also donates for Teacher Appreciation recognition.

Evidence of Progress

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| • Parent Attendance Sheets | • Parent and Community Outreach Plan Quarterly Monitoring |
| • Parent Volunteer Attendance Sheets | • Leadership Team Meetings Agendas/Minutes |
| • Parent and Community Outreach Plan | • Parent and Community Outreach Data |
| • Site Council Minutes and Progress Monitoring of | • Updating Social Media and Monitoring of Views, Comments, |

Committees

- Sign-In Sheets for Volunteers

and any Feedback from End-Users

- Badger Foundation Minutes and Record of New Memberships

**Tully ES Magnet School Plan
Magnet Theme: Gifted and Talented
Tucson Unified School District**

Principal: Mary Morse												
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply								
X	School Wide		Targeted Assistance		X	Magnet		SIG		Project Elevate		Comprehensive Support & Improvement

TIMELINE						
8/25/17	10/5/17	12/21/17	3/15/18	5/18/18	TBA	TBA
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2018 AzMERIT	2018-2019 Plan Initial Submission

Comprehensive Magnet Plan (CMP) Integration Goal:

Each magnet school will show measurable progress towards integration as mandated by the USP.

Racially Concentrated: one racial/ethnic group is over 70%.

Neutral: neither racially concentrated, highly diverse, nor integrated.

Highly Diverse: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the District.

Integrated: no racial/ethnic group is over 70% and all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).

Comprehensive Magnet Plan (CMP) Achievement Goals:

To Be Determined

Achievement Data: See Appendix 1, Achievement Data Monitoring.

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

Integration: Providing Diversity, Excellence, and Equity
Needs Statement: Tully is currently integrated with all ethnicities falling within 15% of the district average enrollment. On the 40 th day of 2016-2017, Tully's student enrollment was 8% White, 15% African American, 65% Hispanic, 6% Native America, and 3% Asian American.
Goal(s): By the 40th day of the 2017-18 SY for K-5 grades, every racial/ethnic group will be within +/- 15 percent of the district average and no group will reflect more than 70 percent of the population in kindergarten, 1st, 2 nd and 3 rd grades.
Integration Indicator: Integration of Diverse Student Population
Actions to Address Integration Indicator and to Achieve Goal(s): <ul style="list-style-type: none"> • Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population. • Recruitment and marketing activities are planned and implemented by the District and the school. • The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials. • Tully will be part of the District Communication Department deployment of commercial media including television, print, and social media.
Critical Focus Area: Recruitment and Retention
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. The Magnet Coordinator/Instructional Coach will mail surveys to parents who live in the neighborhood that are not attending Tully and make personal contact and provide information to these families by fall 2017. 2. Tully staff will attend all recruiting events set by the magnet department, as well as other site based recruiting events throughout the year. 3. Leadership Team and Site Council will meet monthly to engage stakeholders in shared decision making regarding recruitment and retention. 4. Principal, Magnet Coordinator, and other support staff will meet with the Magnet Department regularly to review data, plan school initiatives and recruitment. 5. Attendance percentages in the three highest classrooms will be awarded as an incentive to students. School based events will be awarded for 75% of family attendance. 6. The Magnet Coordinator will follow up by making phone calls to preschools and to parents who are interested and give tours of school as requested. 7. Magnet Coordinator, principal, and family liaison will present to the neighborhood HOA and attend community events to pass

out brochures to interested families.

8. Magnet Coordinator and other staff will create recruitment events and attend those set up through the district and plan activities to attract families.
9. Magnet School Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.

Evidence of Progress

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| <ul style="list-style-type: none"> • Surveys • Calendar of Events • Attendance Documents and Agendas • Meeting Notes • Synergy Reports • Magnet Quarterly Reports • IAP, Leadership Team, and Site Council Attendance Documents | <ul style="list-style-type: none"> • Facebook • School Website • 40th Day Data • Application Data • Calendar of Events • School Surveys • Meeting Agendas / Minutes |
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The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2017-18 SY Magnet School Plan.

Principle 2: Effective Teachers and Instruction

Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 4: Effective Curriculum

Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Principle 6: Family and Community Engagement

Indicator 6.1: Our Staff has high expectations of learning for all students.

SIAP Principle 2: Effective Teachers and Instruction
<p>Needs Statement: An analysis of the 2017-18 AzMERIT shows a need to increase student achievement in math and ELA. ELA: Based on 2017 ELA data, 31.1% of Tully's students achieved proficient or highly proficient. Math: Based on 2017 math data, 38.6% of Tully's students achieved proficient or highly proficient</p>
<p>Achievement Goal(s): ELA: Achievement for all students will increase by 10% moving from ELA 31.1% proficient or highly proficient on 2017 to 41.1% proficient or highly proficient on 2018. Math: Achievement for all students will increase by 10% moving from 38.6% proficient or highly proficient in 2017 to 48.6% proficient or highly proficient on 2018.</p>
SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.
<p>Actions to Address SIAP Indicator and to Achieve Goal(s):</p> <ul style="list-style-type: none"> Principal and school leadership team follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits). Instructional leaders will provide teachers with written and oral feedback through walkthroughs and classroom observations using the Observation and Reflection model. My Learning Plan will track classroom visits to achieve inter-rater reliability among administrator and instructional specialists facilitating walkthrough visits. School PD calendar will support ongoing support for district initiatives (district supported with deployment of personnel and

resources).

- Ensure teachers' lesson plans include engagement strategies, questioning strategies, differentiation, Daily Five, Balanced Literacy and how students will receive immediate and authentic feedback.
- Daily quality Tier 1 instruction to include research based practices, such as EEI, and GATE strategies as evidenced in lesson plans and observations.
- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Teachers will participate in weekly grade level lesson plan meetings to plan quality Tier 1 instruction aligned to the TUSD Curriculum 4.0 and District's Scope and Sequence.
- Curriculum Service Providers will support classroom instruction through job-embedded professional development, coaching and feedback, co-teaching and planning oversight for all certified staff. This process will recycle.
- Teachers will be provided with ongoing professional development on Tier I instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies, critical thinking and cooperative learning structures.
- Implementation of PD learnings will be monitored by instructional leaders through review of lesson plans, common formative assessment data progress and weekly coaching cycles.
- Teachers will plan and implement Balanced Literacy and Daily 5 in all classrooms for ELA.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Staff representatives will attend PD for an increase in technology knowledge, use of social media and incorporate technology into daily instruction and plan for evidence of student mastery through projects and other products.
- GATE professional development will be planned and differentiated for teachers to ensure 30 hours of on-site training throughout the school year and facilitated by CSPs and the principal.

Critical Focus Area: Structured Systems for Monitoring Daily Instruction	
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. Lesson plan template will include the objective, target standards, engagement strategies, questioning strategies, GATE strategies and checks for understanding. 2. Instructional leaders will check teacher lesson plans weekly using a checklist and provide feedback. Lesson plans will be shared with instructional leaders on a weekly basis for feedback and review. 3. A walkthrough calendar will be followed by all Instructional Leaders to observe Tier I instruction on a weekly basis. 4. Staff needing additional assistance will receive regular support from the principal and CSPs to ensure the planning and implementation of quality Tier I instruction. 5. Curriculum Service Providers will review and meet with teachers on a weekly basis to review lesson plans and support Tier I instruction that reflects a GATE model. 6. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher. The teacher will reflect and choose one refinement that they can begin to implement immediately in their class. 7. Instructional leaders and teachers will document refinement and actions steps to incorporate identified refinements in daily instruction. 8. Instructional leaders will document all reflection sessions with teachers, set instructional goals and conduct follow-up observations. 9. Instructional leaders will schedule a time with the teacher to observe the refinements and action steps. 	
Evidence of Progress	
<ul style="list-style-type: none"> • Lesson Plans • School's Weekly Progress Report • Observation Tracker 	<ul style="list-style-type: none"> • Reflection Template • Calendar for Observations • Completed District Walkthrough Instrument
Critical Focus Area: Implementing Structure Systems within the Observation and Reflection Cycle	
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. The principal and Magnet Coordinator will attend nine (9) Magnet Department PD sessions during the 2017-18 SY that will focus on supporting quality Tier 1 instruction. These PD sessions will focus on how to effectively implement an Observation and Reflection Cycle that includes scheduling consistent walkthroughs, identifying one to two action steps, a reflection meeting with teacher, and a follow-up observation as part of an instructional leader's daily practice. 2. The principal and Magnet Coordinator will utilize an observation tracking system that documents all walkthroughs, reflection meetings, identified action step, and follow-up monitoring. 	

3. The principal and Magnet Coordinator will attend a two-day PD session titled “Teaching for Mastery of Learning.” This two-day session will take a deeper look at how to identify quality Tier 1 instruction that teachers should be planning and implementing to support quality Tier 1 instruction.
4. The principal and Magnet Coordinator will participate in seven (7) PD sessions that will be designed to take a deeper look at quality Tier 1 strategies that include: Gradual Release of Responsibility; Teacher Questions and Rigor to the Objective; Discussion Strategies and AVID; Collaborative Structures; and Providing Student Feedback.
5. The principal and Magnet Coordinator will work as a cadre with other magnet principals and coordinators to practice and to reflect on the Observation and Reflection Cycle and the observation tracker seven (7) times during the 2017-18 SY.
6. The principal and Magnet Coordinator will complete walkthroughs with the Magnet Department at least once a quarter to practice and to reflect on the Observation and Reflection Cycle and the observation tracker.

Evidence of Progress

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| • Magnet PD Calendar for Principal and Magnet Coordinator | • Observation and Reflection Tracker |
| • PD Agendas and Planning Documents | • Magnet Department Site-Visit Summaries and Next Steps |
| • Principal PD Reflection Comments | • Magnet Department Site-Visit Calendar with Agenda |

SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

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

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- The principal and school leadership teams have structured systems for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- The Magnet Coordinator will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- Data regarding the use of Imagine Learning will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report. Principal will review this data and determine and document next steps for individual teachers to ensure the program is being utilized to support student achievement.
- PD will be offered to all teachers to assist with how to incorporate Imagine Learning to support student achievement at the

Tier 1 and Tier 2 level.

- PD will be offered to all teachers to assist with how to utilize the data from Imagine Learning to identify individual student learning needs.
- Teachers will use small group instruction and utilize technology based interventions (Imagine Learning) for Tier 2 and Tier 3 support in both ELA and Math. A schedule will be developed to use available technology (lab and COWS) for Imagine Learning Software for Tier 2 and Tier 3 interventions.
- Teachers will use Guided Reading, small group instruction and Imagine Learning to support ELA. Tier 2 and Tier 3 students will meet daily for guided reading lessons.
- Teachers will develop Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams. Results from CFAs will drive instruction and Tier 2 interventions to ensure that all students mastery the standards.
- Language opportunities providing Sheltered English Language development and visual models will be provided to support all students including recently reclassified ELD strategies through delivery of quality Tier 1 instruction.

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

Critical Focus Area Action Steps:

1. Students in need of Tier 2 and Tier 3 instruction will receive additional services through district approved vendors in collaboration with classroom teachers.
2. Students classified as Tier 2 and Tier 3 will be targeted for after school academic services as designated by the site's 21st Century Community Learning Center.
3. Tier 2 and Tier 3 students will have progress monitored through evaluation of progress monitoring data trackers, common formative assessments, district benchmarks and state assessments.
4. Tier 2 and Tier 3 students will meet daily for guided reading lessons and small group targeted math instruction with teacher.
5. MTSS team will meet regularly to review student data and performance and analyze effectiveness of interventions and suggest additional interventions to support student learning.
6. Curriculum Service Providers will provide Tier 2 and 3 interventions in collaboration with and coaching of teachers in instructional practices.

Evidence of Progress

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| <ul style="list-style-type: none"> • Master Schedule • Guided Reading Group • Imagine Learning Data | <ul style="list-style-type: none"> • Imagine Learning Implementation Schedule • MTSS Schedule and Meeting Notes |
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Critical Focus Area: High Functioning Professional Learning Communities**Critical Focus Area Action Steps:**

1. PLCs will meet weekly, during the school day, for a 90 minute block.
2. PLCs will establish pacing calendars, create common formative assessments and review the data, discuss instructional strategies, set goals and maintain a PLC notes and Data binder.
3. PLCs will use the results from common formative assessments to share and to develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.
4. Lesson studies will be implemented to allow PLCs to plan a common lesson based on a particular standards and observe each other teach that lesson and provide feedback on strengths and reinforcements.
5. Professional Learning Communities will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery.
6. The principal and CSPs will guide and monitor PLCs, including review of common formative assessment data and strategies for intervention and enrichment.
7. PLCs will be self and leadership evaluated using the PLC rubric. Feedback will be provided during each evaluation cycle and support provided by the principal and CSPs.

Evidence of Progress

- PLC Schedule
- PLC Binders and Data Notebooks
- PLC Agendas/Minutes
- Lesson Plans and Unit Plan Aligned to TUSD Curriculum 4.0
- TUSD PLC Rubric

SIAP Principle 4: Effective Curriculum
Needs Statement: Results of student achievement on the AzMERIT indicate a need plan and to implement standards-based units of instruction as aligned to the Districts standards-based scope and sequence and TUSD Curriculum 4.0.
Goal(s): Implement the TUSD Curriculum 4.0 and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.
SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.
Actions to Address SIAP Indicator and to Achieve Goal(s): <ul style="list-style-type: none"> • Teachers will implement the TUSD Curriculum 4.0 with fidelity (Curriculum 4.0 Lead Teacher Initiative/ PLC). • Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum 4.0 with fidelity. • Teachers will meet in PLC teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials. • Instructional leaders will review lesson plans and observe lessons during walkthroughs and classroom visits to ensure that opportunities for students to personally connect with the curriculum is evident in various content areas. • Instructional Leader will work with PLCs in planning instruction that provides opportunities for students to connect with the curriculum. • Teachers and instructional leaders will support and encourage students and families in taking advantage of TUSD's diverse schools through school choice, Gifted and Talented Education (GATE) programs, and share what Advanced Learning Opportunities, Career & Technical Education, children can partake in as they move forward in their educational experience with TUSD.
Critical Focus Area: Plan and implement the TUSD Curriculum 4.0 for all grade levels and content areas.
Critical Focus Area Action Steps: <ol style="list-style-type: none"> 1. PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum 4.0 and the scope and sequence. 2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum 4.0. 3. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity. 4. Instructional leaders will work with PLCs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum 4.0 and the scope and sequence is aligned to instruction,

common formatives, and benchmark assessments.

5. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum 4.0 and scope and sequence.
6. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 4.0 and the District's scope and sequence to the daily lesson plan.
7. Instruction leaders will work with teachers who show misalignment in their planning and daily instruction to ensure alignment.

Evidence of Progress

- | | |
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| <ul style="list-style-type: none"> • Lesson Plans • Common Formative Assessments • Walkthrough Data | <ul style="list-style-type: none"> • PLC Binders and Data Notebooks • TUSD Curriculum Unpacked Standards • Site Task Analysis Guides |
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SIAP Principle 6: Family and Community Engagement

Needs Statement: Data to be submitted by School Community Services by September 15, 2017

During the 2016-17 SY, School Quality Surveys administered to parents at [xxx] school indicated a [xxx] Overall Satisfaction rating.

Overall, [xxx] applications for magnet enrollment were received for the 2017-18 SY, a (n) [increase/decrease] of [xxx] percent from the previous year.

Goal(s):

- By the end of the 2017-18 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and Community Partnership Related Questions, Leadership Related Questions, and Overall Satisfaction ratings will rise by a minimum of 3% on the School Quality Survey.
- Parent and community outreach will result in an increase of 3% or greater in the number of applications submitted to School Community Services by the close of the third lottery draw.

SIAP Indicator 6.1: Our staff has high expectations of learning for all students.

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

- Tully will hold at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.
- The Magnet Coordinator (or staff representatives) will participate in community events, including but not limited to; Healthy South Tucson Coalition, John Valenzuela Youth Center, Southern Arizona Optimist Club, Casa Maria, Southside Presbyterian

Church community.

- Families will be included as participants in school decisions, governance, and advocacy through Site Council and other school committees.
- The Magnet Coordinator (or staff representative) will coordinate resources to support students and families with basic needs.
- The Magnet Coordinator (or staff representative) will coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
- The Magnet Coordinator (or staff representative) will develop partnerships among families, communities, and schools that enhance student development and learning.
- The Magnet Coordinator (or staff representative) will establish lines of communication to families, community members, and organizations.
- Staff will participate in District training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning.
- Staff will develop and use social media structures to connect with students and families.

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

Critical Focus Area Action Steps:

1. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child's educational experience.
2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. The principal will participate in a monthly Cafecito focused on Family Curriculum and Development Workshops.
5. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site based employees to coordinate efforts for parent, community, and partnership engagement.
6. The Magnet Coordinator will establish at least one new formal partnership, as documented by a letter of support.

Evidence of Progress

- | | |
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| <ul style="list-style-type: none"> • Parent Attendance Sheets • Parent Volunteer Attendance Sheets • Parent and Community Outreach Plan | <ul style="list-style-type: none"> • Parent and Community Outreach Plan Quarterly Monitoring • Leadership Team Meetings Agendas/Minutes |
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