APPENDIX II – 32

MAGNET-RELATED PLANS, INITIATIVES, AND ACTIVITIES

The District's implementation of the Comprehensive Magnet Plan (CMP) and individual Magnet Site Plans (MSPs) does not occur in isolation: a myriad of District plans, initiatives, and activities support the goals and objectives of the CMP and MSPs. The District supports efforts to improve integration and academic achievement at its magnet and transition schools through the implementation of more than a dozen related initiatives and efforts:

1. the open enrollment/magnet application and selection process (*see* Section II.C);

2. the Marketing, Outreach, and Recruitment (MORE) Plan (*see* Section II.D);

3. the Coordinated Student Assignment (CSA) committee (*see* Section II.F);

4. magnet priority in teacher recruiting and hiring (*see* Section IV.A);

5. teacher support programs, including teacher mentors, teacher support plans, and teacher evaluations designed to enhance student engagement and teacher effectiveness (*see*, generally, Section IV.B);

6. the ALE Access Plan, including the implementation of the District's Two-Way Dual Language (TWDL) program (*see* Sections V.A and V.B);

7. the Dropout Prevention and Graduation (DPG) plan, including implementation of the Multi-Tiered System of Supports (MTSS) (*see* Section V.D.1);

8. the implementation of Culturally Relevant Courses and Culturally Responsive Pedagogy and Instruction (*see* Section V.E);

9. efforts to reduce discipline and keep students in the classroom where learning occurs (*see*, generally, Section VI);

10. the Family and Community Engagement (FACE) Plan (*see* Section VII);

11. priority in the allocation of facility and technology resources to support magnet themes and magnet school attractiveness (*see*, generally, Section IX);

12. efforts to build and enhance the capacity of school staff and leadership to utilize technological tools to improve educational outcomes through the Evidenced Based Accountability System (EBAS) (*see* Section X.A);

13. and Title I School Integrated Action Plans (SIAPs; *see details, below*).

**ALIGNMENT BETWEEN MAGNET SCHOOL PLANS (MSPs)
AND SCHOOL INTEGRATED ACTION PLANS (SIAPs)**

Each school's leadership team worked in close collaboration with the Magnet Department and Title I because every magnet school is also a Title I school. Therefore, all MSPs followed the "Principles and Indicators" found in the Arizona Department of Education School Integrated Action Plan (SIAP) for Title I schools. District staff "cross-walked" relevant information, objectives, and strategies, from the MSPs with the following SIAP Principles and Indicators:

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

The District closely aligned each magnet school's MSP and SIAP, and worked to maximize shared resources between both plans. Staff members also worked to develop actions in each MSP to address integration indicators and achieve integration goal(s), including critical focus areas and action steps. Staff conducted site-specific needs analyses and used those evaluations to create site-specific integration goals in accordance with USP guidelines. In addition to the integration portion of each MSP, the District's marketing plan complemented the outreach and recruitment needs of the campuses and the District customized its marketing efforts to suit the needs of each magnet school (see section II.D., below).

Each site included family engagement activities and strategies in its MSP, but described those activities and strategies with more specificity in its SIAP (see sample SIAP, below). To ensure continuous monitoring, evaluation, and improvement, site teams evaluate SIAP and academic progress in December and January each year to evaluate the effectiveness of SIAP and MSP efforts and to make appropriate adjustments where necessary. While successful implementation of the MSPs for each magnet site is critical to improving the likelihood of each magnet school's success, the District does not rely solely on the MSPs to improve educational outcomes or enhance integration. MSPs are part of a broad, multi-faceted approach that relies on the synergy between MSP implementation and other District plans and initiatives. Thus, the District developed the 2017-18 MSPs to help magnet sites continue to   make progress toward integration and academic achievement within the context of other USP and non-USP activities that also contribute to the success of magnet schools and programs.

SAMPLE SCHOOL INTEGRATE ACTION PLAN (SIAP) for BONILLAS TRADITIONAL MAGNET ELEMENTARY SCHOOL

SCHOOL INTEGRATED PLAN/MAGNET PLAN
TUCSON UNIFIED SCHOOL DISTRICT

Bonillas Traditional Magnet School
July 2017 to June 2018

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

7/23/2017	10/5/17	10/5/17	12/21/17	1/10/18	3/15/18	5/18/18	June 2018	TBA
SIAP 2017-2018 Plan Submission Deadline	Quarter 1 Site Data Review	Quarter 1 Site Plan Review	Quarter 2 Site Data Review	Submit mid-year Plan Update	Quarter 3 Site Data Review	Submit EOY Plan Update	Review of State Summative Data	2018-2019 Plan Initial Submission

Integrated School Action/Magnet Plan - Bonillas   1

GENERAL INSTRUCTIONS

All schools need to complete their Comprehensive Needs Assessment prior to developing the Integrated Action Plan. Magnet schools will include the following principals in their plan and include an action plan for integration:

Principle #2: Effective Teachers and Instruction – Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasized evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

Principle 4: Effective Curriculum – Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and school adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable, and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Principle 6: Family and Community Engagement – Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reSIAProcal partnership among families, communities, and schools that reflects a shared responsibility to foster children's development and learning.

Integration: Providing Diversity, Excellence and Equity
Our Commitment: Tucson Unified is fundamentally committed to the principles of integration, diversity, and racial equity. Magnet Schools support this commitment.

The Unitary Status plan provides the following definition for a racially concentrated school:
1. Racially Concentrated School. A racially concentrated school is any school in which any racial or ethnic group exceeds 70% of the school's total enrollment, and any other school specifically defined as such by the Special Master in consultation with the Parties.

An integrated school is defined in the following way by the Unitary Status Plan:
2. Integrated School. An integrated school is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment.

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Due Date: By Sunday, July 23, 2017

Please submit your Draft IAP and completed CNA electronically via email by Sunday, July 23, 2017, to your leadership team director and Title I Coordinator.

TUSD central coordinators will populate this information into the ADE ALEAT system. This is intended to be a draft document with more site stakeholder review and engagement as the year progresses. More information about follow up processes is forthcoming.

Remember:

- Your IAP has limited characters for action steps and descriptions when uploaded to the ALEAT system. This is noted on the planning template.
- The Magnet Plan does not have limited characters for action steps and descriptions

Magnet/IAP Planning Guide: Refer to the Magnet/IAP Planning Guide as a roadmap to develop your Magnet Plan and IAP

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TUSD

EXECUTIVE SUMMARY

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

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

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

Principles:

1. **Effective Leadership** – Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

2. **Effective Teachers and Instruction** – Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasized evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

3. **Effective Organization of Time**– Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers

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have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

4. **Effective Curriculum** – Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and school adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable, and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

5. **Conditions, Climate, and Culture**– Inclusive schools are conducive to student learning, fulfillment, and well-being, as well as professional satisfaction, morale, and effectiveness. Students, parents, teachers, administrators, and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding Principles. School conditions, climate, and culture are impacted by the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.

6. **Family and Community Engagement** – Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reSIAProcal partnership among families, communities, and schools that reflects a shared responsibility to foster children's development and learning.

Bonillas Traditional Magnet Elementary School: MAGNET GOALS 2017-18 SY:
1. Bonillas Traditional Magnet School will earn a state letter grade of B (minimum points not yet determined by state), as defined by the state grading system.
2. Students at Bonillas Traditional Magnet Elementary School will score higher than the state median in reading and math
3. Students at Bonillas Traditional Magnet Elementary School will show academic growth that is higher than the state median growth in reading and math.
4. The growth of the bottom 25% of students at Bonillas Traditional Magnet Elementary School will be higher than the state median growth.
5. The achievement gap between racial groups at Bonillas Traditional Magnet Elementary School will be less than the achievement gaps in other schools in the District.

Bonillas Traditional Magnet Elementary School: INTEGRATION GOAL:
1. By the 40th day of the 2017-2018 SY, the Hispanic enrollment in Kindergarten will be no more 70%. The White and African American enrollment will be maintained to meet the USP definition as reported on the Mojave/Synergy student tracking system.

Principle 2: Effective Teachers and Instruction
Strategic Plan Alignment: Curriculum, Communication, Assessment, Diversity

NEEDS STATEMENT: *What does the data tell you about student needs? Evaluate overall as well as subgroups.*
Based on the 2017 AzMERIT ELA and Math scores, Bonillas Traditional Magnet Elementary School is showing that 30% of our 3rd-5th Grade students are proficient in ELA standards and 38% are proficient in Math standards. DIBELS scores indicate a need for improvement in Kindergarten Core 66%, 1st Grade Core 52%, 2nd Grade Core 50%, 3rd Grade Core 46%.
Data from Spring 2016-2017 SchoolCity Benchmarks show overall the Hispanic subgroup, which is our largest subgroup, proficency in ELA for 2nd grade 32%, 3rd Grade 26%, 4th Grade 33%, 5th Grade 42% and proficency in Math for 2nd grade 66%, 3rd Grade 40%, 4th Grade 43% and 5th Grade 48%. There are no signficant gaps between the overall performance of all students and the Hispanic subgroup. Our number of African American students is less than 10 at each grade, which doesn't provide enough data to make conjectures regarding student performance overvall.

Root Cause: *What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.*
(Root Causes need to be internal locus of control) Students have a wide variety of academic needs to meet proficiency levels, therefore, creating grade level/classroom gaps. Teachers struggle to provide differentiated instruction to meet the wide variety of student academic needs. In addition grade level planning needs to be data and standard driven using a variety of tools such as bi-weekly SchoolCity Common Formative Assessments, lesson plans that reflect DOK levels and differentiated strategies, and PLC data notebooks.

DESIRED OUTCOMES/SMART GOAL: *This is where you create smart goals for academic achievement based on student data. Be certain to address overall and sub-group including your lower 25% groups.*

ELA: Achievement for all students will increase by 10% moving from ELA 30% proficient or highly proficient on 2017 AzMERIT to 40% proficient or highly proficient on 2018 AzMERIT.

MATH: Math achievement for all students will increase by 10% moving from 38% proficient or highly proficient on 2017 AzMERIT to 48% proficient or highly proficient on 2018 AzMERIT.

ENGLISH LANGUAGE DEVELOPMENT: English Language proficient reclassification will increase by 7% moving from 13% reclassification as proficient in 2017 to 20% reclassification as proficient in 2018, as measured by AZELLA.

LOWER 25% SUB- GROUPS: Achievement for students that fall in the lower 25% and all subgroups will increase by 10% in both ELA and Math. Disparity between subgroups performance in ELA and Math will decrease at all grade levels.

ATTENDANCE: Increase attendance by 2% moving from 93.46 % in SY 16-17 to 95.46 % in SY 17-18.

GRADUATION RATE (HIGH SCHOOLS):

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

STRATEGY DESCRIPTION:
- Ensure teachers' lesson plans include engagement strategies, questioning strategies, differentiation, Daily Five, Balanced Literacy and how students will receive immediate and authentic feedback.
- Instructional Leader will provide teachers with written and oral feedback through walk-throughs 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.
- 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 focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies and cooperative learning structures.
- Implementation of 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.
- Grade Level Common Formative Assessments for units developed in PLC/Grade Level Teams
- Certified Highly Qualified teachers instructing ELA and MATH in K-5.
- Additional certified teachers to strategically reduce class size (below 27-1 or 24-1 ratio) at certain grade levels, to support classroom instruction
- Teaching Assistants at each grade level that are trained to work with students and support the classroom teachers while they pull groups of students for individualized small group instruction, and Tier 2 and Tier 3 interventions.
- Daily Instruction to include research based practices, such as EEI, as evidenced in Lesson plans and observations

- Provide sheltered English language development and visual models to support all students including recently reclassified ELL students.
- Job-Embedded Professional Development, Coaching and Feedback provided to all certified staff.
- Attend PD for increase in technology knowledge use of social media
- Weekly grade level lesson plan meetings to prepare data and standard driven lesson plans.

1. Action Step: Implement School Reform

DESCRIPTION

REFORM MODEL:

Bonillas Basic Curriculum Magnet School's comprehensive reform model is directly related our magnet theme of traditional academics using AZCCRS. Bonillas' students focus on high expectations for academics and behavior for student achievement. Our school will use guided reading beginning in kinder through 5th grade with our new Scholastic Guided Reading Leveled Book Program. Primary grades will only use the Open Court supplemental program to support phonics development in grade K-2. Bonillas' students will also receive math instruction using the EngageNY resource. Small group instruction in both reading and math are an integral part of our program to ensure that all students are successful. Another major piece of our reform model is the structured weekly PLC model. This PLC model requires teachers to meet two hours per week to develop common assessments, lesson plan using task analysis, and group students for interventions based on the data they have gathered. Assessments are given weekly, monthly, and quarterly to gauge student growth. Teachers will also participate in peer observations and lesson studies throughout the year to optimize instructional practices. Student achievement is directly related to family engagement in their child's education. Therefore Bonillas places a strong emphasis on family engagement and character development. As a Character Counts school, we focus on the six character traits and these traits are reinforced in classroom lessons and throughout the school environment. The PTC actively plans quarterly events to engage our families both socially and academically.

Along with our first priority of a climate of high expectations is using the MTSS system throughout the school. The MTSS framework is a multi-tiered approach to providing services and interventions to all learners at increasing levels of intensity. This process is used to make decisions about general, remedial, and special education students, creating a well-integrated system of instruction that is guided by student outcome data. As part of this model, teachers refer students that have already received documented interventions for further assistance and/or evaluation. We provide multi-tier interventions for our students. Tier 1: rigorous foundational instruction occurs within the general education classroom. Instruction is differentiated based upon the needs of students. Tier 2: targeted interventions occur after the whole class has been screened, differentiated curriculum interventions been tried, and students are still having difficulty. These interventions are provided by either the teacher

or interventionists in the classrooms. Classroom reduction is a very important piece of our Tier 1 and Tier 2 interventions. Tier 3: students receive intensive support followed up with a case advocate from the MTSS and may be further reviewed for evaluation if needed.

Another element of Bonillas Basic Curriculum School's reform model is the implementation of strategic class size using average student to teacher ratio of 27:1. Strategic Class size will be leveraged across the school in multiple ways. These include teachers providing high quality rigorous tier 1 classroom instruction optimizing student access to high quality curriculum with classroom teachers providing timely additional support in a manner that is on-going, fluid and flexible. Strategic class size will also be used to support attendance, student matriculation, and behavior through a focus on building strong school to student and family relationships and connections. The Strategic Class size further supports our Reform Model by supporting student safety and security. Reduced class size allows the teacher to keep students actively engaged and reduce discipline issues that may disrupt learning.

Measures, Success Criteria, Evidence
Reform model artifacts and structures are in place and evident. Staff awareness and proficiency with the major reform initiatives. Community knowledge of the reform model.

2. **Action Step Title (IAP 50 Character Limit):** Teachers' daily lesson plan template ensures that quality Tier 1 instruction is **planned** for and implemented.

DESCRIPTION – (IAP 1000 Character Limit)
- A lesson plan template will be used by all teachers that 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.
- 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.

Measures, Success Criteria, Evidence:
Lesson Plans,

3. **Action Step Title (IAP 50 Character Limit)** Walk-through data will be used to address instructional tends challenges and refinements for Tier 1 instruction.

DESCRIPTION – (IAP 1000 Character Limit):
- 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.

- Instructional Leaders will schedule walkthroughs and reflection meetings on a two-week cycle in order to observe and meet with each teacher minimally 2 times per month.
- Instructional Leaders will maintain an observation log with action steps for each teacher.
- Instructional Leaders and teachers will document refinement and the actions steps to incorporate identified refinements in daily instruction.
- Instructional leaders will schedule with the teacher a time to observe the refinements and action steps.
- Feedback cycle will continue.

Measures, Success Criteria, Evidence: Observation log; Reflection Template; Two-week calendar for observations; Lesson Plans; District Walkthrough Instrument

4. **Action Step Title (50 Characters):** Professional Development to Support and enhance Tier 1 Instruction

DESCRIPTION – 1000 Characters:

- Using walkthrough trend data and District walk through data, trends will be identified for strengths and refinements. Areas of refinements that are in most need will be topics for professional development.
- Professional development will be designed and implemented on District PD Wednesday.

Measures, Success Criteria, Evidence: PD Sign in Sheets, District Walkthrough Instrument, Trend Data

5. **Action Step Title (50 Characters):** Implementation of Strategic Class Size

DESCRIPTION -1000 Characters
- Strategic Average Class Size of 27 (2-5) and 24 (K-1) is used to support differentiated instruction and strategic groupings within classrooms.
- At key grade levels, additional classroom teachers are staffed to reduce class size even further to support differentiated instruction.
- Teachers use a variety of instructional delivery methods, including small group instruction that is differentiated for each group of learners.

- Teaching assistants at each grade level will support implementation by assisting students not working directly with the teacher in order to ensure teacher has the opportunity to give 100% attention to the students they are working with at the time.
- Instructional Leaders will observe implementation of small group instruction and provide feedback to teachers that will allow them to refine their practice.

Measures, Success Criteria, Evidence: Observation log, Reflection Template; Class Rosters, Schedule for Teaching Assistants

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

STRATEGY DESCRIPTION:

- Teachers will use small group instruction and utilize technology based interventions (Imagine Learning) for Tier II and Tier III, support in both ELA and Math. A schedule will be developed to use available technology (lab and COWS) for Imagine Learning Software for Tier II and Tier III interventions.
- Highly functioning MTSS teams focused on academic performance data (school wide, grade level, classroom level Tier 1,2 and, 3 recommendations as a response to data at the school wide, sub group, or individual student level)
- Teachers will use Guided Reading small group instruction and Imagine Learning to support ELA. Tier II and Tier III student will meet daily for guided reading lessons.
- Bottom 25% of students will be placed in classrooms where instruction is highly effective and receive instruction additional support in small group with the highly effective classroom teacher.
- Utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.

1. Action Step Title (IAP 50 Character Limit): PLCs embedded in the school day for each week for at least 60 minutes.

DESCRIPTION – (IAP 1000 Character Limit): Teachers will engage in the PLC process weekly to clarify the essential learning for each units of instruction as determine by the District's 4.0 Curriculum 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.

Measures, Success Criteria, Evidence: PLC Schedule, PLC Binders and Data Notebooks, District 4.0 Curriculum Scope and Sequence.

2. Action Step (50 Characters): Professional Learning Communities will Share and Develop Effective Instructional Strategies

DESCRIPTION-1000 Characters:

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

Measures, Success Criteria, Evidence: PLC Schedule, PLC Binders and Data Notebooks, Lesson Study Planning Template, Lesson Study Schedule

3. Action Step Title (IAP 50 Character Limit): Strengthen Tier II Strategies and Interventions

DESCRIPTION – (IAP 1000 Character Limit)

- Teachers will use Guided Reading, small group instruction, and Imagine Learning to support math and ELA.
- Tier II and Tier III student will meet daily for guided reading lessons and small group targeted math instruction with teacher, while teaching assistants support the management and learning of students not working directly with a highly effective classroom teacher at the moment.
- MTSS team will meet regularly to review student data and performance and analyze effectiveness of interventions and suggest additional interventions to support student learning.

Measures, Success Criteria, Evidence: Master Schedule, Guided Reading Groups, Imagine Learning Data, Imagine Learning Implementation schedule , MTSS Schedule and Meeting notes

STRATEGY TITLE (50 Characters): Move on When Reading Support

STRATEGY DESCRIPTION:

Bonillas supports Arizona's Move on When Reading with Additional Instructional Support and Progress Monitoring

Action Step Title (50 Characters): On-Going Assessment & Monitoring

DESCRIPTION – 1000 Characters

- All student's grades K-3 is monitored using the DIBELS benchmark assessment at least three times per year.
- Students needing additional support are monitored using DIBELS progress monitoring assessments.
- Students grades 2-5 participate in the District Quarterly Benchmark System (School City)

Measures, Success Criteria, Evidence:

School and classroom student assessment record, site/district benchmark data, DIBELS

Principle 4: Effective Curriculum
Strategic Plan Alignment: Curriculum, Diversity

NEEDS STATEMENT: *What does the data tell you about student needs? Evaluate overall as well as subgroups.*
Results of student achievement tests AZ Merits & TUSD Benchmarks indicate variances in the delivery of grade level curriculum.

Root Cause: *What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.*
(Root Causes need to be internal locus of control)
Teachers need to adapt to current grade level standards and simultaneously provide grade level instruction using the TUSD adopted curriculum 4.0 (Texts, Resources, Pacing Guides, Calendars, *and Common Lesson Plan Templates*). They also need to provide differentiated instruction to meet the wide variety of student academic needs.

DESIRED OUTCOMES/SMART GOAL:
By the end of 2018, grade/content level teachers will have a common understanding of Grade level standards and how to use TUSD curriculum 4.0 resources to support implementation. Implementation progress/growth will be monitored using TUSD SchoolCity benchmark data

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

STRATEGY DESCRIPTION:
- PLCs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by the TUSD Curriculum 4.0 curriculum maps and scope and sequence.
- Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum 4.0.

1. Action Step Title (IAP 50 Character Limit): Implement the TUSD Curriculum 4.0 for each grade level and content area.

DESCRIPTION – (IAP 1000 Character Limit):
- PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 4.0 and implement the curriculum standards with fidelity. 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 visit to ensure the alignment of TUSD Curriculum 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.

Measures, Success Criteria, Evidence:
Lesson plans, Common Formative Assessments, Walkthrough data, PLC Binders and Data Notebooks, Curriculum 4.0 pacing calendars, Task Analysis forms,

2. Action Step Title (IAP 50 Character Limit): Implement Culturally Relevant and Rigorous Curriculum

DESCRIPTION – (IAP 1000 Character Limit):
- 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.

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- 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.

Measures, Success Criteria, Evidence:
Lesson plans, Common Formative Assessments, Walkthrough data, PLC Binders and Data Notebooks, Curriculum 4.0 pacing calendars, Task Analysis forms,

Complete the following Principal to justify Title I FTE: Drop-Out Prevention Specialist, Drop-Out Coordinator, Counselor, and Dean of Students

Principle 5: Conditions, Climate and Culture

NEEDS STATEMENT: *What does the data tell you about student needs? Evaluate overall as well as subgroups.*
Based on our MTSS data, our students require support in the areas of academic achievement and personal/social development in order to ensure they become the productive, well-adjusted students that will be conducive to high levels of learning.

Root Cause: *What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.*
(Root Causes need to be internal locus of control)
Problems with families and friends, social anxiety, depression, loneliness, stress, adjusting to new changes, high rigorous curriculum, low self-esteem, loss.

DESIRED OUTCOMES/SMART GOAL:
Bonillas Traditional Magnet School will offer services to fully support the academic and social needs of all our students.

STRATEGY INDICATOR#: 5.5 Our school continues to offer services to fully support the academic and social needs of students.

STRATEGY DESCRIPTION:
- School Counselor, Student and Family Support Liaison, and all Stakeholders will plan interventions for all Tiers to support students in academics and social success.

- The Multi-Tiered System of Support (MTSS) framework-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.

1. Action Step Title (IAP 50 Character Limit): Implementation of Positive Behavior Supports

DESCRIPTION – (IAP 1000 Character Limit)
- Positive Behavior Supports is 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.
- School Counselor is used to support our students in the areas of academic achievement, personal/social development and career development, ensuring they become the productive, well-adjusted students that will be conducive to high levels of learning.
- 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 data during both instructional and non instructional times throughout the day and bring evidence back to MTSS team to make decisions on how to move forward.

Measures, Success Criteria, Evidence:
Improved discipline and referral data, School Quality Survey Data, Improved Student Achievement, MTSS minutes and data, Parent and Teacher Communication Log on Synergy.

Principle 6: Family and Community Engagement
Strategic Plan Alignment: Diversity, Finance, Communication
NEEDS STATEMENT: *What does the data tell you about student needs? Evaluate overall as well as subgroups.*
We need to increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services. Family Engagement Events typically have low participation rates with less than 50% of parents attending parent curriculum events.

Root Cause: *What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.*
(Root Causes need to be internal locus of control)
Economic stress on families make it difficult for many parents to fully participate in school events. Families are highly mobile. Families' engagement in academic focused events may not be a priority.

DESIRED OUTCOMES/SMART GOAL: In order to engage more families and create stronger school-community relationships, every parent will have had at least 2 meaningful personal forms of engagement or communication with the school during the 2017-2018 school year. Our Student and Family Support Liaison will work closely with school staff, families, and communities to ensure that families' needs are met in order for them to be active participants in their students' academic progress.

STRATEGY TITLE #1: (IAP 50 Character Limit): 6.1 Our Staff has high expectations or learning for all students.

STRATEGY DESCRIPTION #1:
- Coordinate at least two 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.

1. **Action Step Title (IAP 50 Character Limit):** To develop partnerships among families, communities, and schools that enhances student development and learning.

DESCRIPTION – (IAP 1000 Character Limit):
- Monthly Cafecito with the Principal focused on Family Curriculum and Development Workshops
- Student and Family Support Liaison actively involved in recruiting and planning daily/monthly Family Workshops and meetings.
- District Parent Involvement Policy & Site School Parent Policy distributed systematically to every parent. (Document how/when done).
- Parent's Right to Know Letter – Notification to families about their right to know qualifications of staff providing instruction to their student. (document dates and methods of distribution).
- Non Appropriately Certified Notification – after 4 weeks of continuous instruction by a non-appropriately certified staff, parents of affected students are informed via note/letter home. (Retain copies of letters, document the dates and the process of distribution include when families received notification(s).

- School Compact distributed to every parent during Fall Parent Conference and no later than October 5, 2017, or upon student enrollment. Parent Compact Committee reviews and revises the Compact no later than Spring for the next academic year. (Meeting Minutes)
- Title I Annual Meeting – Sharing of Academic Data, Curricular, Grade Level Expectations.
- Maintain Student and Family Support Liaison to assist families with resources and encourage them to be active participants in their child's educational experience.

Measures, Success Criteria, Evidence: Parent attendance sheets; parent volunteer attendance sheets

STRATEGY TITLE #2: (IAP 50 Character Limit): 6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.

STRATEGY DESCRIPTION #2:
- Inform teachers, staff, parents and the community of the Magnet Plan that is designed to increase student achievement.
- Assemblies, Professional Developments and Cafecitos to recognize child, community and/or staff accomplishments.
- Strategize attendance dilemmas, family check-ins, home visits.
- Recruiting accurate configuration for Kindergarten.

1. **Action Step Title (IAP 50 Character Limit):** Establish lines of communication to families, community members, and organizations.
   - **DESCRIPTION – (IAP 1000 Character Limit):**
- 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).
- School Quality Survey - Students, Teachers, Parents provide overview of culture, climate, and perceptions from a variety of perspectives
- Parent Conferences twice per year – Fall and Spring
- Parent Teacher Committee established, meeting quarterly, evidenced by sign in sheets, agendas, notifications
- Academic Family Engagement Activities and events scheduled at least quarterly,
- USP & Family Engagement Center Support Events & Notifications- evidenced by Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters
- Review of GSRR with staff and families/guardians

Measures, Success Criteria, Evidence:
School Quality Survey Data, Outreach Data – Parent Link, Newsletters, Family Engagement Calendars & Outreach Documentation, USP Family Event Records, Meeting/Training Agendas & Sign-In Sheets, PTO Records, Parent Conference Records.

Magnet Plan Only

Integration: Providing Diversity, Excellence and Equity

NEEDS STATEMENT: *What does the data tell you about student needs? Evaluate overall as well as subgroups.*
Bonillas Traditional Magnet School is currently identified as a Racially Concentrated School due to having more than 70% of our total population being from one ethnic group (Hispanic). We have worked and will continue to work to recruit a diverse group of students to attend our school to balance the racial composition. During the 2016-2017 school year our incoming Kindergarten class met the requirements for being integrated, and we look to replicate that this year and move to becoming an integrated school.

Root Cause: *What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.*
(Root Causes need to be internal locus of control)
Our schools surrounding area is predominately Hispanic. therefore our efforts in recruiting Magnet Students is to focus on attracting non Hispanic students to our school.

DESIRED OUTCOMES/SMART GOAL:
By the 40th day of the 2017-2018 SY, the Hispanic enrollment in Kindergarten will be no more 70%. The White and African American enrollment will be maintained to meet the USP definition as reported on the Mojave/Synergy student tracking system

STRATEGY TITLE #1: Integration

STRATEGY DESCRIPTION #1: 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.

1. **Action Step Title :** Processes and Stakeholder Engagement for Recruitment and Retention

DESCRIPTION – (IAP 1000 Character Limit)
- Bonillas kindergarten teachers will create "kinder" care packages and hand out to preschool kids during preschool visits or site-based recruiting events.

- 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 by Fall 2017.
- Bonillas staff will attend all recruiting events set by the magnet department, as well as other site based recruiting events throughout the year.
- Leadership team and Site Council will meet monthly to engage stakeholders in shared decision making regarding recruitment and retention.
- Principal, magnet coordinator, and other support staff will meet with the Magnet dept. regularly to review data, plan school initiatives and recruitment.
- 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.

Measures, Success Criteria, Evidence:
Preschool list, kinder packages, surveys, calendar of events, sign-ins and agendas, meeting notes, Synergy reports, Magnet reports, IAP, Leadership team and site council sign-ins, agendas, minutes, Facebook, school website

2. **Action Step Title (IAP 50 Character Limit):** Recruitment Activities

DESCRIPTION – (IAP 1000 Character Limit):
- A minimum of 10 preschools will be identified with the desired demographics and staff delivers brochures to those preschools.
- 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.
- 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.

Measures, Success Criteria, Evidence:
40th day data, Application data, 100th day data; calendar of events, sign-in sheets, school surveys

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

The site administrator agrees to do the following:
- ✓ Use only evidence-based strategies aligned with the needs assessment.
- ✓ Provide opportunities for all children to meet rigorous state and advanced levels of academic achievement.
- ✓ Create specific plans to assist transition of students between pre-school & elementary school and beyond.
- ✓ Coordinate federal, state, and local services and programs and align resources based upon prioritized needs.
- ✓ Align all site resources including the budget with the plan and evaluate the plan annually.
- ✓ Retain documentation of planning, implementation and evaluation on site (7 years minimum).
- ✓ Provide parents with all required notices including, "Right to Know," "Non-Appropriately Certified," and "District Parent Involvement Policy."

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Program Evaluation

Title I Regulations require Title I school-wide schools to annually evaluate program implementation and results. The evaluation findings and recommendations identify the parts of the school-wide plan that have been implemented effectively, ineffectively, or not at all. The school must revise the plan as necessary based on these results. As a district implementing the PLC Model, please review your data and update the needs assessment quarterly. Please note that the ADE reads the updates and for Magnet and SIG schools, these updates are shared in additional reports. It is important for these questions to be fully answered.

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Directions: Use the Save As – with a date trailer to save your plan updates to SharePoint. Confirm via email to your Leadership Director and copy your Title I, SIG or a Magnet school specialist when your Mid-Year Plan Updates are complete.

Mid-Year Plan Update
Guiding Questions
Answer all questions and sub-questions: Due 1/10/2018

Guiding Questions	Answers				
Describe the patterns you and your team have seen in your data? • Describe any anomalies occurring with certain grade levels or students? (i.e. L25, ethnicities, subject areas….) • What standards need additional focus?	Grade Level	Benchmark Tool Used for Math	Date Math Benchmark Given	Benchmark Tool Used for Reading	Date Reading Benchmark Given
	3rd	CFAs, SchoolCity	Ongoing, Nov. 2016	DIBELs, NSGRA, SchoolCity	August, November
	4th	CFAs, SchoolCity	Ongoing, Nov. 2016	NSGRA, SchoolCity	August, November
	5th	CFAs, SchoolCity	Ongoing, Nov. 2016	NSGRA, SchoolCity	August, November

Using SchoolCity Fall 2016 Benchmark data :

Grade 2 – ELA benchmark data 52.6% (19 students) at proficiency. In Math, 67.1% (30 students) at proficiency.

Grade 3- ELA benchmark data 46.1% (17) at proficiency. In Math 43.4% (27) at proficiency.

Grade 4 – ELA 42.9% (18) at proficiency. Math 62.6% (27 students) at proficiency.

Grade 5 – ELA 40.2% of students (26) at proficiency. Math 56.3% (30) at proficiency.

Overall in ELA, grades 2 through 5, 45.45% of students meet proficiency. In Math, 57.35% of 2nd -5th graders meet proficiency.

Anomalies with certain grade levels or subject areas are:

- More focus is needed on ELA throughout all grade levels.
- 3rd grade needs the most support in both ELA and Math
- Except in ELA 3rd grade AA ethnicity 71.4% proficient over W (33.3) and H (17.9%), there's no significant difference between ethnicities in ELA in 2nd, 4th, or 5th grades.
- Except in Math 4th grade H ethnicity 37% proficiency, versus 2nd grade H (51%), 3rd grade H (42%), and 5th grade H (46.5%), there's no significant difference in ethnicities between grade levels.
- ELA L25, N29 of N251 tested in 2nd-5th grades, N1 proficient
- Math L25, N27 of N251 tested in 2nd-5th grades, N1 proficient

Standards that need additional focus are:

- Grade 2- ELA 2.RL.2, 2.L.1.f, 2.L.2.b; Math 2.OA.A.1, 2.NBT.B.6, 7
- Grade 3- ELA 3.RL.2, 3, 7, 3.RI.1, 10, 3.RF.3.c, 3.RF.4.a, b, c, 3.L.1.a, b;
        Math 3.OA.A.1,2,4, 3.OA.B.6, 3.MD.A.1,2, 3.MD.C.7.b, d
- Grade 4- ELA 4.RL.3, 9, 4.RI.1, 2, 7, 4.RF4a, b, c, 4.W.1.a ,b , 4.L.2.a;
      Math 4.NBT.A.3
- Grade 5 - ELA 5.RL.3, 9, 5.RI.7, 5.L2.c, 5.L.3.a;   Math 5.NF.A.1, 2

DIBELS Winter 2016 Benchmark Data:

- **Grade 1:** (N=68) 42.6% Intensive (29 students)
- **Grade 2:** (N=55) 32.3% Intensive (21 students)
- **Grade 3:** (N=65) 36.9% Intensive (24 students)

Which priorities have shown improvement? Explain	Based on the Needs Assessment:

Which priorities have not been addressed or shown improvement?	• Math has shown improvement with the use of the EngageNY curriculum through all grade levels, designated Math PLCs by grade level and use of CFAs on SchoolCity. • MTSS process has shown improvement. MTSS meetings are scheduled with the team to ensure proper documentation and follow-up as needed for evaluations. • PBIS has shown improvement. PBIS is connected to Character counts. Weekly recognitions given to students exhibiting high character. • ELA has not shown improvement. This is our first year of school wide guided reading implementation and using NSGRA.

What actions/practices at your site explain the trends/patterns?
    • What intentional instructional decisions have been made that supported academic success?
Describe the PLC practices, and data-based decisions that impacted instruction and achievement?
    • List and explain specific grade level barriers that impeded academic success?
	• School wide 90 minute guided reading block, use of Scholastic Leveled Reading Library, additional tier 2 intervention time scheduled each day, bi-weekly 90 minute grade level PLC focusing on ELA, weekly 60 minutes grade level PLC focusing on Math.
	• 3rd grade is an academically challenging transition for students with the level of reading and depth of knowledge required for understanding; large number of ELLs in 3rd and 4th grades learning how to read makes it difficult for them to comprehend reading on grade level.

What refinements to, or additional actions will you be taking?
    • What quarterly goals or milestones were set for your site? Describe the site progress towards these goals.
    • How will you respond to the results of your data analysis?
    • How will you continue to support the CIP actions that are successful at your site?
	Site goals and progress:
	
	• Minimum of 4 CFAs given in both ELA and Math in the first semester; Students assessed using the NSGRA twice in first semester; at risk students identified with MTSS process and follow-up for evaluation; weekly PBIS student recognitions; monthly attendance award recognitions

Directions: Use the Save As – with a date trailer to save your plan updates to SharePoint.   Confirm via email to your Leadership Director and copy your Title I, SIG or Magnet school specialist when your End of Year Plan Updates are complete.

End of Year Plan Update
Guiding Questions
Answer all questions and sub-questions: Due 5/18/2018

Questions	Answers				

Describe the patterns you and your team have seen in your data?
    • Describe any anomalies occurring with certain grade levels or students? (i.e. L25, ethnicities, subject areas....)
    • What standards need additional focus?
	Grade Level	**Benchmark Tool Used for Math**	**Date Math Benchmark Given**	**Benchmark Tool Used for Reading**	**Date Reading Benchmark Given**

	3rd	CFAs, SchoolCity	Ongoing, Feb. 2017	DIBELs, NSGRA, SchoolCity	August, November, February
	4th	CFAs, SchoolCity	Ongoing, Feb. 2017	NSGRA, SchoolCity	August, November, February
	5th	CFAs, SchoolCity	Ongoing, Feb. 2017	NSGRA, SchoolCity	August, November, February

Using SchoolCity Spring 2018 Benchmark data :

Grade 2 – ELA benchmark data 49.2% (30 students) are proficient or highly proficient. In Math, 49.2% (29 students) are proficient or highly proficient.

Grade 3- ELA benchmark data 37.9% (22 students) are proficient or highly proficient. In Math 56.1% (32 students) at proficiency or higher.

Grade 4 – ELA 35.7% (20 students) are proficient or highly proficient. Math 46.4 % (26 students) at proficiency or higher.

<table>
<tr><td></td><td>Grade 5 – ELA 24.6% of students (16 students) are proficient or highly proficient. Math 49.3% (33 students) at proficiency or higher.

Overall in ELA, grades 2 through 5, 37% of students meet proficiency. In Math, 50% of 2nd -5th graders meet proficiency.

Anomalies with certain grade levels or subject areas are:

- 3rd grade increased in ELA from Fall benchmark to Spring benchmark
- All grades need continued support in ELA.
- Math proficiency at all grade levels remains near or above district average

Standards that need additional focus are:

- Grade 2- ELA 2.RI.1, 2.RI.2;   Math 2.NBT.A.1, 2.NBT.A.1b
- Grade 3- ELA 3.RI.2;   Math 3.OA.A.2, 3.OA.A.3, 3.OA.D.8, 3.NF.A.3b, 3.MD.A.2, 3.MD.C.7d
- Grade 4- ELA 4.RL.7, 4.RI.2; Math 4.OA.A.3, 4.NF.A.2, 4.NF.B.4c
- Grade 5 - ELA 5.RI.2;   Math 5.NBT.A.1, 5.NBT.A.2, 5.NBT.A.3a, 5.NBT.B.6, 5.NBT.B.6, 5.NBT.B.7, 5.NF.A.2, 5.NF.B.3, 5.NF.B.6, 5.NF.B.7b, 5.NF.B.7c

DIBELS Spring 2018 Benchmark Data:

- **Grade K:** (N=70) 67% Core, 24% Strategic, 9% Intensive
- **Grade 1:** (N=44) 52% Core, 9% Strategic, 39% Intensive
- **Grade 2:** (N=61) 59% Core, 16% Strategic , 25% Intensive
- **Grade 3:** (N=58) 59% Core, 12% Strategic, 29% Intensive

We see improvement in K-3rd grade in the number of students reaching CORE from Winter benchmark.</td></tr>
<tr><td>Which priorities have shown improvement? Explain Which priorities have not been addressed or shown improvement?</td><td>Based on the Needs Assessment:</td></tr>
</table>

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<table>
<tr><td></td><td>- Math has continued to show improvement with the use of the EngageNY curriculum through all grade levels, designated Math PLCs by grade level and use of CFAs on SchoolCity.
- MTSS process has shown improvement. MTSS meetings are scheduled with the team to ensure proper documentation and follow-up as needed for evaluations. 5 students were evaluated for services with the psychologist.
- PBIS has shown improvement. PBIS is connected to Character counts. Weekly recognitions given to students exhibiting high character.
- ELA has shown improvement. We are continuing to learn and implement our school wide guided reading implementation and using NSGRA. Bi-monthly PLCs focused on ELA instruction and guided reading Professional Development. In addition this year we have used quarterly book studies to enhance ELA instruction.
- ELA from 2nd-5th grades is till lower than district average based on Spring benchmark.</td></tr>
<tr><td>What actions/practices at your site explain the trends/patterns?
- What intentional instructional decisions have been made that supported academic success?
Describe the PLC practices, and data-based decisions that impacted instruction and achievement?
- List and explain specific grade level barriers that impeded academic success?</td><td>- School wide 90 minute guided reading block, use of Scholastic Leveled Reading Library, additional tier 2 intervention time scheduled each day, bi-monthly 90 minute grade level PLC focusing on ELA, weekly 60 minutes grade level PLC focusing on Math. Professional development on guided reading.
- Bi-monthly PLCs by grade level focused on ELA and weekly grade level PLCs focused on Math, use of SchoolCity Rapid Response for CFA and grade level created CFAs, data analysis to plan interventions and enrichments; all positively impacted instruction and achievement</td></tr>
<tr><td>What refinements to, or additional actions will you be taking?
- What quarterly goals or milestones were set for your site? Describe the site progress towards these goals.</td><td>Site goals:
- Train teachers on using the NSGRA and guided reading practices
- Creating grade level lessons targeting standards, using CFA data to plan interventions and enrichments
- Move to a 60-90 minutes during the school day PLC time for ELA weekly.</td></tr>
</table>

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| • How will you respond to the results of your data analysis?
• How will you continue to support the CIP actions that are successful at your site? | • Work to create more integration of science and social studies into the ELA and math curriculum.
Response to Results:
• Develop unit curriculum maps using literature sets focused on targeted standards to support ELA instruction and achievement
• Implement Imagine Learning for targeted interventions
• Train teaching assistants to effectively support teacher and students
Continued Support:
• School wide 90 minute guided reading block, use of Scholastic Leveled Reading Library, additional tier 2 intervention time scheduled each day, 60-90 minute grade level PLC focusing on ELA weekly, weekly 60 minutes grade level PLC focusing on Math. Professional development on PLCs. |

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