

## **APPENDIX II – 2**

## II.K.1.f School Magnet Plans (13) SY2018-19

## **BONILLAS MAGNET SCHOOL (TRADITIONAL ACADEMICS)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018/19 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 grades kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June 2019:

- A. Bonillas received a state letter grade of B during the 2016-17 SY as defined by the state grading system. During the 2017-18 SY Bonillas received a state letter grade of TBD. During the 2018-19 SY, Bonillas will receive a state letter grade of B or higher.
- B. Students at Bonillas will score higher than the state median in reading and math.
- C. Students at Bonillas will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Bonillas will be higher than the state median growth.
- E. The achievement gap between racial groups at Bonillas participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019, ELA achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**OBJECTIVE 2 - MATH:** By June 2019, math achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## **STAFFING**

**Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Magnet Teachers (910G, 202)
- 4.0 FTE Teaching Assistants (910G, 202)
- 0.3 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.88 FTE Teaching Assistants (Title I)
- 1.0FTE Student and Family Support Liaison (Title I)
- 0.5 FTE Library Assistant (Title 1))
- 0.5 FTE Library Assistant (M&O)

**Bonillas ES Magnet School Plan 2018-19 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**

Jan. 31, 2018	Oct. 5, 2018	Dec. 21, 2018	March 15, 2019	May 17, 2019	TBD	TBD
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2019 AzMERIT	2019-2020 Plan Initial Submission

<b>Integration: Providing Diversity, Excellence, and Equity</b>
<b>Needs Statement:</b> Bonillas is currently Newly Integrated. On the 40th day of 2017-2018 SY, Bonillas' student enrollment was 15% White, 10% African American, 68% Hispanic, 2% Native America, 1% Asian American, and 3% Multi-racial.
<b>Goal(s):</b> By the 40th day of the 2018-19 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 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> , 4 <sup>th</sup> grades.
<b>Integration Monitoring:</b> Each magnet school will show measurable progress towards integration as mandated by the USP according to the following: <ul style="list-style-type: none"> <li>• <b>Racially Concentrated:</b> one racial/ethnic group is over 70%.</li> <li>• <b>Neutral:</b> neither racially concentrated, highly diverse, nor integrated.</li> <li>• <b>Highly Diverse:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the District.</li> <li>• <b>Integrated:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).</li> </ul>
<b>Integration Indicator: Integration of Diverse Student Population</b>
<b>Actions to Address Integration Indicator and to Achieve Goal(s):</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recruitment and marketing activities are planned and implemented by the District and the school.</li> <li>• 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.</li> <li>• Bonillas will be part of the District Communication Department deployment of commercial media including television, print, and social media.</li> </ul>
<b>Critical Focus Area: Recruitment and Retention</b>
<b>Critical Focus Area Action Steps:</b> <ol style="list-style-type: none"> <li>1. Bonillas kindergarten teachers will create "kinder" care packages and hand out to preschool kids during preschool visits or site-based recruiting events.</li> <li>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 2018-19- SY.</li> </ol>

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 two 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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| <ul style="list-style-type: none"> <li>• 40<sup>th</sup> Day Data</li> <li>• Application Data</li> <li>• Magnet Quarterly Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Calendar of Events</li> <li>• Sign-in Sheets</li> <li>• School Surveys</li> </ul> |
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The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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.

<b>SIAP Principle 2: Effective Teachers and Instruction</b>
<p><b>Needs Statement:</b></p> <p><b>ELA:</b> Based on 2018 AzMERIT ELA data, TBD% of Bonillas' students achieved proficient or highly proficient.</p> <p><b>Math:</b> Based on 2018 AzMERIT math data, TBD% of Bonillas' students achieved proficient or highly proficient.</p>
<p><b>School Specific Achievement Objectives:</b></p> <p><b>Objective 1 – ELA:</b> By June 2019, ELA achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.</p> <p><b>Objective 2 - Math:</b> By June 2019, math achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.</p>
<p><b>Achievement Data: See Appendix 1, Achievement Data Monitoring.</b></p> <p>Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).</p>
<b>SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.</b>
<p><b>Actions to Address SIAP Indicator and to Achieve Goal(s):</b></p> <ul style="list-style-type: none"> <li>School PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources).</li> <li>The principal and school leadership team has a structured system for monitoring daily instruction (structured systems for class walkthrough visits).</li> </ul>



- The leadership team (principal, Magnet Coordinator, Curriculum Service Provider, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet School Plan that will include 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.
- The principal, Magnet Coordinator, and Curriculum Service Provider 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.
- U of A Science Sky School: Urban Research and Daytime Field Course (70 – 4<sup>th</sup> grade students)
- U of A Science Sky School: Exploring the Sky Islands (30 – 5<sup>th</sup> grade students)

#### **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 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.

- 2. Instructional leaders will check teacher lesson plans when they are conducting 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	
<ul style="list-style-type: none"><li>• Observation Tracker</li><li>• Reflection Template</li><li>• Two-Week Calendar for Observations</li></ul>	<ul style="list-style-type: none"><li>• Lesson Plans</li><li>• Walkthrough Data</li></ul>

**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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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 teamwork (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 Success Maker 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.
- 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.
- Two (2) staff and the principal will attend annual Magnet Schools of America Conference in order to learn new strategies for meeting needs of all students.

### **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 Success Maker 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 for Tier 2 and Tier 3 support in both ELA and Math. Instructional leaders will observe implementation of small group instruction and provide feedback to teachers that will allow them to refine their practice.
5. Teachers will engage in the PLC process weekly to clarify the essential learning for each unit of instruction as determine by the TUSD Curriculum 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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| <ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Guided Reading Groups</li> <li>• Success Maker Data</li> </ul> | <ul style="list-style-type: none"> <li>• MTSS Schedule and Meeting Notes</li> <li>• PLC Agendas/Minutes/Re-Teach Lessons</li> </ul> |
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### **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**

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| <ul style="list-style-type: none"> <li>• PLC Schedule</li> <li>• PLC Binders and Data Notebooks</li> <li>• Re-Teach Lessons</li> </ul> | <ul style="list-style-type: none"> <li>• CFAs</li> <li>• Data Analysis of CFAs and District Benchmarks</li> </ul> |
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#### **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.

**Goal(s):** Implement the TUSD Curriculum 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 with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Curriculum Service Provider will work with classroom teachers individually and in PLC teams to prepare standards driven lessons that are aligned with TUSD Curriculum and data driven.
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 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 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 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 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 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 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 Unwrapped Standards
- Task Analysis Forms
- PLC Agendas/Minutes

**SIAP Principle 6: Family and Community Engagement**

**Needs Statement:** During the 2017-18 SY, School Quality Surveys administered to parents at Bonillas school indicated a TBD% Overall Satisfaction rating.

**Goal(s):**

- By the end of the 2018-19 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.

**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 the 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, Student and Family Support Liaison, and Counselor 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 Student and Family Support 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 Student and Family Support Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
6. The Magnet Coordinator will collaborate with the Student and 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 |



**Bonillas ES Magnet Budget 2018-2019 SY**

The "Purpose" description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:

G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
 G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)

Description	Sum of FY18	Purpose	Magnet Plan Principle #:	Source of Funding
1.0 FTE Teacher Magnet	\$44,527.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b>  <b>Demonstrate academic growth in reading and math [G2(C)]</b>  <b>Improve achievement for L25 [G2(D)]</b>  <b>Reduce achievement gap between subgroups [G2(E)]</b>            Reduce class size in 2nd and 3rd grades, to less than 20 students, which is significantly lower than the district 1 to 27 ratio. These are two grade levels, one as a transitioning grade and one at MOWR level, that we can make a significant impact on Tier 1 ELA instruction and strengthen 3rd grade math. Data analysis shows the need to strengthen ELA instruction overall grade levels and the need to support 3rd graders in math. Research shows that significantly reducing class size reduces achievement gaps in Black and Hispanic subgroups.</p>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

1.0 FTE Curriculum Service Provider	\$44,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC groups to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Magnet Site Coordinator	\$42,620.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Magnet coordinator will spend 60% time as an instructional coach/modeling lesson for teachers, providing PD, reviewing data, and facilitating PLCs. The magnet coordinator also recruits families and plans for family engagement to support positive school culture. The magnet coordinator documents and reports magnet and USP information.	2: Effective Teachers and Instruction 4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	Deseg
4.0 FTE Teaching Assistant	\$77,056.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Our focus is on strengthening tier 1 instruction in the classroom. The certified teacher will be teaching in small groups for differentiated instruction while the teaching assistant supports classroom management for students learning independently.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

0.3 FTE Guidance Counselor	\$13,058.10	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Improve achievement for L25 [G2(D)]</b> The guidance counselor will implement the TUSD Comprehensive Competency Based Guidance program/American School Counselor Association National Model. The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other educational programs at the school.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Recruitment	\$4,150.00	<b>Support recruitment and retention [G1]</b> Certified teachers will attend recruitment events where they can engage in discussions with families about the program at Bonillas and recruit families that will support our integration goal.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PLC	\$11,950.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading/math[G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Teachers and staff will train to create and implement lesson studies in math, where teachers plan lessons in math, observe each other teaching the lesson, and then gather data and provide feedback to one another about the lesson and student learning. Teachers will meet weekly in grade level teams to analyze data and create interventions. Teachers will meet regularly with the principal to review data. Our data shows the need for training on culturally relevant practices, ELA research based strategies, higher	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		level and critical thinking instruction, and math lesson studies.		
Certified Added Duty: Professional Development	\$10,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Provide Added Duty pay for teachers participating in off contract PD that is targeted on improving student achievement.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Temp Family Engagement	\$4,822.00	<b>Support recruitment and retention [G1]</b> Certified teachers will attend evening family engagement opportunities, which are critical to overall positive culture of our school and being able to retain the student population while continuing to work towards our integration goal.	6: Family and Community Engagement	Deseg
Supplies: Instructional	\$2,500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Student use of instructional supplies enhances their learning experience and actively engages students in lessons.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplemental Reading Resources	\$15,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b>	2: Effective Teachers and Instruction	Deseg

		<b>Reduce achievement gap between subgroups [G2(E)]</b> Bonillas uses the Open court program as part of the comprehensive literacy block for phonics instruction. Teachers will use these supplemental resources to strengthen Tier 1 ELA instruction.	4: Effective Curriculum	
Supplies: Professional Development	\$3,800.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Staff use of instructional supplies enhances their professional learning experience and actively engages personnel in the training.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Advertising	\$1,100.00	<b>Support recruitment and retention [G1]</b> Advertising items support the recruitment of families towards meeting the integration goal.	Integration: Providing Diversity, Excellence and Equity	Deseg
Mileage	\$300.00	<b>Support recruitment and retention [G1]</b> Magnet coordinator uses personal vehicle to recruit families from preschools and attends recruitment events to attract families that meet our integration goal.	Integration: Providing Diversity, Excellence and Equity	Deseg
Registration Magnet Schools of America (MSA)	\$2,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

National Conference		leadership, and magnet school design. Bonillas will send the Magnet Coordinator and one Administrator to the MSA National Conference. Conference registration.	6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	
Out of State Travel	\$6,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
U of A: Sky School	\$13,200.00	<b>Improve overall achievement for all students [G2(A-E)]</b> UA Sky School instructors will provide a 3-day schoolyard based <b>Urban Research</b> program. This program will introduce 70 4 <sup>th</sup> graders to skills and science content through hands-on activities, and then provide guidance for student-driven inquiry projects. UA Sky School will also offer 70 4 <sup>th</sup> grade students the opportunity to participate in	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		their <b>Daytime Field Course</b> (located within the Coronado National Forest and Mt. Lemmon). UA Sky School will also provide the opportunity for 30 5 <sup>th</sup> graders to complete the 2-day/1 night <b>Exploring the Sky Islands</b> program (located within the Coronado National Forest and Mt. Lemmon).		
Employee Benefits	\$63,024.03			
<b>Total Budget</b>	\$359,634.13			
<b>Total FTE:</b>		<b>7.3</b>		

<b>Bonillas ES Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Student Family Support Liaison	\$51,290.00	The Student and Family Support Liaison provides activities to meet the academic needs of targeted students. The liaison consults with teachers, staff and parents to enhance their effectiveness in helping students and collaborates with students, parents and staff to increase academic and social achievement.	6: Family and Community Engagement	Title 1
1.0 FTE Library Assistant	\$9250.00	Library assistant makes available appropriate literature for reinforcing reading concepts and participates in Guided Reading Block and Math Block. Makes position a 1.0 with M & O.	2: Effective Teachers and Instruction	Title 1
1.88 FTE Teaching Assistant (2 @ .94 FTE)	\$37,600	Our focus is on strengthening Tier 1 instruction in the classroom. The certified teacher will be teaching in small groups for differentiated instruction while the teaching assistant supports classroom management for students learning independently.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
Added Duty - Tutoring	\$5,000.00	Essential to supporting student achievement by support Tier II and Tier III interventions.	2: Effective Teachers and Instruction	Title 1
District Supplies	\$104,839.80	Students' use of instructional supplies enhances their learning experience and actively engages students in lessons.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$15,055.00			
<b>Total Budget</b>	<b>\$223,034.00</b>			
<b>Total FTE</b>	<b>3.88</b>			



## **BOOTH-FICKETT MAGNET SCHOOL (MATH/SCIENCE)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-2019 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<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June, 2019:

- A. Booth-Fickett received a state letter grade of D during the 2016-17 SY as defined by the state grading system. During the 2017-18 SY Booth-Fickett received a state letter grade of TBD. During the 2018-19 SY, Booth-Fickett will receive a state letter grade of B or higher.
- B. Students at Booth-Fickett will score higher than the state median in reading and math.
- C. Students at Booth-Fickett will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Booth-Fickett will be higher than the state median growth.
- E. The achievement gap between racial groups at Booth-Fickett participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

#### **OBJECTIVE 1 – ELA:**

**ELA Grades 3-5:** By June 2019, achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 3-5 on the 2019 AzMERIT ELA assessment.

**ELA Grades 6-8:** By June 2019, achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 6-8 on the 2019 AzMERIT ELA assessment.

**OBJECTIVE 2 - MATH:**

**Math Grades 3-5:** Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 3-5 on the 2019 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 (TBD%) in grades 6-8 on the 2019 AzMERIT Math assessment.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

**STAFFING****Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 5.0 FTE Magnet Teachers (910G, 202)
- 2.0 FTE Math Interventionist (910G, 202)
- 2.0 FTE Reading Interventionist (Title I)
- 1.0 FTE Instructional Data and Intervention Specialist (Data Coach) (910G, 202)
- 1.0 FTE MTSS Facilitator (910G, other)
- 1.0 FTE Restorative and Positive Practices Facilitator (910G, other)
- 2.0 FTE Curriculum Service Provider (Title 1)
- 1.0 FTE ISI Teacher (910G, other) (Activity 506)
- 1.0 FTE AVID MS Coordinator / Teacher (910G, other)
- 1.0 FTE AVID ES Coordinator / Teacher (M&O)(910G funds are used for added duty/stipend for additional duties)
- 1.0 FTE School Community Liaison (Title I)
- 2.0 FTE Counselor (M&O)
- 1.0 Behavior Intervention Monitor (Title 1)
- .88 FTE Behavior Specialist (Title 1)

**Booth-Fickett K-8 Magnet School Plan 2018-19 SY**  
**Magnet Theme: Math/Science**  
**Tucson Unified School District**

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

  

<b>TIMELINE</b>							
<b>Jan. 31, 2018</b>	<b>Oct. 5, 2018</b>	<b>Dec. 21, 2018</b>	<b>March 15, 2019</b>	<b>May 17, 2019</b>	<b>TBD</b>	<b>TBD</b>	
<b>Magnet Plan Submission</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2019 AzMERIT</b>	<b>2019-2020 Plan Initial Submission</b>	

**Integration: Providing Diversity, Excellence and Equity**

**Needs Statement:** Booth-Fickett is Neutral, neither racially concentrated, highly diverse, nor integrated. On the 40th day of 2017-2018, Booth-Fickett's student enrollment was 24% White, 16.% African American, 50% Hispanic, 2% Native America, 2% Asian American, and 5% Multi-racial.

**Goal(s):** By the 40th day of the 2018-2019 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<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

**Integration Monitoring:** Each magnet school will show measurable progress towards integration as mandated by the USP according to the following:

- **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).

**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.
- 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:**

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

**Evidence of Progress**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Magnet School Quarterly Reports</li> <li>• Recruitment Logs</li> </ul> | <ul style="list-style-type: none"> <li>• Partnership Letters</li> <li>• Parent Attendance or Retention Activities</li> </ul> |
|---|--|

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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:**

**ELA:** Based on 2018 AzMERIT grades 3-5 ELA data, TBD% of Booth Fickett's students achieved proficient or highly proficient.

**Math:** Based on 2018 AzMERIT grades 3-5 math data, TBD% of Booth-Fickett's students achieved proficient or highly proficient.

**ELA:** Based on 2018 AzMERIT grades 6-8 ELA data, TBD% of Booth-Fickett's students achieved proficient or highly proficient...

**Math:** Based on 2018 AzMERIT grades 6-8 math data, TBD% of Booth-Fickett's students achieved proficient or highly proficient.

**School Specific Achievement Objectives****Objective 1 – ELA:**

**ELA Grades 3-5:** By June 2019, achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 3-5 on the 2019 AzMERIT ELA assessment.

**ELA Grades 6-8:** By June 2019, achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 6-8 on the 2019 AzMERIT ELA assessment.

**Objective 2 - Math:**

**Math Grades 3-5:** Achievement for Booth-Fickett will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 3-5 on the 2019 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 (TBD%) in grades 6-8 on the 2019 AzMERIT Math assessment.

**Achievement Data: See Appendix 1, Achievement Data Monitoring.**

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark 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 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 EEI, 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 K-5 teachers to meet with our Data Coach, Curriculum Service Provider, and grade level colleagues for curriculum mapping, to lesson plan, learn and implement guided reading strategies, to review student assessments/data, and to create CFAs.
- 6-8 Math and Science teachers will meet with the math specialist weekly for curriculum mapping, lesson plan, anchor charts, posting objective, teaching to the objective, to review student assessments/data, and to create CFAs.
- 6-8 Social Studies and ELA teachers will meet with the math specialist weekly for curriculum mapping, lesson plan, anchor charts, posting objective, teaching to the objective, 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.
- Based on our 2017-2018 needs assessment, Wednesday PD will address the needs of our teachers for quality Tier I instruction.

#### **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.
- 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
- Observation Log
- Completed Teacher Reflection Template
- Lesson Plan Template
- Walkthrough Data

**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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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 teamwork (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 & Data Coach 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.
2. Targeted students will have access Imagine Learning 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-5 students who are not performing at grade level, based on DIBELS, 2018 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 K-5 Math Specialist and Reading Specialists will delivered target interventions to CUSP students.
6. The school data coach will pull student data from Benchmark data and SchoolCity. The data coach, Math Specialists, 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
- PLC Notebook
- PD Sign-In Sheets
- Imagine Learning Data

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

1. PLCs are embedded in the K-5 school day each week for at least 60 minutes and 6<sup>th</sup> -8<sup>th</sup> grade level weekly during their planning period.
2. K-5 teachers will meet weekly for at least 30 minutes with the data specialists and 6<sup>th</sup> -8<sup>th</sup> grade teachers weekly during their planning period.
3. 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.
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, 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"> <li>• PLC Schedule</li> <li>• PLC Binders and Data Notebooks</li> </ul> | <ul style="list-style-type: none"> <li>• District Curriculum Scope and Sequence</li> <li>• PLC Meeting Agendas/Minutes</li> </ul> |
|--|---|

**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

**Goal(s):** Implement the TUSD Curriculum 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 with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 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 2018-2019 SY based on curriculum maps for TUSD Curriculum
- 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.

**Critical Focus Area: Plan and implement the TUSD Curriculum 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 and the scope and sequence.
2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum during walkthroughs, PLC observations, and pre-post teacher conferences.
3. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 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 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 and scope and sequence.
6. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum and the scope and sequence to the daily lesson plan.
7. Instructional leaders will work with teachers who show misalignment of the TUSD Curriculum in their planning and daily instruction to ensure alignment.

#### **Evidence of Progress**

- |                                |                                      |
|--------------------------------|--------------------------------------|
| • Lesson Plans                 | • PLC Binders and Data Notebooks     |
| • Common Formative Assessments | • TUSD Curriculum 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:**

During the 2017-18-SY, School Quality Surveys administered to parents at Booth-Fickett school indicated a TBD% Overall Satisfaction rating.

##### **Goal(s):**

- By the end of the 2018-19SY, 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.

#### **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 (academic & behavior), and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.

- 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 School Community Liaison will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child's educational experience.
2. The School Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. Collaboration will occur among the Magnet Coordinator and the School Community Liaison, MTSS Coordinator, RPPF and Student Success Specialists based employees to coordinate efforts for parent, community, and partnership engagement.
5. 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"> <li>• Parent and Community Outreach Attendance Sheets</li> <li>• Parent Volunteer Attendance Sheets</li> <li>• Parent and Community Outreach Plan</li> </ul> | <ul style="list-style-type: none"> <li>• Parent and Community Outreach Plan Quarterly Monitoring</li> <li>• Leadership Team Meetings Agendas/Minutes</li> </ul> |
|---|---|

**School Booth Fickett Magnet Budget 2018-19**

*The "Purpose" description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
 G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)

<b>Description</b>	<b>Sum of FY 18-19</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
5.0 FTE Magnet Teachers	\$217,635.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Booth-Fickett will hire a (2) K-5 science teachers, (1) Robotics & Engineering teacher , (1) Coding teacher, and (1) Media teacher to enrich student learning by building content knowledge, problems-solving strategies, and higher-level thinking skills through project based learning and technology integration, in order to increase overall student achievement. (2) Certified FTE Science Teacher (1) Robotics & Engineering Teacher (1) Coding Teacher (1) Media Teacher	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Instructional Data and Intervention Specialist	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Booth-Fickett will hire a data coach to review student achieve data, support teachers in creating CFA, create instructional groupings for re-teaching and enrichment, and meet with parents & teachers to support the MTSS process. (1) Certified FTE Teacher	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

2.0 FTE Math Interventionist	\$87,054.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Booth-Fickett will hire 2 Math enrichment specialists to assist students in building content knowledge, problem-solving strategies, and higher-level thinking skills during sessions in order to enrich student learning. (2) Certified FTE	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Tutoring	\$30,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Tutoring with Catapult Learning for approximately 500 hours. Catapult partners with K-12 schools and districts to support individual student needs, improve academic gains, and build teacher and principal capacity.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$43,500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Improve overall achievement for all students Purchase general supplies and materials to support overall student achievement. Purchase math and science supplies to enrich student learning and improve overall student achievement. Purchase student agendas/planners.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Family Engagement	\$3,000.00	<b>Support Recruitment and retention [G1]</b> Added Duty for teachers to participate in Family Engagement events.	6: Family and Community Engagement	Deseg
Supplies: Family Engagement	\$1,000.00	<b>Support Recruitment and retention [G1]</b> Supplies for Family Engagement events: Booth-Fickett will communicate with families through a monthly newsletter in order to maintain and stimulate parent and community involvement.	6: Family and Community Engagement	Deseg

1.0 FTE Magnet Coordinator	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support Recruitment and retention [G1]</b> In order to promote the recruitment and retention of a diversified school community, recruit and retain a Magnet Coordinator who will market, conduct recruitment events, and track recruitment activities.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PLC	\$2,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Increase the number of ELLS that are reclassified Booth-Fickett will allow teachers to meet in PLCs during off-contract time. Staff will address the achievement gaps and overall academic growth by designing strategies and interventions that are systematic, timely and directed.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Consultant	\$45,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Teachers will receive training to support best practices in interpreting data and setting students on proper learning path, in order enrich student learning. Quality Tier 1 instruction, new teacher support, classroom observations and support will be implemented.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg



Mileage	\$300.00	<b>Support Recruitment and retention [G1]</b> To reimburse Magnet Coordinator for attending recruiting events and targeted schools during the year, as well as to attend all District sponsored Magnet recruiting fairs	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PD	\$27,000.00	<b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Pre-Service days for teachers in July. Teachers analyze student data, review Curriculum, group students based on math & ELA data for intervention and enrichment, begin lesson planning, receive project-based learning training and science enrichment workshops which will include robotics, engineering, and incorporating technology into all subject areas especially math and science.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Recruitment	\$4,000.00	<b>Support Recruitment and retention [G1]</b> Coordinator (and other certified teachers as needed) to be paid \$25/hour Added Duty for recruitment at events during off contract. Attend District recruitment events, participate in off-site recruitment at preschools, feeder schools, private schools, charter schools, etc.	Integration: Providing Diversity, Excellence and Equity	Deseg
Registration: Magnet Schools of America (MSA) National Conference	\$5,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support Recruitment and retention [G1]</b> More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Booth Fickett will send the Magnet Coordinator and four other site administrators and/or teachers to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing	Deseg



			Diversity, Excellence and Equity	
Out of State Travel: MSA National Conference	\$15,000.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b></p> <p><b>Support Recruitment and retention [G1]</b></p> <p>Travel, lodging, transfers and per diem will be provided for the 5 people traveling out of state to the MSA National Conference.</p>	<p>2: Effective Teachers and Instruction</p> <p>4: Effective Curriculum</p> <p>6: Family and Community Engagement</p> <p>Integration: Providing Diversity, Excellence and Equity</p>	Deseg
U of A Sky School	\$16,500.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b></p> <p>UA Sky School instructors will provide a 3-day schoolyard based <b>Urban Research</b> program. This program will introduce 70 4<sup>th</sup> graders to skills and science content through hands-on activities, and then provide guidance for student-driven inquiry projects. UA Sky School will also offer 70 4<sup>th</sup> grade students the opportunity to participate in their <b>Daytime Field Course</b> (located within the Coronado National Forest and Mt. Lemmon). UA Sky School will also provide the opportunity for 30 5<sup>th</sup> graders to complete the 2-day/1 night <b>Exploring the Sky Islands</b> program (located within the Coronado National Forest and Mt. Lemmon). Middle school students will participate in UA Sky School's <b>Sky Island Survey</b>, a 3 day/2-night field trip that includes daytime field instruction in small groups, nighttime astronomy experiences, dormitory</p>	<p>2: Effective Teachers and Instruction</p> <p>4: Effective Curriculum</p>	Deseg

		lodging, and all meals (located within the Coronado National Forest and Mt. Lemmon). This opportunity will be available to 20 7 <sup>th</sup> -8 <sup>th</sup> graders.		
Instructional Aids	\$30,392.00	<b>Improve overall achievement for all students [G2(A-E)]</b> STEM manipulatives for robotics classes and Imagine Learning for intervention.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Employee Benefits	\$118,635.75			
<b>Total Budget</b>	<b>\$733,070.75</b>			
<b>Total FTE:</b>	<b>9.0</b>			

<b>Booth Fickett K8 Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher	\$42,800.00	Teacher will provide fidelity of implementation of Tier I, Tier II and Tier III systems at the school. Teacher will also support: Improved classroom implementation of strategies and activities to enforce, Classroom Management & Routines, Instructional routines that improve student achievement including, Individualized data analysis, Small/Strategic classroom groupings, Improved analysis of student data to inform instruction, Small group and individual instructional support to students.	2: Effective Teachers and Instruction	Title 1
2.0 FTE Teacher-Reading Interventionist	\$85,600.00	Intervention essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.	2: Effective Teachers and Instruction	Title 1
2.0 FTE Curriculum Service Provider	\$85,600.00	Curriculum Service Providers will work with classroom teachers on interpreting student data and delivering tiered instruction to meet student needs. One FTE assigned to K-5, and one to 6-8.	2: Effective Teachers and Instruction	Title 1
1.0 FTE School Community Liaison	\$21,500.00	The School Community Liaison will serve as a liaison between the school and the home and encourage parents and community involvement in school activities. The School Community Liaison provides referrals or works with TUSD services and resources as well as external social service agencies to provide information to staff, students and families.	6: Family and Community Engagement	Title 1
1.0 FTE Behavior	\$20,500.00	Behavior Intervention Monitor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including, but not limited to, facilitating	5: Conditions Climate, and Culture	Title 1

Intervention Monitor		and assisting students to complete computer based intervention modules; gathering information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions.		
0.88 FTE Behavior Specialist	\$18,920.00	Behavior Intervention is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS.	5: Conditions Climate, and Culture	Title 1
Instructional Aids	\$50,475.00	Instructional Aids support teachers Tier II interventions in ELA and Math; works with teachers and PLCs to analyze student learning to plan implement, support Tier II and Tier III interventions, and promote student success.	2: Effective Teachers & Instruction 4: Effective Curriculum	Title 1
Certified Academic Tutor- Title I	\$10,500.00	Added Duty Tutoring	2: Effective Teachers & Instruction	Title 1
District Supplies	\$5,000.00	Instructional Supplies		Title 1
Other Books, Periodicals & Media	\$5,318.00	Resources for other books, periodicals & Media.	2: Effective Teachers & Instruction	Title 1
Tech Related Hard/Software less than \$5k	\$40,181.00	Technology resources related to hardware, software, and repairs	2: Effective Teachers & Instruction	Title 1
Employee Benefits	\$84,736.00			Title 1
<b>Total Budget</b>	<b>\$470,770.00</b>			
<b>Total FTE</b>	<b>7.88</b>			

## **BORTON MAGNET SCHOOL (PROJECT BASED SYSTEMS THINKING)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-2019 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<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June, 2019:

- A. Borton received a state letter grade of C during the 2016-17 SY as defined by the state grading system. During the 2017-18, SY Borton received a state letter grade of TBD. During the 2018-19 SY, Borton will receive a state letter grade of B or higher.
- B. Students at Borton will score higher than the state median in reading and math.
- C. Students at Borton will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Borton will continue to be greater than the state median growth.
- E. The achievement gap between racial groups at Palo Verde participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019, ELA achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**OBJECTIVE 2 - MATH:** By June 2019, math achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## STAFFING

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.5 FTE Magnet Teachers (910G, 202)
- 3.78 FTE Teaching Assistants (910G, 202)
- 1.0 Curriculum Service Provider (910G, 202)
- 0.1 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Math Interventionist (Title 1)
- 0.5 FTE Teacher Reading Intervention (Title I)
- .75 FTE Instructional Specialist (Title 1)

**Borton ES Magnet School Plan 2018-19 SY**  
**Magnet Theme: Systems Thinking**  
**Tucson Unified School District**

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

  

<b>TIMELINE</b>						
<b>Jan. 31, 2018</b>	<b>Oct. 5, 2018</b>	<b>Dec. 21, 2018</b>	<b>March 15, 2019</b>	<b>May 17, 2019</b>	<b>TBD</b>	<b>TBD</b>
<b>Magnet Plan Submission</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2019 AzMERIT</b>	<b>2019-2020 Plan Initial Submission</b>

<b>Integration: Providing Diversity, Excellence, and Equity</b>
<b>Needs Statement:</b> Borton is currently Integrated. On the 40th day of 2017-2018 SY, Borton's student enrollment was 24% White, 8% African American, 62% Hispanic, 3% Native America, 1% Asian American and 2% Multi-racial.
<b>Goal(s):</b> By the 40 <sup>th</sup> day of the 2018-19 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, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> grades.
<b>Integration Monitoring:</b> Each magnet school will show measurable progress towards integration as mandated by the USP according to the following: <ul style="list-style-type: none"> <li>• <b>Racially Concentrated:</b> one racial/ethnic group is over 70%.</li> <li>• <b>Neutral:</b> neither racially concentrated, highly diverse, nor integrated.</li> <li>• <b>Highly Diverse:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the District.</li> <li>• <b>Integrated:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).</li> </ul>
<b>Integration Indicator: Integration of Diverse Student Population</b>
<b>Actions to Address Integration Indicator and to Achieve Goal(s):</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recruitment and marketing activities are planned and implemented by the District and the school.</li> <li>• 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.</li> <li>• Borton will be part of the District Communication Department deployment of commercial media including television, print, and social media.</li> </ul>
<b>Critical Focus Area: Recruitment and Retention</b>
<b>Critical Focus Area Action Steps:</b> <ol style="list-style-type: none"> <li>1. Borton staff representative(s) will participate in all District recruitment activities offered to school.</li> <li>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].</li> <li>3. The Magnet Coordinator will create partnerships with community members that assist in recruitment events and school magnet visibility.</li> </ol>



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 school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Magnet School Quarterly Reports</li> <li>• Recruitment Logs</li> </ul> | <ul style="list-style-type: none"> <li>• Partnership Letters</li> <li>• Parent Attendance for Retention Activities</li> </ul> |
|---|---|

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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:**

**ELA:** Based on 2018 AzMERIT ELA data, TBD% of Borton's students achieved proficient or highly proficient. This is above the district average of TBD%.

**Math:** Based on 2018 AzMERIT math data, TBD% of Borton's students achieved proficient or highly proficient. This is above the district average of TBD%.

**School specific achievement objectives**

**Objective 1 – ELA:** By June 2019, ELA achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Objective 2 - Math:** By June 2019, math achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Achievement Data: See Appendix 1, Achievement Data Monitoring:**

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

**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
- Principal Weekly Newsletters
- Observation Tracker
- Weekly Walkthroughs Data

**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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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 teamwork (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.
- During our planning year of theme transition to STEAM, PD will be provided to all teachers on how to integrate magnet theme of STEAM across all content areas while addressing the Standards (this includes use of Engineering is Elementary Kits)
- Students will participate in Sky School, an inquiry based program that introduces them to various scientific concepts with a culminating scientific inquiry project
- Teachers will use small group instruction and utilize technology-based interventions 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 Intervention Software for Tier 2 and Tier 3 interventions.
- Teachers will use Guided Reading small group instruction and technology based interventions 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 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 Intervention Programs in 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. 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**

- Master Schedule
- Guided Reading Groups
- MTSS Schedule and Meeting Minutes

#### **Critical Focus Area: High Functioning Professional Learning Communities**

##### **Critical Focus Area Action Steps:**

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. Subs will be used in order for teachers to observe each other.
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 CSP will guide and monitor PLCs, including review of common formative assessment data and strategies for intervention and enrichment.
7. PD will be provided on creating and sustaining highly effective PLCs using the Critical Friends Model

#### **Evidence of Progress**

- |                                  |                       |
|----------------------------------|-----------------------|
| • PLC Schedule                   | • TUSD PLC Rubric     |
| • PLC Binders and Data Notebooks | • 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.

**Goal(s):** Implement the TUSD Curriculum 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 TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 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 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 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 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 and scope and sequence.
- 4. Principal will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum to the daily lesson plan. Principal, Magnet Coordinator and Curriculum Service Provider will work with teachers who show misalignment 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 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. CSP and Magnet Coordinator will ensure alignment of student projects with TUSD Curriculum and the District’s scope and sequence.

Evidence of Progress	
<ul style="list-style-type: none"><li>• CFA and Benchmark</li><li>• Teacher Lesson Plans</li><li>• Administrator Observational Data</li></ul>	<ul style="list-style-type: none"><li>• Units of Study</li><li>• Student Projects</li><li>• TUSD Curriculum</li><li>• Unpacked Standards</li></ul>



**SIAP Principle 6: Family and Community Engagement**

**Needs Statement:** During the 2017-18 SY, School Quality Surveys administered to parents at Borton school indicated a [TBD] Overall Satisfaction rating.

**Goal(s):**

- By the end of the 2018-19 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.

**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. Families will be surveyed to determine topics for academic family nights.
2. Families and the larger community will be invited to Celebrations of Learning for culmination of project work.
3. Fall and spring parent/teacher conferences will be scheduled school wide.



4. PTA will be established and meet quarterly.
5. Academic Family Engagement Activities and events will be scheduled at least one per quarter.
6. School will use social media including Parent Link to communicate frequently and effectively with families/guardians.
7. 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                                   |                             |

**Borton Magnet Budget 2018-19**

*The "Purpose" description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

*G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)*

<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
3.5 FTE Teacher Magnet	\$149,800.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b>  <b>Increase the number of ELLs who reclassify [G2(A)]</b>  <b>Demonstrate academic growth in reading and math [G2(C)]</b>  <b>Improve achievement for L25 [G2(D)]</b>  <b>Reduce achievement gap between subgroups [G2(E)]</b></p> <p>Our specialists (PE, Art, Music and Outdoor Learning) support our Magnet Plan in 4 ways. They are crucial to our integration goal as most magnet families love that the "whole child" is being attended to here at Borton and that is part of what attracts them and keeps them. The second way is that they are part of a rotation that enables teachers to have grade level PLCs for 120 minutes each week. While teachers are meeting, their students are with specialists. The third way is that they are part of the school wide intervention block. They take large groups of students 3-4 times a week for 30 minutes so that teachers can work with the most at risk students. Finally, the fourth way is that they support the Project Based Learning by giving students different options for the project products. For example, some students choose to create songs that show what they have learned.</p>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

1.0 FTE Curriculum Service Provider	\$48,800.00	<b>Improve overall achievement for all students</b> <b>Improve achievement for L25</b> <b>Reduce achievement gap between subgroups</b> <b>Increase the number of ELLs who reclassify</b> <b>Improve overall achievement for all students</b> <b>Reduce achievement gap between subgroups</b> <b>Differentiate Tier I and II instruction</b> The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC groups to assess and utilize School City data within their curriculums. Provide culturally relevant curriculum.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: PD	\$4,000.00	<b>Improve overall achievement for all students</b> Substitutes needed for PD delivered during the school day.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: STEAM Workshops	\$1,500.00	<b>Improve overall achievement for all students</b> These hands-on workshops range from a few hours to multi-day events and include the equipment and supplies teachers need to implement these activities in their own classrooms. These workshops extend teacher knowledge about integrating science, technology, engineering, art and math to support our magnet theme and increase student achievement.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
Technology under \$5000	\$2,000.00	<b>Improve overall achievement for all students</b> 3- D printer and 2 Pro Surfaces - Pro Surface for principal and CSP to support classroom observation and reflection cycle.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg

Maintenance and Repair	\$150.00	<b>Improve overall achievement for all students</b> Warrantee for technology purchases	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
Instructional Aids	\$6,200.00	<b>Improve overall achievement for all students</b> Engineering is Elementary kits: Engineering is Elementary supports educators and children with curricula and professional development that develop engineering literacy.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
Technology over \$5000	\$10,000.00	<b>Improve overall achievement for all students</b> Promethean Board for 5 <sup>th</sup> grade classroom	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
0.1 FTE Counselor	\$4,280.00	<b>Improve overall achievement for all students</b> <b>Reduce achievement gap between subgroups</b> <b>Improve achievement for L25.</b> 0.1 Counselor to support the L25 to ensure Tier 2 Interventions and to support students in learning positive classroom behaviors.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
3.78 FTE Teaching Assistant	\$69,616.00	<b>Improve overall achievement for all students</b> <b>Improve achievement for L25</b> <b>Reduce achievement gap between subgroups</b> <b>Increase the number of ELLs who reclassify</b> <b>Differentiate Tier II instruction</b> Teaching assistants will support Tier 1 instruction by assisting students while teacher works with small groups during guided reading. They will also support school wide intervention time by taking a whole class for an activity while the teacher works with a targeted intervention group. Project Based Learning is	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg

		differentiation and TAs will provide support with the process and with student choice/voice.		
Registration: Magnet Schools of America (MSA) National Conference Registration	\$2,000.00	<b>Improve overall achievement for all students</b> More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Borton will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration.	2: Effective Teachers & Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Out of State Travel	\$6,000.00	<b>Improve overall achievement for all students</b> Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers & Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg

U of A Sky School	\$7,700.00	<b>Improve overall achievement for all students</b> UA Sky School instructors will provide a 3-day schoolyard based <b>Urban Research</b> program. This program will introduce 70 4 <sup>th</sup> graders to skills and science content through hands-on activities, and then provide guidance for student-driven inquiry projects.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$8,046.00	<b>Improve overall achievement for all students</b> <b>Improve achievement for L25</b> <b>Reduce achievement gap between subgroups</b> <b>Increase the number of ELLs who reclassify</b> Supplies to support Project based work.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Family Engagement	\$1,500.00	<b>Recruitment and Retention</b> Families will be invited to participate in content/curriculum nights, including quarterly Parent Informational Meetings and two meetings about Title 1 in the first semester. Families will be invited to participate in quarterly events highlighting student work. The school will survey parents as to their interests and will provide at least two workshops for parents relating to parent interests. The school will survey parents as to their interests and will provide at least two workshops for parents relating to parent interests. Parents are invited to quarterly honor roll and perfect attendance assemblies. Borton will communicate essential information and highlight significant news about Magnet teachers, students, and events through school website, social media, and marquee.	6: Family and Community Engagement	Deseg
Supplies: Family Engagement	\$500.00	<b>Recruitment and Retention</b> Provide supplies as needed for Family Engagement events.	6: Family and Community Engagement	Deseg

1.0 FTE Magnet Site Coordinator	\$43,527.00	<b>Improve overall achievement for all students Maintain integrated status</b> Magnet coordinator will support recruiting events and focus on building teacher capacity in Systems Thinking.	2: Effective Teachers & Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Consultant: Southern AZ Regional Education Center	\$15,241.00	<b>Improve overall achievement for all students</b> <b>Improve achievement for L25</b> <b>Reduce achievement gap between subgroups</b> <b>Increase the number of ELLs who reclassify</b> <b>Differentiate Tier I instruction</b> <b>Provide culturally relevant curriculum</b> Professional development in the areas of Systems Thinking, Project Based Learning and ELA. ELA PD will be provided by a consultant who will plan, model and co teach in order to improve reading instruction. The consultant will work with teachers during PLC time as well as on PD days.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
Classified Added Duty	\$2,000.00	<b>Improve overall achievement for all students</b> Consistency in implementation of school initiatives such as Restorative Practices, STEAM practices, Daily Five, and Conscious Discipline.		Deseg

Certified Added Duty: PD	\$15,000.00	<b>Improve overall achievement for all students</b> <b>Improve achievement for L25</b> <b>Reduce achievement gap between subgroups</b> <b>Increase the number of ELLs who reclassify</b> Borton teachers will engage in Learner Centered Professional Development opportunities using a Lesson Study model to strengthen Tier 1 instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: PD	\$1,000.00	<b>Improve overall achievement for all students</b> <b>Improve achievement for L25</b> <b>Reduce achievement gap between subgroups</b> <b>Increase the number of ELLs who reclassify</b> Supplies to support Professional/Educational Consultant work.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Mileage	\$150.00	<b>Maintain integrated status</b> To increase ethnic diversity, Borton magnet coordinator will engage in targeted recruitment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: Recruitment	\$1,500.00	<b>Maintain integrated status</b> To increase ethnic diversity, Borton staff will provide support as needed during recruitment events.	Integration: Providing Diversity, Excellence and Equity	Deseg
Employee Benefits	\$92,955.75			
<b>Total Budget</b>	<b>\$493,465.75</b>			
<b>Total FTE</b>	<b>9.38</b>			



<b>Borton ES Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher-Math Interventionist	\$ 57,070.00	Math Interventionist is essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.	2: Effective Teachers and Instruction  4: Effective Curriculum	Title 1
0.5 FTE Teacher- Reading Interventionist	\$21,450.00	Reading Interventionist is essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.	2: Effective Teachers and Instruction  4: Effective Curriculum	Title 1
0.75 FTE Instructional Specialist	\$15,200.00	Instructional assistant to support teachers Tier II interventions in ELA and Math; works with teachers and PLCs to analyze student learning to plan implement, support Tier II and Tier III interventions, and promote student success.	2: Effective Teachers and Instruction	Title 1
Technology	\$22,700.00	Technology Hardward/Software resources for school and related repairs. Expenditure will fund two Promethian boards and student laptops	2: Effective Teachers and Instruction	Title 1
District Supplies	\$5,562.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$28,116.00			
<b>Total Budget</b>	<b>\$150,098.00</b>			
<b>Total FTE</b>	<b>2.25</b>			

## **CARRILLO K-5 MAGNET SCHOOL (COMMUNICATIONS AND CREATIVE ARTS)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-2019 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<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June, 2019:

- A. Carrillo received a state letter grade of B during the 2016-17 SY as defined by the state grading system. During the 2017-18 SY Carrillo received a state letter grade of TBD. During the 2018-19 SY, Carrillo will receive a state letter grade of B or higher.
- B. Students at Carrillo will score higher than the state median in reading and math.
- C. Students at Carrillo will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Carrillo will continue to be greater than the state median growth.
- E. The achievement gap between racial groups at Carrillo participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019, ELA achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**OBJECTIVE 2 - MATH:** By June 2019, math achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## STAFFING

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.0 FTE Magnet Teachers (910G, 202)
- 3.75 FTE Teaching Assistants (910G, 202)
- 0.13 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (Title I)
- 0.5 FTE Library Assistant (910G, 202)
- 0.5 FTE Library Assistant (M&O)
- 1.0 FTE Teacher – Reading Interventionist (Title 1)
- 1.5 FTE Teacher Assistant (Title 1)

**Carrillo K-5 Magnet School Plan 2018-19 SY**  
**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**

Jan. 31, 2018	Oct. 5, 2018	Dec. 21, 2018	March 15, 2019	May 17, 2019	TBD	TBD
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2019 AzMERIT	2019-2020 Plan Initial Submission

**Integration: Providing Diversity, Excellence, and Equity****Needs Statement:**

Carrillo is currently Racially Concentrated with Hispanic enrollment above 70%. On the 40th day of 2017-2018, Carrillo student enrollment was 16% White, 6% African American, 72% Hispanic, 3% Native America, 1% Asian American and 3% Multi-racial.

**Goal(s):**

By the 40th day of the 2018-19 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<sup>nd</sup>, 3rd and 4<sup>th</sup> grades.

**Integration Monitoring:** Each magnet school will show measurable progress towards integration as mandated by the USP according to the following:

- **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).

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

- 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:**

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 school 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 school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

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

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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:**

**ELA:** Based on 2018 AzMERIT ELA data, TBD% of Carrillo's students achieved proficient or highly proficient.

**Math:** Based on 2018 AzMERIT math data, TBD% of Carrillo's students achieved proficient or highly proficient.

##### **School specific achievement objectives**

**Objective 1 – ELA:** By June 2019, ELA achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Objective 2 - Math:** By June 2019, math achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Achievement Data: See Appendix 1, Achievement Data Monitoring.** Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark 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 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 include 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 walkthroughs. Lesson plans books will be kept on the teacher's table and opened to the lesson being implemented. Principal will collect lesson plans weekly.
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**

- Walkthrough Data
- Lesson Plans
- PD Agendas
- Reflection Template

**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 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).
- Principal and school leadership team has a structured system for monitoring the efficiency and effectiveness of PLC grade level/course teamwork (mutually developed with teachers, structured systems for PLC team support).
- Data regarding the use of Success Maker 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.
- 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.
- 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 (school wide, grade level, and 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 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:**

1. Teachers will use small group instruction within an uninterrupted 60-minute block of time to support math.
2. Teachers will create Intervention Action Plans every quarter based on data from Benchmark scores to support students with math.
3. Targeted tutoring will be offered before/after school for L25 provided by Carrillo teachers.
4. 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 |

### **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 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 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**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Daily Lesson Plans</li> <li>• Intervention Action Plan</li> <li>• Benchmark Data</li> </ul> | <ul style="list-style-type: none"> <li>• PLC Agendas/Minutes</li> <li>• Common Formative Assessments</li> <li>• Data Analysis of CFAs and Benchmark Data</li> </ul> |
|--|---|

#### **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.

**Goal(s):** Implement the TUSD Curriculum 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 with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.
- PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 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 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 and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

**Critical Focus Area: Plan and implement the TUSD Curriculum 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 and the scope and sequence.
2. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 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 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 and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

**Evidence of Progress**

- |                        |                             |
|------------------------|-----------------------------|
| • Units of Instruction | • Walkthrough Data          |
| • Unwrapped Standards  | • CFAs                      |
| • Lesson Plans         | • Benchmark Assessment Data |

**SIAP Principle 6: Family and Community Engagement**

**Needs Statement:** During the 2017-18 SY, School Quality Surveys administered to parents at Carrillo school indicated a [TBD] Overall Satisfaction rating.

**Goal(s)**

- By the end of the 2018-19 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.

**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**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Parent Attendance Sheets for All Events</li> <li>• Newsletters</li> <li>• Event Sign-In Sheets</li> </ul> | <ul style="list-style-type: none"> <li>• Parent Volunteer Attendance Sheets</li> <li>• Facebook Page; Website</li> <li>• PTO Attendance Sheets, Notifications, Agendas/Minutes</li> </ul> |
|--|---|

**Carrillo K-5 Magnet Budget 2018-19**

*The “Purpose” description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

*G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)*

<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
3.0 FTE Magnet Teacher	\$130,581.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Three positions: Visual Arts (1.0), Performing Arts(1.0), Technology Integration (1.0)- Research validates the correlation between arts learning and overall academic achievement, including gains in intelligence (IQ), grades, and performance on standardized tests. Technology integration supports 21st Century Skills that student need to make them college or career ready (collaboration, communication, creativity, critical thinking.) Also, students will be digitally literate by enhancing fluency with digital hardware and software technologies in order to access, control, and create information.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Certified Added Duty: Tutoring	\$22,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Students need increased intervention minutes to address deficits in their individual learning. Teachers at Carrillo use weekly formative assessments in the classroom to create focused groups based on skills in order to meet the needs of the students. The teachers also complete a quarterly Intervention Plan for their class/grade level based on benchmark assessments to identify student needs and to plan for reteaching and interventions. Before and after school targeted tutoring needs to be offered during the whole school year for all grade levels. Added duty for targeted tutoring outside the school day, 8 teachers at 120 hours at \$25.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.5 FTE Library Assistant	\$9,250.00	<b>Improve overall achievement for all students [G2(A-E)]</b> The Library Assistant has supported learning with small group instruction and working with enrichment activities in the library. This position will also support students and teachers to access information by providing culturally relevant curriculum through the expedition of accessing books and materials from all perspectives. Support for students also involves working with students in the main library to support research for PBL learning. Support for teachers involves collaboration, and offering guidance in the use of the leveled library and culturally relevant materials.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
3.75 FTE Teaching Assistant	\$69,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Teacher Assistants have supported learning with small group instruction, working with enrichment activities while the teachers work with students who need focused interventions and reteaching of the standards.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg

Substitutes: PLC	\$7,200.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Carrillo will incorporate the practice of reflective teaching, "Teachers Observing Teachers: A Professional Development Tool For Every School." The benefits include reflective dialogue with and among teachers/administrators. Teachers benefit from support from an "expert" (peer) who understands the daily demands of the classroom, and the comfort of knowing that someone is available to help, explain, and assist. The school benefits from the establishment of a professional learning community and ultimately, higher student achievement. Substitutes will allow for added collaboration time for grade level colleagues to plan lessons, examine teaching strategies after observations, analyze student outcomes, and adjust for maximum student achievement. Teachers will continue to observe each other in the classroom; however, they will expand their observations to different grade levels allowing for vertical articulation. Teachers will gain knowledge, skills and strategies from each other, along with hands-on knowledge about spiraled curriculum at various grade levels.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Instructional Aids	\$10,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Scholastics News; Performance Coach- standards based practice for AZ Merit testing; Simple Solutions- daily standards based math practice (reciprocal teaching); Educational Apps for iPad to increase ELA and Math problem-solving and fundamental practice.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Family Engagement	\$5,400.00	<b>Support recruitment and retention [G1]</b> Supplemental monies to pay teachers for off contract time to promote family engagement: Math/Science Night, Literacy Night, Culture Night, Fitness Night, and Magnet Showcases including performances.	6: Family and Community Engagement	Deseg



1.0 FTE Magnet Site Coordinator	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support recruitment and retention [G1]</b> Magnet Coordinator will focus on both pillars- student achievement and integration: PLC coordinator, quarterly PLC units, student progress monitoring data, family event coordinator, and recruitment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Mileage	\$300.00	<b>Support recruitment and retention [G1]</b> Supplemental monies for travel to magnet events to promote our school for integration.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PD	\$7,630.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Supplemental monies to pay teachers for off contract time for summer professional development: teachers leading teachers/PBL/technology/unpacking standards	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Professional Contracted Services: Pima County School Superintendent's Office	\$19,787.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Improve achievement for L25 [G2(D)]</b> Contracted trainer from ADE to lead teachers in collaborative practice as they plan lesson together, observe each other teaching the lesson, identify student engagement, reflect and adjust. Continued professional development classes on and off contract hours to enhance teacher knowledge in areas of communications, ELA, math, technology, and teaching strategies. Empathy and Teachers Observing Teachers.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Recruitment	\$2,000.00	<b>Support recruitment and retention [G1]</b> Display board and props needed to promote our school during off-site events to support integration.	Integration: Providing Diversity, Excellence and Equity	Deseg



Supplies: Instructional (Theme Related)	\$5,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Supplies include necessary materials to promote PBL learning for units- paper, writing material, art supplies, toner, etc.	2: Effective Teachers & Instruction 4: Effective Curriculum 6: Family & Community Engagement	Deseg
Technology less than \$5000	\$8,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Lap top purchases to create technology learning centers in the classroom.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Recruitment	\$3,000.00	<b>Support recruitment and retention [G1]</b> Supplemental monies for magnet coordinator/teachers for off contract hours spent at magnet events to promote our school with goal to become integrated.	Integration: Providing Diversity, Excellence and Equity	Deseg
Registration: Magnet Schools of America (MSA) National Conference Registration	\$2,000.00	<b>Improve overall achievement for all students[G29(A-E)]</b> More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Carrillo will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration.	2: Effective Teachers & Instruction 4: Effective Curriculum 6: Family & Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg

Out of State Travel	\$6,000.00	<b>Improve overall achievement for all students[G29(A-E)]</b> Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Employee Benefits	\$70,000.00			
<b>Total Budget</b>	<b>\$420,675.00</b>			
<b>Total FTE</b>	<b>8.25</b>			

<b>Carrillo K-5 Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher-Reading Interventionist	\$ 42,800.00	Interventionist will provide additional instructional support and progress monitoring	2: Effective Teachers and Instruction	Title 1
0.5 FTE Guidance Counselor	\$23,020.00	The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other educational programs.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.5 FTE Teacher Asst	\$19,376.00	Teacher Assistants provide enrichment in small group settings in the classroom as part of groupings for enrichment/interventions in ELA and Math	2: Effective Teachers and Instruction	Title 1
Discretionary Supplies	\$19,000.00	Student use of instructional supplies enhances their learning experience and actively engages students in lessons.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$25,700.00			
<b>Total Budget</b>	<b>\$129,896.00</b>			
<b>Total FTE:</b>	<b>3.0</b>			

## **DAVIS MAGNET SCHOOL (BILINGUAL)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-2019 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<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June 2019:

- A. Davis received a state letter grade of B during the 2016-17 SY as defined by the state grading system. During the 2017-18 SY Davis received a state letter grade of TBD. During the 2018-19 SY, Davis will receive a state letter grade of B or higher.
- B. Students at Davis will score than the state median in reading and math.
- C. Students at Davis will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Davis will be higher than the state median growth.
- E. The achievement gap between racial groups at Davis participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019, ELA achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**OBJECTIVE 2 - MATH:** By June 2019, math achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by 10% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## STAFFING

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.3 FTE Magnet Teachers (910G, 202)
- 3.0 FTE Teaching Assistants (910G, 202)
- 5.75 FTE Teaching Assistants (910G, other(504))
- 0.75 FTE Specialist (Mariachi) (910G, 202)
- 0.75 FTE Family Liaison (910G, 202)
- 0.75 FTE Instructional Tech Liaison (Title I)
- 0.5 FTE Curriculum Service Provider ( Title 1)
- 0.5 FTE Curriculum Service provider( Magnet)
- 1.0 FTE Librarian (910G, 202)
- 0.5 FTE Library Assistant (M&O)

**Davis ES Magnet School Plan 2018-19 SY**  
**Magnet Theme: Bilingual**  
**Tucson Unified School District**

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

  

<b>TIMELINE</b>						
<b>Jan. 31, 2018</b>	<b>Oct. 5, 2018</b>	<b>Dec. 21, 2018</b>	<b>March 15, 2019</b>	<b>May 17, 2019</b>	<b>TBD</b>	<b>TBD</b>
<b>Magnet Plan Submission</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2019 AzMERIT</b>	<b>2019-2020 Plan Initial Submission</b>

<b>Integration: Providing Diversity, Excellence, and Equity</b>
<b>Needs Statement:</b> Davis is Newly Integrated. On the 40th day of 2017-2018, Davis' student enrollment was 21% White, 5% African American, 68% Hispanic, 2% Native America, 0% Asian American and 3% Multi-racial.
<b>Goal(s):</b> By the 40 <sup>th</sup> day of the 2018-19 SY, for kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> 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.
<b>Integration Monitoring:</b> Each magnet school will show measurable progress towards integration as mandated by the USP according to the following: <ul style="list-style-type: none"> <li>• <b>Racially Concentrated:</b> one racial/ethnic group is over 70%.</li> <li>• <b>Neutral:</b> neither racially concentrated, highly diverse, nor integrated.</li> <li>• <b>Highly Diverse:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the District.</li> <li>• <b>Integrated:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).</li> </ul>
<b>Integration Indicator: Integration of Diverse Student Population</b>
<b>Actions to Address Integration Indicator and to Achieve Goal(s):</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recruitment and marketing activities are planned and implemented by the District and the school.</li> <li>• 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.</li> <li>• Davis will be part of the District Communication Department deployment of commercial media including television, print, and social media.</li> </ul>
<b>Critical Focus Area: Recruitment and Retention</b>
<b>Critical Focus Area Action Steps:</b> <ol style="list-style-type: none"> <li>1. Participate in all District recruitment activities offered to the school.</li> <li>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].</li> <li>3. Create partnerships with community members that assist in recruitment events and school magnet visibility.</li> <li>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.</li> </ol>

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 school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Magnet School Quarterly Reports</li> <li>• Recruitment Logs</li> </ul> | <ul style="list-style-type: none"> <li>• Partnership Letters</li> <li>• Parent Attendance for Retention Activities</li> </ul> |
|---|---|

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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 20-18 AzMERIT shows a need to increase student achievement in math and ELA.

**ELA:** Based on 2018 AzMERIT ELA data, TBD% of Davis's students achieved proficient or highly proficient. This is above the district average of TBD%.

**Math:** Based on 2018 AzMERIT math data, TBD% of Davis's students achieved proficient or highly proficient. This is above the district average of TBD%.

##### **School specific objectives**

**Objective 1 – ELA:** By June 2019, ELA achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.



**Objective 2 - Math:** By June 2019, math achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by 10% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Achievement Data: See Appendix 1, Achievement data monitoring:**

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

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

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

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 include 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 and we will invite consultants to present and facilitate additional culturally responsive events at the school. These will include authors, artists, and dance troupes
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.
12. The Curriculum Service Provider will support effective teachers and instruction through additional coaching, facilitating PLCs and student work sample evaluation, as well as Professional Development for teachers. The PD will focus on differentiation, and high engagement strategies as well as other research based practices.

### **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                   |                      |

### **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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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.
- 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. School wide 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.
  - 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**

- |                               |                                  |
|-------------------------------|----------------------------------|
| • Student Profile             | • CFAs                           |
| • MTSS Referrals/Action Plans | • After School Roster/Attendance |
| • Newsletters                 | • Academic Contracts             |
| • Data Reports                |                                  |

### **Critical Focus Area: High Functioning Professional Learning Communities**

#### **Critical Focus Area Action Steps:**

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, and AzMERIT data during monthly data talks with principal and monitor and adjust instruction as needed.

#### **Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• SchoolCity and Teacher Created CFAs</li> <li>• District Benchmark Data</li> <li>• AzMERIT Data</li> <li>• Student Data Profile</li> <li>• PLC Data Notebooks</li> </ul> | <ul style="list-style-type: none"> <li>• Intervention Plans</li> <li>• PLC Agendas/Minutes</li> <li>• Student Academic Profile</li> <li>• Fluid Intervention Groups</li> <li>• Parent/Teacher Communication Notes</li> </ul> |
|--|--|

#### **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

**Goal:** Implement the TUSD Curriculum 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 with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teacher will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 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 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 for all grade levels and content areas.**

##### **Critical Focus Area Action Steps:**

1. Grade level PLCs will maintain evidence of fidelity towards TUSD Curriculum, 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 and the scope and sequence.
3. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
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"> <li>• Lesson Plans</li> <li>• PLC Agendas/Minutes</li> <li>• Unpacked Standards</li> <li>• CFA Data/ Benchmark Data</li> <li>• Monthly Data Talks with Grade Level PLC</li> <li>• PLC Action/Intervention Plans</li> </ul> | <ul style="list-style-type: none"> <li>• Student Academic Profile</li> <li>• Multiple Data Point Profiles for Each Student</li> <li>• Fluid Intervention Groups</li> <li>• MTSS Referrals and Recommended Intervention Follow-up</li> <li>• Monthly Grade Level Communication with Parents Based on Student Progress</li> </ul> |
|---|---|

#### **SIAP Principle 6: Family and Community Engagement**

**Needs Statement:** During the 2018-19 SY, School Quality Surveys administered to parents at Davis school indicated a TBD% Overall Satisfaction rating.

#### **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.

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

**Davis Magnet Budget 2018-19**

*The "Purpose" description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
 G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)

<b>Description</b>	<b>Sum of FY19</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Specialist Teacher	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Davis will create a master schedule, which will provide PLC time for staff to meet weekly for at least 1 1/2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed. (Art)	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Specialist Teacher	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Davis will create a master schedule, which will provide PLC time for staff to meet weekly for at least 1 1/2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.5 FTE Curriculum Service Provider (CSP)	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> <b>Support Recruitment and retention [G1]</b> The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC groups to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg



1.0 FTE Teacher Magnet	\$21,764.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> In order to reduce class size, Davis will utilize a full time certified teacher. (Music)	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.3 FTE Magnet Teacher: PE	\$12,876.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Davis will utilize the PE specialist create a master schedule which will provide PLC time for teachers to meet weekly for at least 2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed. Support the development of L2 through authentic learning.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Tutoring	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Certified teachers will provide targeted intervention after school.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
3.0 FTE Teaching Assistant	\$43,856.00	<b>Improve overall achievement for all students [G2(A-E)]</b> While certified teachers provide intervention, teacher assistants will be used to provide support for all students. Bilingual para-professionals support in dual language classrooms is critical as language models, assist in district/state required assessments and help teachers manage workloads which double when learning /teaching in two languages. Bilingual para-professionals are language role models and are guided by teachers to support students as teacher directs learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg



0.75 FTE Specialist: Mariachi	\$10,964.00	<b>Improve overall achievement for all students [G2(A-E)]</b> The unique Spanish Immersion model at Davis Magnet utilizes specialists to release teachers to meet with PLC's but specialists also serve to support L2 learning in non-threatening, authentic classroom environments. The mariachi instructor would support K-2 student services and provide opportunities for teacher home visits and additional parent conferences for K-2 struggling students for early interventions	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.75 FTE School Community Liaison	\$21,200.00	<b>Support Recruitment and retention [G1]</b> Davis has demonstrated a pattern of growth in our eligible Title I population moving from 50% to 57% within the last 4 years. A family liaison will help support/strengthen family engagement, training opportunities, and increase parent participation to improve student learning.	6: Family and Community Engagement	Deseg
Classified Hourly	\$2,745.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Classified personnel will support computer based learning through approved Achieve 3000 and SuccessMaker intervention software. Support overall improvement for targeted students in after school tutoring program.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Davis will purchase supplies and materials, which are culturally relevant to strengthen differentiated Tier I and Tier II learning opportunities. Purchase added materials for after school tutoring program.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Family Engagement	\$800.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Added Duty for certified staff to participate in parent training session at school. Work with families to support family engagement and provide training session in reading and mathematics for parents.	6: Family and Community Engagement	Deseg

1.0 FTE Magnet Site Coordinator	\$42,620.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support Recruitment and retention [G1]</b> Magnet Coordinator will focus on both pillars- student achievement and integration: PLC coordinator, quarterly PLC units, student progress monitoring data, family event coordinator, and recruitment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PLC	\$1,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Teachers will meet in PLC's 1 1/2 hours weekly to analyze student data and implement action plans for Tier II & III differentiated instructional groups, common assessments and planning	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Mileage	\$200.00	<b>Support Recruitment and retention [G1]</b> Mileage reimbursements for off-site recruitment and marketing events.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PD	\$13,800.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Davis teachers will participate in a 5-day summer PD to unpack the standards, task analysis, and align standards to curriculum. Summer PD sessions will focus on best instructional practices for Bilingual Education, Culturally Relevant Curriculum, and strengthening PLC structures/process.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Librarian	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> In order to allow teachers to meet in PLC groups, Davis will fund a full time librarian who teaches both the walk to Spanish Reading	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		<p>and creates multi-cultural learning opportunities and materials for all K-5 students.</p> <p>Teachers will meet in PLC's 1 1/2 hours weekly to analyze student data and implement action plans for Tier I/II differentiated instructional groups, common assessments and planning.</p>		
Certified Added Duty: Recruitment	\$3,000.00	<p><b>Recruitment and retention</b></p> <p><b>Support Recruitment and retention [G1]</b></p> <p>Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information card, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large targeted populations). Maintain high parent participation in PTA, Site Council and school-wide functions, and train parents as school recruiters. Pursue partnerships with the U of A, Pima College, South Tucson, Hispanic Chamber of Commerce, Mariachi clubs, and other agencies that embrace Hispanic culture to enhance the current program.</p>	Integration: Providing Diversity, Excellence and Equity	Deseg
Classified Added Duty: Recruitment	\$500.00	<p><b>Support Recruitment and retention [G1]</b></p> <p>Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information card, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large targeted populations). Maintain high parent participation in PTA, Site Council and school-wide functions, and train parents as school recruiters. Pursue partnerships with the U of A, Pima College, South Tucson, Hispanic Chamber of Commerce, Mariachi clubs, and other agencies that embrace Hispanic culture to enhance the current program.</p>	Integration: Providing Diversity, Excellence and Equity	Deseg

Advertising	\$1,000.00	<b>Recruitment and retention</b> <b>Support Recruitment and retention [G1]</b> Create banners, brochures, marketing flyers and advertising material to enhance recruitment for Magnet program and support ethnic diversity.	Integration: Providing Diversity, Excellence and Equity	Deseg
Registration: Magnet Schools of America (MSA) National Conference	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support Recruitment and retention [G1]</b> More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Davis will send the Magnet Coordinator and one Administrator to the MSA National Conference. Conference registration.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Out of State Travel	\$716.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support Recruitment and retention [G1]</b> Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	Deseg

			Integration: Providing Diversity, Excellence and Equity	
Professional Education Consultants	\$1,797.00	<b>Recruitment and retention</b> <b>Support Recruitment and retention [G1]</b> Supports diversity goals, community outreach goals and providing access to culturally relevant experiences.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	
Employee Benefits	\$81,292.87			
<b>Total Budget</b>	<b>\$443,238.87</b>			
<b>Total FTE:</b>	<b>10.3</b>			

<b>Davis ES Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
0.5 FTE Curriculum Service Provider	\$ 21,400.00	CSP is essential in supporting student achievement by assisting in overseeing curriculum and instruction; linking teachers/other instructional staff with the resources and support they need including interventions to help students achieve in a standards-based system; trains and supports teachers in reading data and how to use it in planning and driving curriculum and the school's Continuous Improvement Plan/IAP. Other .5 funded by Magnet.	4: Effective Curriculum	Title 1
0.75 FTE Instructional Tech Liaison	\$14,796.00	Instructional Tech Liaison to work with teachers to develop and administer common formative assessments aligned with the district curriculum and assists teachers to access the School City reports that they use to analyze student learning to plan for, implement and support Tier II and Tier III interventions and promote student success.	2: Effective Teachers & Instruction 4: Effective Curriculum	Title 1
Added Duty PLC Work-Certified	\$10,000.00	Teachers will engage in the PLC process with fidelity, including meaningful collaboration, data analysis, and the creation and utilization of common formative assessments, which will positively impact student achievement.		Title 1
Added Duty Tutoring	\$10,000.00	After school intervention will be provided to students using school wide systems for Tier II support.		Title 1
Technology Under 5k	\$15,000.00	Technology for classroom	2: Effective Teachers & Instruction	Title 1
District Supplies	\$14,774.10	Student use of instructional supplies enhances their learning experience and actively engages students in lessons.		Title 1
Employee Benefits	\$14,859.00			Title 1
<b>Total Budget</b>	<b>\$100,829.10</b>			
<b>Total FTE</b>	<b>1.25</b>			

## **DODGE MAGNET SCHOOL (TRADITIONAL ACADEMICS)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-2019 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 all grade levels (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>).

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June 2019:

1. Dodge received a state letter grade of B during the 2016-17 SY as defined by the state grading system. During the 2017-18, SY Dodge received a state letter grade of TBD. During the 2018-19 SY, Dodge will receive a state letter grade of B or higher.
2. Students at Dodge will score higher than the state median in reading and math.
3. Students at Dodge 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 Dodge will be higher than the state bottom 25% median growth.
5. The achievement gap between racial groups at Dodge participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019, Dodge Traditional Magnet Middle School will increase the percentage of students who will be proficient or highly proficient by TBD% on the 2018 AzMERIT ELA assessment.

**OBJECTIVE 2 - MATH:** By June 2019, Dodge Traditional Magnet Middle School will increase the percentage of students who will be proficient or highly proficient by TBD% on the 2018 AzMERIT mathematics assessment.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## STAFFING

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE Math Interventionist (910G, 202)
- 1.0 FTE Reading Interventionist (910F, 202)
- 0.8 FTE School Community Liaison (910G, 202)



**Dodge MS Magnet School Plan 2018-19 SY**  
**Magnet Theme: Traditional**  
**Tucson Unified School District**

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

  

<b>TIMELINE</b>						
<b>Jan. 31, 2018</b>	<b>Oct. 5, 2018</b>	<b>Dec. 21, 2018</b>	<b>March 15, 2019</b>	<b>May 17, 2019</b>	<b>TBD</b>	<b>TBD</b>
<b>Final Magnet Plan Submission</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2019 AzMERIT</b>	<b>2019-2020 Plan Initial Submission</b>

<b>Integration: Providing Diversity, Excellence, and Equity</b>
<p><b>Needs Statement:</b> Dodge is currently integrated with all ethnicities falling within 15% of the district average enrollment. On the 40th day of 2017-2018, Dodge's student enrollment was 20.1% White, 8.9% African American, 63.2% Hispanic, 2.4% Native America, 2.2% Asian American and 3.3% Multi-racial.</p>
<p><b>Goal(s):</b> By the 40th day of the 2018-2019 SY for 6<sup>th</sup> – 8<sup>th</sup> 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 (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>).</p>
<p><b>Integration Monitoring:</b> Each magnet school will show measurable progress towards integration as mandated by the USP according to the following:</p> <ul style="list-style-type: none"> <li>• <b>Racially Concentrated:</b> one racial/ethnic group is over 70%.</li> <li>• <b>Neutral:</b> neither racially concentrated, highly diverse, nor integrated.</li> <li>• <b>Highly Diverse:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the District.</li> <li>• <b>Integrated:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).</li> </ul>
<b>Integration Indicator: Integration of Diverse Student Population</b>
<p><b>Actions to Address Integration Indicator and to Achieve Goal(s):</b></p> <ul style="list-style-type: none"> <li>• Recruitment and marketing activities are planned and implemented by the District and the school.</li> <li>• 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.</li> <li>• Dodge will be part of the District Communication Department deployment of commercial media including television, print, and social media.</li> <li>• 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.</li> </ul>
<b>Critical Focus Area: Attend Recruitment Events</b>
<p><b>Critical Focus Area Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. The Magnet Coordinator will promote and recruit families to attend Dodge Magnet Middle School.</li> <li>2. The Magnet Coordinator will send out flyers and postcards inviting families to attend our events.</li> <li>3. The Magnet Coordinator will speak at elementary school PTA and other events to recruit families.</li> <li>4. The Magnet Coordinator will attend TUSD recruitment events to represent Dodge.</li> </ol>

5. 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.
6. Recruitment logs will be kept on-site and document District and school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Sign-In Sheets of Attendees</li> <li>• Copies of Flyers and Postcards Sent Out</li> </ul> | <ul style="list-style-type: none"> <li>• Logs of Contacts Made to Schedule Events</li> <li>• Magnet Quarterly Reports</li> </ul> |
|--|--|

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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**

**Needs Statement:** An analysis of the 2018 AzMERIT results shows a TBD in math and ELA.

**ELA:** Based on 2018 AzMERIT ELA data, TBD% of Dodge's students achieved proficient or highly proficient.

**Math:** Based on 2018 AzMERIT ELA data, TBD% of Dodge's students achieved proficient or highly proficient.

#### **School specific achievement objectives**

**Objective 1 – ELA:** By June 2019, Dodge Traditional Magnet Middle School will increase the percentage of students who will be proficient or highly proficient by TBD% on the 2019 AzMERIT ELA assessment.

**Objective 2 - Math:** By June 2019, Dodge Traditional Magnet Middle School will increase the percentage of students who will be proficient or highly proficient by TBD% on the 2019 AzMERIT mathematics assessment.

**Achievement Data:** See Appendix 1, Achievement Data Monitoring:

Appendix 1 includes data and analyses of DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

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

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

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 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 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.
9. U of A Sky School: Sky Island Survey 3-day program for 20 (7-8<sup>th</sup>) students.

#### **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

#### **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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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 teamwork (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 Success Maker 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 Success Maker 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 Success Maker 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 2018 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, and 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 counselor and Dean 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 and Achieve 3000 as resources to student learning.
4. Four (4) 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 district's standards based benchmark testing.

##### **Reading Teacher:**

6. All 6<sup>th</sup> 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.
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 regular 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 2018-2019 SY with PLC Time documented
- PLC notebook with documentation of the work completed
- Sign-In Sheets from teachers who attend PLC

#### **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.

#### **Goal(s):**

Implement the TUSD Curriculum 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 with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Teachers will build and share knowledge regarding TUSD Curriculum.
- 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 and the scope and sequence.
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.
- The principal will document the use of the TUSD Curriculum 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 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 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 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.



5. Lead Teachers will present TUSD Curriculum 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 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**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Wednesday PD Calendar for 2018-2019 SY with PLC Time Documented</li> <li>• Sign-In Sheets</li> <li>• Classroom Observation Documentation</li> </ul> | <ul style="list-style-type: none"> <li>• Posted Themes</li> <li>• Danielson Evaluation</li> <li>• PD Materials/Agendas/Sign-in Sheets</li> </ul> |
|--|--|

**SIAP Principle 6: Family and Community Engagement**

**Needs Statement:**

During the 2017-18 SY, School Quality Surveys administered to parents at Dodge school indicated a TBD Overall Satisfaction rating.

**Goal(s):**

- By the end of the 2018-19 SY, TBD 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.

**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-Phillip's 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 facilities.

**Evidence of Progress**

1. Parent attendance sheets; parent volunteer attendance sheets

2. A list of the community partners and how they support our school

**Dodge Magnet Budget 2018-19 SY**

*The "Purpose" description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
 G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)

<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Intervention Teacher	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Students in the L25 in math and reading will be assigned an intervention class moving in and out based on performance data.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Reading Interventionist	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> All 6th grade students will take two hours of ELA with one hour dedicated to reading instruction and one to grammar and writing.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: PLC work and conferences	\$7,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		<b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> In order to allow teachers to PLC during the school day once each quarter. Substitutes are needed for MSA Conference, NEU Convention, and PLC training.		
Added Duty: PLC	\$19,800.00	<b>Improve overall achievement for all students [G2(A-E)]</b> In order to allow teachers to participate in regular PLC after the contract day.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Tutoring	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> To provide Tier II interventions, Dodge will continue to offer after school tutoring by grade level. Open to all students but student with an F at progress or end of quarter will get specific invitation to attend.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Tutoring, Certified Summer Hourly Summer Jump Program Coordinator	\$4,300.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Dodge will maintain a 10-day summer JumpStart program for incoming 6th graders. This sets guidelines and expectations of the Dodge program, establishes relationships with teachers, and provides remediation of basic skills in core classes	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Hourly: Summer Jump Bridge Program	\$9,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		<b>Reduce achievement gap between subgroups [G2(E)]</b> Reduce the achievement gap between subgroups.		
Supplies: Instructional	\$7,885.00	<b>Improve overall achievement for all students [G2(A-E)]</b> This will include resources for teachers to use in the classroom to improve instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.8 FTE Community Liaison	\$15,450.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Community Liaison will work with students from targeted ethnicity to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	Deseg
1.0 FTE Magnet Coordinator	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support recruitment and retention [G1]</b> In order to attract diverse ethnically balanced students and maintain an integrated status, the Magnet Coordinator will market, conduct recruitment events, track recruiting activities, and attend all district sponsored magnet events that are pertinent to middle school enrollment targeting the ethnic groups needed. In addition to recruitment responsibilities, Magnet Coordinator will ensure that student interventions are working and to help in identifying intervention needs,	2: Effective Teachers and Instruction 4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	Deseg

		Magnet Coordinator will participate in regular data analysis and support the MTSS team.		
Licensing for SRI Software	\$5,860.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Provide 21st Century technology opportunities School-wide SRI License (1,808) is used to differentiate instruction, provide evidence for interventions and ALE opportunities, and to ensure students are reading at proper levels to continue to grow in their reading skills. Provide new technology and maintain current technology for student use (2,000).	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Recruitment	\$17,690.00	<b>Support recruitment and retention [G1]</b> Supplemental monies for magnet coordinator/teachers for off contract hours spent at magnet events to promote our school with goal to become integrated.	Integration: Providing Diversity, Excellence and Equity	Deseg
Mileage	\$1,580.00	<b>Support recruitment and retention [G1]</b> Magnet Coordinators are required to travel to sites around the district	Integration: Providing Diversity, Excellence and Equity	Deseg
Registration: Magnet Schools of America (MSA) National	\$3,808.00	<b>Improve overall achievement for all students [G2(A-E)]</b> More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on	2: Effective Teachers and Instruction 4: Effective Curriculum	

Conference and No Excuses University (NEU) National Convention		<p>best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Dodge will send the Magnet Coordinator and one Administrator to MSA National Conference.</p> <p>The NEU National Convention was created for NEU educators by NEU educators. This event is an opportunity for dynamic educators to not only network and share about the six exceptional systems they have embraced, but also come together to celebrate the fantastic accomplishments we as a network have achieved. This unique event highlights two special and highly motivational keynote speakers, a state of the network address from Founder Damen Lopez, and the best and brightest current NEU practitioners who have applied and been selected to present each of the breakout sessions.</p>	Integration: Providing Diversity, Excellence and Equity	
Out of State Travel: MSA, NEU	\$3,600.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b></p> <p>Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference and NEU Convention.</p>	<p>2: Effective Teachers and Instruction</p> <p>4: Effective Curriculum</p> <p>Integration: Providing Diversity, Excellence and Equity</p>	Deseg
U of A Sky School	\$300.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b></p> <p>A group of middle school students will be provided with the opportunity to participate in UA Sky School's <b>Sky</b></p>	2: Effective Teachers and Instruction	Deseg



		<b>Island Survey</b> , a 3 day/2-night field trip that includes daytime field instruction in small groups, nighttime astronomy experiences, dormitory lodging, and all meals. This opportunity will be available to 20 7th-8th graders (located within the Coronado National Forest and Mt. Lemmon).	4: Effective Curriculum	
Employee Benefits	\$46,357.75			
<b>Total Budget</b>	<b>\$276,211.75</b>			
<b>Total FTE</b>	<b>3.8</b>			

<b>Dodge MS Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher	\$ 42,800.00	Class size of 27 is used to support differentiated instruction and strategic groupings within classrooms.	2: Effective Teachers and Instruction	Title 1
1.0 FTE Dean of Students	\$42,800.00	Improve overall achievement for all students Reduce achievement gap between subgroups The Dean of Students collaborates with district staff, parents and students to identify high-risk students for future prevention services. The Dean of Students may visit students and parents in the home to determine causes for absenteeism, academic or discipline problems. The Dean monitors these students as they enter and go through school to determine impact of prevention activities.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	Title 1
Technology	\$11,000.00	Technology hardware/software resources for school and related repairs.	2: Effective Teachers and Instruction	Title 1
Instructional Aids	\$5,000.00	Supplemental resources for teachers to use in classrooms to promote student success.	2: Effective Teachers and Instruction	Title 1
District Supplies	\$6,712.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$25,680.00			Title 1
<b>Total Budget</b>	<b>\$133,992</b>			
<b>Total FTE</b>	<b>2.0</b>			

## **DRACHMAN MAGNET SCHOOL (MONTESSORI)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-19 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<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June, 2019:

- A. Drachman received a state letter grade of F during the 2016-17 SY as defined by the state grading system. During the 2017-18 SY Drachman received a state letter grade of **TBD**. During the 2018-19 SY, Drachman will receive a state letter grade of B or higher.
- B. Students at Drachman will score higher than the state median in reading and math.
- C. Students at Drachman will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Drachman will be higher than the state median growth.
- E. The achievement gap between racial groups at Drachman participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

#### **OBJECTIVE 1 – ELA:**

**GRADES 3-5:** By June 2019, ELA achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**GRADES 6-8:** By June 2019, ELA achievement for all 6<sup>th</sup> – 8<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**OBJECTIVE 2 – MATH:**

**GRADES 3-5:** By June 2019, Math achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**GRADES 6-8:** By June 2019, Math achievement for all 6<sup>th</sup> – 8<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

**STAFFING**

**Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Magnet Teachers (910G, 202)
- 2.5 FTE Montessori Lead Teachers (910G, 202)
- 1.0 FTE (0.6 FTE 6/5 Contracts for PLCs)
- 3.5 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Behavior Intervention Monitor (910G, 202)
- 1.0 FTE Teaching Assistant (Title 1)
- 0.5 FTE Reading Interventionist (Title 1)
- 1.0 FTE Teacher (Title 1)

**Drachman K8 Magnet School Plan 2018-19 SY**  
**Magnet Theme: Montessori**  
**Tucson Unified School District**

<b>Principal: Dr. Jesus Celaya</b>												
<b>TITLE 1 PROGRAM TYPE</b> Please indicate type					<b>OTHER PROGRAMS</b> Check any/all that apply							
<b>X</b>	<b>School Wide</b>		<b>Targeted Assistance</b>		<b>X</b>	<b>Magnet</b>		<b>SIG</b>		<b>Project Elevate</b>		<b>Comprehensive Support &amp; Improvement</b>
<b>TIMELINE</b>												
<b>Jan. 31, 2018</b>		<b>Oct. 5, 2018</b>		<b>Dec. 21, 2018</b>		<b>March 15, 2019</b>		<b>May 17, 2019</b>		<b>TBD</b>		<b>TBD</b>
<b>Magnet Plan Submission</b>		<b>Quarter 1 Progress Review</b>		<b>Quarter 2 Progress Review</b>		<b>Quarter 3 Progress Review</b>		<b>Quarter 4 Progress Review</b>		<b>Review of 2019 AzMERIT</b>		<b>2019-2020 Plan Initial Submission</b>

**Integration: Providing Diversity, Excellence, and Equity****Needs Statement:**

Drachman is currently integrated with all ethnicities falling within 15% of the district average enrollment. On the 40th day of 2017-2018, Drachman student enrollment was 17.7% White, 7.0% African American, 67.0% Hispanic, 3.9% Native America, 0.6% Asian American and 3.7% Multi-racial.

**Goal(s):**

By the 40th day of the 2018-19 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<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

**Achievement Data: See Appendix 1, Achievement Data Monitoring:**

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

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

- 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****Critical Focus Area Action Steps:**

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, Open House Events at Drachman, and School Choice Week Events.
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 school 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 school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

- |                        |   |
|------------------------|---|
| • Event Sign-In Sheets | • School Applications/ Enrollment Documentation |
| • School Tour Logs     | • Magnet Quarterly Reports                      |

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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:**

**ELA:** Based on 2018 AzMERIT ELA data, TBD% of Drachman's students, grades 3-5, achieved proficient or highly proficient. This is above the district average of TBD%.

**ELA:** Based on 2018 AzMERIT ELA data, TBD% of Drachman's students, grades 6-8, achieved proficient or highly proficient. This is above the district average of TBD%.

**Math:** Based on 2018 AzMERIT math data, TBD% of Drachman's students. Grades 3-5, achieved proficient or highly proficient. This is above the district average of TBD%.

**Math:** Based on 2018 AzMERIT ELA data, TBD% of Drachman's students, grades 6-8, achieved proficient or highly proficient. This is above the district average of TBD%.

##### **School specific achievement objectives**

##### **Objective 1 – ELA:**

**Grades 3-5:** By June 2019, ELA achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Grades 6-8:** By June 2019, ELA achievement for all 6<sup>th</sup> – 8<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Objective 2 – Math:**

**Grades 3-5:** By June 2019, Math achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Grades 6-8:** By June 2019, Math achievement for all 6<sup>th</sup> – 8<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.**

**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 include 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.

<b>Evidence of Progress</b>	
<ul style="list-style-type: none"> <li>• Two-Week Calendar for Observations</li> <li>• Lesson Plans</li> <li>• Walkthrough Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthrough Tracker</li> <li>• MyLearningPlan</li> </ul>
<b>SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.</b>	
<b>Actions to Address SIAP Indicator and to Achieve Goal(s):</b>	
<ul style="list-style-type: none"> <li>• Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.</li> <li>• 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.</li> <li>• The principal and school leadership team has a structured system for monitoring the efficiency and effectiveness of PLC grade level/course team work (mutually developed with teachers, structured systems for PLC team support).</li> <li>• Teachers will utilize district benchmark assessment and school 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.</li> <li>• 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.</li> </ul>	
<b>Critical Focus Area: Intervention and Supplemental Services (Math and ELA)</b>	
<b>Critical Focus Area Action Steps:</b>	
<ol style="list-style-type: none"> <li>1. Teachers will use small group instruction, which focuses on procedural fluency and automaticity in CORE areas.</li> <li>2. Teachers will use Guided Reading small group instruction to support ELA. Tier 2 and Tier 3 students will be identified and receive daily instruction through guided reading lessons.</li> <li>3. A schedule will be developed to use available technology (lab and COWS) for implementation of Edgenuity Tier 2 and Tier 3 interventions.</li> <li>4. Teachers will utilize district benchmark assessment and school 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.</li> </ol>	

5. 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.
6. Edgenuity will be used to support math and ELA Tier 1, Tier 2, and Tier 3 instruction.
7. Montessori Resource Teachers will provide literacy instruction in Book Clubs and math/reading interventions.
8. Targeted tutoring sessions will take place four (4) days a week from January – March 2019 for “Cusp” students in math and ELA.

#### **Evidence of Progress**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Magnet Quarterly Report</li> <li>• Edgenuity Student Data</li> <li>• Classroom Walkthrough Data</li> </ul> | <ul style="list-style-type: none"> <li>• Next Steps Action Plans</li> <li>• Common Formative Assessments and Data</li> <li>• Benchmark Data</li> <li>• PLC Agendas and Minutes</li> <li>• Schedule for Technology Use</li> </ul> |
|---|--|

#### **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 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**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• PLC Agendas and Minute</li> <li>• CFA Calendar/Data</li> <li>• PLC Observation Data</li> </ul> | <ul style="list-style-type: none"> <li>• PLC Rubric</li> <li>• PLC Action Plans</li> </ul> |
|---|--|

<b>SIAP Principle 4: Effective Curriculum</b>	
<b>Needs Statement:</b> 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.	
<b>Goal(s):</b> Implement the TUSD Curriculum and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.	
<b>SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</b>	
<b>Actions to Address SIAP Indicator and to Achieve Goal(s):</b> <ul style="list-style-type: none"> <li>Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC).</li> <li>Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.</li> <li>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.</li> </ul>	
<b>Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.</b>	
<b>Critical Focus Area Action Steps:</b> <ol style="list-style-type: none"> <li>PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum and implement the curriculum standards through daily lesson plans.</li> <li>District pacing guides will be used when planning units for instruction and daily lesson plans.</li> <li>Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment, planning, and implementation of TUSD Curriculum to the daily lesson plan and the district's scope and sequence.</li> <li>PLCs will create Grade Level Common Curriculum Calendars aligned to TUSD's Curriculum Pacing Guides.</li> <li>Teachers will use Montessori materials and philosophy as a primary means of delivering the curriculum in addition to TUSD curricular resources.</li> </ol>	
<b>Evidence of Progress</b>	
<ul style="list-style-type: none"> <li>Common Formative and Benchmark Data</li> <li>Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level Common Curriculum Calendars</li> <li>Units of Study</li> </ul>

**SIAP Principle 6: Family and Community Engagement****Needs Statement:**

During the 2017-18 SY, School Quality Surveys administered to parents at Drachman school indicated a TBD% Overall Satisfaction rating.

**Goal(s):**

- By the end of the 2018-19 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.

**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 2018-2019 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.
- Quarterly assemblies take place to share data with students and teachers to prepare and "Pep-Talk" upcoming benchmarks.

**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 and Facebook 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                 |



**Drachman Magnet Budget 2018-19 SY**

*The "Purpose" description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

*G1 – Integration*

*G2(A) – Academics (Letter Grade)*

*G2(B) – Academics (Reading and Math)*

*G2(C) – Academics (Growth)*

*G2(D) – Academics (Bottom 25%)*

*G2(E) – Academics (Achievement Gaps)*

<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
2.5 FTE Teacher Resource Montessori	\$108,818.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> The 2.0 FTEs for the Montessori Lead Teachers will go to one full-time position, and two half-time positions. These teachers will provide professional development for ten teachers in their 1st - 3rd year at Drachman who are new to Drachman, Montessori, and/or the teaching profession. The .5 FTE for Montessori Practical Life Teacher will go to an individual who will provide whole-group Montessori Practical Life lessons to classes, and this will free up teachers for Partner PLC Time.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Teacher Magnet (Montessori)	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> This 1.0 FTE will go for a fourth/fifth grade Montessori multiage teacher to reduce the class sizes in our upper elementary program.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg



0.6 FTE Placing Three Middle School Teachers on 6th/5th Contract	\$26,116.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> With our expansion to 8th grade, we will have our 6th, 7th, and 8th grade students attend school for an additional 45 minutes beyond the minutes of K-5 students. Since we don't have funding for elective classes, these teachers will be required to teach their self-contained 6th, 7th, and 8th grade classes all day, without a mid-day planning period, and will also provide students with elective experiences. This was a part of our proposal and plan to become a K-8 school that was approved by the district, the Special Master, and individuals involved in the Deseg case. The regular part of these teachers' contracts is funded out of M & O.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Magnet Teacher: Music	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> This certified music teacher will provide violin instruction to students and mariachi. This will provide teachers will additional time for professional growth while on contract.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
3.5 FTE Teaching Assistant	\$52,500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> The Montessori Model of education requires teaching assistants in grades K-3, and recommends teaching assistants in grades 4-8, to support instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Montessori Behavior Intervention Monitor	\$17,410.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> The classified Montessori Behavior Intervention Monitor will help with the culture and climate among students and the implementation of PBIS practices. This individual will monitor and conduct dialogues with students, using Montessori Grace & Courtesy techniques, will	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		serve as liaison between students and the administration, and will maintain documentation. This individual will be essential with the expansion to eighth grade (especially because we only have funding to staff a half-time guidance counselor and there is no other staff to support with behaviors besides the half-time counselor and the principal). This individual will also support our students who are new to Drachman in understanding Montessori behavioral expectations, and will help them build relationships with returning students.		
Supplies: Family Engagement	\$500.00	<b>Support recruitment and retention [G1]</b> We will have specific nights designed for Montessori parent education, and we will be able to purchase supplies for these nights with these funds.	6: Family and Community Engagement	Deseg
1.0 FTE Magnet Site Coordinator	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support recruitment and retention [G1]</b> The Magnet Coordinator will specifically target the integration pillar & support PLCs and our CFA calendar	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: Recruitment	\$3,000.00	<b>Support recruitment and retention [G1]</b> This budget line will be used by our Magnet Coordinator to pay for staffing recruitment events outside of contract time.	Integration: Providing Diversity, Excellence and Equity	Deseg

Montessori Stipends	\$4,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> With these funds, we would pay a \$1000 stipend to our Montessori teachers who have completed Montessori Teacher Certification recognized from the American Montessori Society. We will have four teachers with this status. The goal of this budget line is to retain teachers who we fund this training for, and to use as an incentive for recruiting future teaches if there is teacher turnover.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: PD	\$6,047.50	<b>Improve overall achievement for all students [G2(A-E)]</b> This funding is for certified staff to attend an Extended Wednesday PD once a month with colleagues. This provides time for cross-grade PLC experiences and for planning for parent education nights.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: Team Reviews of Data & for 1:1 Student/Teacher Montessori Progress Conferences	\$2,473.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Substitutes would 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 in our Montessori classrooms.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Mileage	\$150.00	<b>Support recruitment and retention [G1]</b> Mileage is submitted for staffing recruitment events and for attending functions related to promoting and enhancing our Magnet program in Arizona.	Integration: Providing Diversity, Excellence and Equity	Deseg

Professional Contracted Services: PD	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Continue to work with a Montessori consultant with a focus on Montessori classrooms and school-wide environment.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Montessori Training	\$2,316.00	<b>Improve overall achievement for all students [G2(A-E)]</b> This funding would pay for 2-4 teachers to attend form Montessori training starting in June of 2018 from the Khalsa Montessori training organization	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
U of A Sky School	\$5,500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> UA Sky School instructors will provide a 3 day schoolyard based <b>Urban Research</b> program. This program will introduce 50 4 <sup>th</sup> graders to skills and science content through hands-on activities, and then provide guidance for student-driven inquiry projects.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: American Montessori Society (AMS) Annual Conference	\$5,100.00	<b>Improve overall achievement for all students [G2(A-E)]</b> The American Montessori Society Annual Conference serves as a springboard for new ideas and fresh connections. Every year, Montessorians from around the world join together to share information, create new bonds and renew old ones, and embrace their enthusiasm for the Montessori Movement.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Out of State Travel	\$2,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Travel, lodging, transfers and per diem will be provided for the 3 people traveling out of state to the AMS Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Recruitment	\$1,000.00	<b>Support recruitment and retention [G1]</b> This budget line would be used by our staff to pay for staffing recruitment events outside of contract time.		Deseg

Employee Benefits	\$81,749.50	
Total 2018-19 BUDGET	\$452,261.00	
<b>Total FTE:</b>		<b>10.6</b>

<b>Drachman K8 Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher	\$32,800.00	Additional staff to provide fidelity of implementation to MTSS systems at the school.	2: Effective Teachers and	Title 1
0.5 FTE Reading Interventionist	\$21,937.55	Essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students.		Title 1
1.0 FTE Teaching Assistant	\$35,000.00	The Montessori Model of education requires teaching assistants in grades K-3, and recommends teaching assistants in grades 4-8, to support instruction.		Title 1
Added Duty- Title I (Certified) Tutoring	\$1,509.80	Added duty for afterschool tutoring	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
ESI Substitutes	\$1,247.98	Substitutes for job-embedded PD.	2: Effective Teachers and Instruction	Title 1
District Supplies	\$43,842.16	This will include resources for teachers to use in the classroom to improve instruction.		Title 1
Instructional Aids	\$3,000.00	Supplemental resources for teachers to use in classrooms to promote student success.		Title 1
Employee Benefits	\$26,921.27			Title 1
<b>Total Budget</b>	<b>\$166,258.76</b>			
<b>Total FTE</b>	<b>2.5</b>			

## **HOLLADAY MAGNET SCHOOL (FINE AND PERFORMING ARTS)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-2019 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 for Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June, 2019:

- A. Holladay received a state letter grade of C during the 2016-17 SY as defined by the state grading system. During the 2017-18, SY Holladay received a state letter grade of TBD. During the 2018-19 SY, Dodge will receive a state letter grade of B or higher.
- B. Students at Holladay will score higher than the state median in reading and math.
- C. Students at Holladay will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Holladay will be higher than the state median growth.
- E. The achievement gap between racial groups at Holladay participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019 ELA achievement for Holladay will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 3-5 on the 2019 AzMERIT.

**OBJECTIVE 2 - MATH:** By June 2019, achievement for Holladay will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 3-5 on the 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## STAFFING

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Magnet Teacher (910, 202)
- 2.0 FTE Intervention Teachers (Math-ELL / Reading) (910G, 202)
- 3.0 FTE Instructional Specialists (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, other) (Title 2)
- 3.0 FTE Master Teachers (910G, other ) (Elementary)
- 1.0 FTE School Community Liaison (910G, 202)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE MTSS Facilitator (910G, other)
- 1.0 FTE Teacher - Reading Interventionist (Title 1)
- 1.0 FTE Teacher



**Holladay ES Magnet School Plan 2018-19 SY**  
**Magnet Theme: Fine and Performing Arts**  
**Tucson Unified School District**

<b>Principal: Tonya Strozier</b>												
<b>TITLE 1 PROGRAM TYPE</b> Please indicate type				<b>OTHER PROGRAMS</b> Check any/all that apply								
<b>X</b>	<b>School Wide</b>		<b>Targeted Assistance</b>		<b>X</b>	<b>Magnet</b>		<b>SIG</b>		<b>Project Elevate</b>		<b>Comprehensive Support &amp; Improvement</b>

  

<b>TIMELINE</b>						
<b>Jan. 31, 2018</b>	<b>Oct. 5, 2018</b>	<b>Dec. 21, 2018</b>	<b>March 15, 2019</b>	<b>May 17, 2019</b>	<b>TBD</b>	<b>TBD</b>
<b>Magnet Plan Submission</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2019 AzMERIT</b>	<b>2019-2020 Plan Initial Submission</b>

<b>Integration: Providing Diversity, Excellence, and Equity</b>
<b>Needs Statement:</b> Holladay is currently Integrated. On the 40th day of 2017-2018 SY, Holladay's student enrollment was 6% White, 21% African American, 63% Hispanic, 5% Native America, 0% Asian American, and 0% Multi-racial.
<b>Goal(s):</b> By the 40 <sup>th</sup> day of the 2018-19 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 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> grades.
<b>Integration Monitoring:</b> Each magnet school will show measurable progress towards integration as mandated by the USP according to the following: <ul style="list-style-type: none"> <li>• <b>Racially Concentrated:</b> one racial/ethnic group is over 70%.</li> <li>• <b>Neutral:</b> neither racially concentrated, highly diverse, nor integrated.</li> <li>• <b>Highly Diverse:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the District.</li> <li>• <b>Integrated:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).</li> </ul>
<b>Integration Indicator: Integration of Diverse Student Population</b>
<b>Actions to Address Integration Indicator and to Achieve Goal(s):</b> <ul style="list-style-type: none"> <li>• The school will plan and implement recruitment and retention activities and events that are proven to increase integration.</li> <li>• Recruitment and marketing activities are planned and implemented by the District and the school.</li> <li>• 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.</li> <li>• Holladay will be part of the District Communication Department deployment of commercial media including television, print, and social media.</li> </ul>
<b>Critical Focus Area: Recruitment and Retention</b>
<b>Critical Focus Area Action Steps:</b> <ol style="list-style-type: none"> <li>1. Holladay staff representative(s) will participate in all District recruitment activities offered to the school.</li> <li>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].</li> <li>3. The Leadership Team will create partnerships with community members that assist in recruitment events and school magnet visibility.</li> <li>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.</li> </ol>

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 school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

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

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19- 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:**

**ELA:** Based on 2018 AzMERIT ELA data, TBD% of Holladay's students achieved proficient or highly proficient. This is TBD% below the district average.

**Math:** Based on 2018 AzMERIT math data, TBD% of Holladay's students achieved proficient or highly proficient. This is TBD% below the district average.

##### **School Specific Achievement Objectives**

**Objective 1 – ELA:** By June 2019 ELA achievement for Holladay will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 3-5 on the 2019 AzMERIT.

**Objective 2 - Math:** By June 2019, achievement for Holladay will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 3-5 on the 2019 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 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. Yearlong 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 focuses on one area of quality Tier 1 instruction refinement that can be implemented in the classroom immediately.
4. The action step will be 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 | • Targeted Support Plans                 |
| • Walkthrough Tracker  | • Leadership Team Agendas and Minutes    |
| • List of Action Steps | • Reflective Feedback Completed Template |

**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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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 teamwork (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 Success Maker 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 new teachers to assist with how to incorporate Success Maker 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 pullout 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 throughout 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 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**

- |                           |                           |
|---------------------------|---------------------------|
| • PLC Agendas/Minutes     | • Data Analysis Protocols |
| • School City Assessments | • Student Action Plans    |
| • CFAs                    |                           |



<b>SIAP Principle 4: Effective Curriculum</b>	
<b>Needs Statement:</b> Results of student achievement on the AzMERIT indicate inconsistencies in the delivery of grade level curriculum.	
<b>Goal(s):</b> Implement the TUSD Curriculum and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.	
<b>SIAP INDICATOR 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</b>	
<b>Actions to Address SIAP Indicator and to Achieve Goal(s):</b> <ul style="list-style-type: none"> <li>Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC).</li> <li>Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.</li> <li>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.</li> </ul>	
<b>Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.</b>	
<b>Critical Focus Area Action Steps:</b> <ol style="list-style-type: none"> <li>PLCs will clarify the essential learning by unpacking standards for each unit of instruction as determined by the TUSD Curriculum and scope and sequence.</li> <li>Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.</li> <li>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.</li> <li>A CSP will systematically monitor, review, and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.</li> </ol>	
<b>Evidence of Progress</b>	
<ul style="list-style-type: none"> <li>Curriculum Units</li> <li>Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>Unpacked Standards</li> <li>Monitoring Data Documents</li> </ul>



## **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 2017-18 SY, School Quality Surveys administered to parents at Holladay school indicated a TBD Overall Satisfaction rating.

#### **Goal(s):**

- By the end of the 2018-19 SY, TBD 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.

### **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 showcase 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 six (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 2017-18 SY 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.
- Up with People summer arts-based program is a partnership between Holladay and the local Up with People Organization. The one (1) week program focuses on Leadership, Equality, and Cultural Awareness culminating in a high energy Up with People style show for ages 8-12. Students are taught by Up with People staff. There is no fee for this program.

#### **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 21<sup>st</sup> Century Grant activities.

##### **Evidence of Progress**

- |   |   |
|---|---|
| • Parent/Teacher Academic Team Agendas/Minutes/Attendance Documents | • 21 <sup>ST</sup> Century Grant Data and Parent Attendance Records |
| • Parent Training Curriculum  | • 21 <sup>st</sup> Century Grant Curriculum/Class Agendas           |

**Holladay ES Magnet Budget 2018-19**

*The “Purpose” description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

*G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)*

<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Reading Interventionist	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Holladay will use a certified math specialist and reading specialist to provide reading and math intervention for struggling students.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Teacher: Performance Arts	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Grade level teams will address achievement discrepancies by designing strategies and aligning lessons that allow for differentiated Tier 1 instruction and identify students needing Tier 2/3 intervention. Teams will meet during the contract day while students attend Music, Art and PE. Magnet funds will pay for a Music teacher.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

1.0 FTE Teacher: Visual Arts	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Holladay will produce Broadway productions and Fine Arts Exhibitions. Holladay will send invites to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE ELL/Math Interventionist	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Provide push in support for L25, ELL, and Ex Ed students	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
3.0 FTE Instructional Specialist	\$77,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Will work with students and teachers.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Fine Arts	\$5,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Holladay will purchase fine arts supplies for use in the classroom	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$10,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Holladay will purchase instructional supplies for use in the classroom.	2: Effective Teachers and Instruction	Deseg

			4: Effective Curriculum	
Supplies: Intervention	\$10,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Holladay will purchase intervention supplies for student use.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE School Community Liaison	\$26,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> To address the financial, social, and emotional needs of our community. The need for a full time School Community Liaison was stressed heavily by the special master and his team.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Family Engagement	\$0.00	<b>Support Recruitment and retention [G1]</b> Holladay will communicate with parents of students from feeder schools to ensure successful transition to and from elementary school. Offer academic family engagement activities and events scheduled minimally quarterly as evidenced by sign in sheets, notifications, parent-link (August-May). Notifications regarding Family Engagement Center Support as evidenced by Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters (August-May).	6: Family and Community Engagement	Deseg

		Communicate with parents of students from feeder schools to ensure successful transition to and from elementary school.		
0.5 FTE Counselor	\$21,310.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b></p> <p><b>Demonstrate academic growth in reading and math [G2(C)]</b></p> <p><b>Improve achievement for L25 [G2(D)]</b></p> <p><b>Reduce achievement gap between subgroups [G2(E)]</b></p> <p>Due the backlog of students in the MTSS process and to address the social/emotional needs of the students.</p>	<p>2: Effective Teachers and Instruction</p> <p>4: Effective Curriculum</p>	Deseg
1.0 FTE Magnet Site Coordinator	\$43,527.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b></p> <p><b>Support Recruitment and retention [G1]</b></p> <p>Holladay will utilize a Magnet Coordinator whose responsibilities include both recruitment and academic achievement. Magnet Coordinator will maintain social media, market, conduct recruitment events, attend district recruitment events, and track recruitment activities. Magnet Coordinator will also facilitate PLCs.</p>	<p>2: Effective Teachers and Instruction</p> <p>4: Effective Curriculum</p> <p>6: Family and Community Engagement</p> <p>Integration: Providing Diversity, Excellence and Equity</p>	Deseg
Certified Added Duty: Tutoring	\$18,000.00	<p><b>Increase the number of ELLs who reclassify [G2(A)]</b></p> <p><b>Demonstrate academic growth in reading and math [G2(C)]</b></p> <p><b>Improve achievement for L25 [G2(D)]</b></p> <p><b>Reduce achievement gap between subgroups [G2(E)]</b></p> <p>Students will participate in extended day tutoring. 6 teachers, 27 weeks, 4 days per week, for 1 hour.</p>	<p>2: Effective Teachers and Instruction</p> <p>4: Effective Curriculum</p>	Deseg

		Students will also have the opportunity to participate in morning tutoring. 4 teachers, 30 minutes. Students will participate in summer school.		
Certified Added Duty: PD	\$10,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Holladay certified staff will participate in Professional Development during pre-service/off contract time to build organizational capacity and work on school-wide initiatives. This will include review of student data and the creation of action plans for individual students. A team of teacher leaders will plan for pre-contract/post contract professional development.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Tutors	\$41,826.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> To address the Holladay students who are not proficient in math. To provide Tier II interventions, Holladay will continue to offer during and after school tutoring by grade level through Catapult Learning, Inc.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: National Council of Teachers of Mathematics	\$5,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support Recruitment and retention [G1]</b>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg



(NCTM) and National Council of Teachers of English (NCTE) Conferences and Magnet Schools of America (MSA) National Conference		<p>NCTM Regional Conferences &amp; Expositions are an opportunity to share knowledge and learn with leaders in the field of mathematics education.</p> <p>-NCTE educators from across the country make the journey to a Convention that inspires their practice and rejuvenates their profession. They leave with new strategies for reaching their students, new allies in the work of excellent teaching, new connections with luminaries in the field and authors they admire, and enough new books to fill entire shelves in their classroom libraries.</p> <p>-The MSA National Conference features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Holladay will send the Magnet Coordinator and one Administrator to MSA National Conference.</p>	<p>6: Family and Community Engagement</p> <p>Integration: Providing Diversity, Excellence and Equity</p>	
Out of State Travel	\$13,000.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b></p> <p><b>Support Recruitment and retention [G1]</b></p> <p>Travel for lead teachers to attend Math and ELA conferences i.e. National Council of Teachers of Mathematics and National Council of Teachers of English, and the MSA National Conference.</p>	<p>2: Effective Teachers and Instruction</p> <p>4: Effective Curriculum</p> <p>6: Family and Community Engagement</p> <p>Integration: Providing Diversity, Excellence and Equity</p>	Deseg



Professional Education Consultants PD	\$20,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Teacher and support staff are requesting certification and materials The Leader in Me to shift the school culture, which will address student social and emotional needs. Our benchmark school CE Rose has experienced success implementing this program.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: PLC	\$4,500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Substitutes will help cover classes while certified staff review and plan task analysis	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Capital Equipment	\$17,600.00	<b>Recruitment and Retention</b> <b>Support Recruitment and retention [G1]</b> Improve campus security to address concerns raised by potential parents during recruitment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Added Duty - Recruitment	\$3,000.00	<b>Support Recruitment and retention [G1]</b> To increase ethnic diversity, Holladay staff will focus recruitment activities at targeted TUSD schools, private schools, and charter schools. Certified staff will participate in district sponsored magnet events and	Integration: Providing Diversity, Excellence and Equity	Deseg

		encourage current parents to also serve as representatives.		
U of A Sky School	\$4,400.00	<b>Improve overall achievement for all students [G2(A-E)]</b> UA Sky School instructors will provide a 3-day schoolyard based <b>Urban Research</b> program. This program will introduce 40 4 <sup>th</sup> graders to skills and science content through hands-on activities, and then provide guidance for student-driven inquiry projects.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Employee Benefits	\$105,061.25			
<b>Total Budget</b>	<b>\$609,332.25</b>			
<b>Total FTE</b>	<b>9.5</b>			

<b>Holladay ES Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher Title I	\$42,800.00	Teacher will allow for class sizes using average student to teacher ratio of 27:1.	2: Effective Teachers and Instruction	Title 1
1.0 FTE Teacher-Reading Interventionist	\$52,345.00	Reading Interventionist essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students. Provide push in support for L25 and Ex Ed students.	2: Effective Teachers and Instruction	Title 1
Tech Related Hardware & Software less than \$5,000	\$10,000.00	Technology related resources for hardware and software.	2: Effective Teachers and Instruction	Title 1
District Supplies	\$16,000.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$12,800.00	Title 1		
<b>Total Budget</b>	<b>\$133,945</b>			
<b>Total FTE</b>	<b>2.0</b>			

## **MANSFELD MAGNET SCHOOL (STEM)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40<sup>th</sup> day of the 2018-19 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.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June 2019:

- A. Mansfeld received state letter grade of B during the 2016-17 SY as defined by the state grading system. During the 2017-18 SY Mansfeld received a state letter grade of TBD. During the 2018-19 SY, Mansfeld will receive a state letter grade of B or higher.
- B. Students at Mansfeld will score higher than the state median in reading and math.
- C. Students at Mansfeld will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Mansfeld will be higher than the state median growth.
- E. The achievement gap between racial groups at Palo Verde participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019, ELA achievement for all students will increase by TBD% moving from a school average of TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**OBJECTIVE 2 - MATH:** By June 2019, math achievement for all students will increase by TBD% moving from a school average of TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## STAFFING

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 7.0 FTE Magnet Teachers (910G, 202)
- 0.5 FTE Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (Title I)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Behavior Intervention Monitor (Title 1)
- 1.0 FTE Dean of Students (Title 1)
- 1.0 FTE School Community Liaison (Title 1)
- 1.0 FTE Curriculum Service Provider (Title 1)

**Mansfeld MS Magnet School Plan 2018-19 SY**  
**Magnet Theme: Science, Technology, Engineering and Mathematics (STEM)**  
**Tucson Unified School District**

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

  

<b>TIMELINE</b>						
<b>Jan. 31, 2018</b>	<b>Oct. 5, 2018</b>	<b>Dec. 21, 2018</b>	<b>March 15, 2019</b>	<b>May 17, 2019</b>	<b>TBD</b>	<b>TBD</b>
<b>Magnet Plan Submission</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2019 AzMERIT</b>	<b>2019-2020 Plan Initial Submission</b>

<b>Integration: Providing Diversity, Excellence, and Equity</b>
<p><b>Needs Statement:</b> Mansfeld is currently Newly Integrated. On the 40th day of 2017-18 SY, Mansfeld's student enrollment was 14% White, 9% African American, 68% Hispanic, 4% Native America, 2.0% Asian American and 3% Multi-racial.</p>
<p><b>Goal(s):</b> By the 40<sup>th</sup> day of the 2018-19 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.</p>
<p><b>Integration Monitoring:</b> Each magnet school will show measurable progress towards integration as mandated by the USP according to the following:</p> <ul style="list-style-type: none"> <li>• <b>Racially Concentrated:</b> one racial/ethnic group is over 70%.</li> <li>• <b>Neutral:</b> neither racially concentrated, highly diverse, nor integrated.</li> <li>• <b>Highly Diverse:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the District.</li> <li>• <b>Integrated:</b> no racial/ethnic group is over 70% <u>and</u> all groups are within +/- 15% of the average for the relevant level (ES, MS, K8, and HS).</li> </ul>
<b>Integration Indicator: Integration of Diverse Student Population</b>
<p><b>Actions to Address Integration Indicator and to Achieve Goal(s):</b></p> <ul style="list-style-type: none"> <li>• The school will plan and implement recruitment and retention activities and events that are proven to increase integration.</li> <li>• Recruitment and marketing activities are planned and implemented by the District and the school.</li> <li>• 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.</li> <li>• Mansfeld will be part of the District Communication Department deployment of commercial media including television, print, and social media.</li> </ul>
<b>Critical Focus Area: Recruitment and Retention</b>
<p><b>Critical Focus Area Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to the school.</li> <li>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].</li> <li>3. Magnet Coordinator will create partnerships with community members that assist in recruitment events and school magnet visibility.</li> </ol>

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 school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

- |                                      |   |
|--------------------------------------|---|
| • Parent Attendance Sheets           | • Parent and Community Outreach Plan Quarterly Monitoring |
| • Parent Volunteer Attendance Sheets | • 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 2018-19 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.

<b>SIAP Principle 2: Effective Teachers and Instruction</b>
<p><b>Needs Statement:</b></p> <p><b>ELA:</b> Based on 2018 AzMERIT ELA data, TBD% of Mansfeld's students achieved proficient or highly proficient.</p> <p><b>Math:</b> Based on 2018 AzMERIT math data, TBD% of Mansfeld's students achieved proficient or highly proficient.</p>
<p><b>School Specific Achievement Objectives</b></p> <p><b>Objective 1 – ELA:</b> By June 2019, ELA achievement for all students will increase by TBD% moving from a school average of TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.</p> <p><b>Objective 2 - Math:</b> By June 2019, math achievement for all students will increase by TBD% moving from a school average of TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.</p>
<p><b>Achievement Data: See Appendix 1, Achievement Data Monitoring:</b></p> <p>Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).</p>
<b>SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.</b>
<p><b>Actions to Address SIAP Indicator and to Achieve Goal(s):</b></p> <ul style="list-style-type: none"> <li>• The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources).</li> <li>• The principal and school leadership team will follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits).</li> </ul>

- 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.
- U of A Sky School: Sky Island Survey - Science Instruction – 3-day program (20 – 7-8<sup>th</sup> graders)

#### **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 |

**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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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.
- 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, Restorative Practices, Cultural Relevancy, and 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 to support mastery of gap standards.

#### **Evidence for Progress**

- Master Schedule
- Intervention Class Rosters
- Student Achievement Data
- CFAs and Benchmark Data
- AzMERIT Student Achievement 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 and the District's curriculum scope and sequence.
4. Teachers will create a series of common formative assessments that are aligned to TUSD Curriculum.

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

#### **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 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 with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teacher will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum 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 for all grade levels and content areas.**

#### **Critical Focus Area Action Steps:**

1. Teachers will build and share knowledge regarding TUSD Curriculum and the district's scope and sequence through the PLC process.
2. Teachers will plan and implement of Math & ELA TUSD Curriculum in curricular units and daily lesson plans.

3. PLC teams will create Grade Level Common Curriculum Calendars aligned to TUSD's Curriculum 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.
  - Use of Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback on curriculum planning.
  - Student achievement data – School 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"> <li>• Lesson Plans</li> <li>• Common Formative Assessments</li> <li>• Walkthrough Data</li> <li>• PLC Binders and Data Notebooks</li> </ul> | <ul style="list-style-type: none"> <li>• TUSD Curriculum Unwrapped Standards</li> <li>• Completed Task Analysis Forms</li> <li>• PLC Agendas/Minutes</li> </ul> |
|--|---|

#### **SIAP Principle 6: Family and Community Engagement**

**NEEDS STATEMENT:** During the 2017-18 SY, School Quality Surveys administered to parents at Mansfeld school indicated a TBD% Overall Satisfaction rating.

#### **Goal(s):**

- By the end of the 2018-19 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.

#### **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 and Magnet Coordinator 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                |



**Mansfeld Magnet Budget 2018-19**

*The "Purpose" description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
 G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)

Description	Sum of FY19 \$	Purpose	Magnet Plan Principle #:	Source of Funding
7.0 FTE Teacher Magnet	\$302,128.20	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> In order to maintain and strengthen our focus on the STEM Practices, our program requires continued support of the 7 period day allowing for PLC time during the school day. During this time, PLCs will participate in STEM related lesson/unit design, data analysis of benchmark results as part of the continuous school improvement model, as well as planning interventions for students with academic gaps. This requires funding of 7.0 FTE teachers to facilitate the 7 period day and PLC time.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Magnet Schools of America (MSA) National Conference	\$2,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> The MSA National Conference features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Mansfeld will send the Magnet Coordinator and one Administrator to MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	Deseg



			Integration: Providing Diversity, Excellence and Equity	
Out of State Travel	\$6,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Added Duty: Certified Tutor	\$19,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Tutoring will be made available to all students. Tutors will be made up of interested Mansfield faculty and augmented by outside vendors as needed so that all students can receive the necessary academic support to be successful in all classes, pass benchmark and state assessments, and be college and career ready.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

0.5 FTE Magnet Counselor	\$21,400.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b>  <b>Support recruitment and retention [G1]</b>          Improve achievement for all students          Due to the increased enrollment projected due to the demand for our STEM magnet program from both neighborhood and magnet students we need to ensure those students are supported. As we increase the number of ALE offerings and increase the integration of those offerings, we will use a magnet counselor who will meet with teachers to identify students who might be well suited for ALE offerings. The magnet counselor will be responsible for the magnet students in all three grade levels (registration, class scheduling, parent conferences, behavior and academic support). This magnet counselor will provide additional support to students and parents of students new to the magnet program as they learn new study skills for STEM. The magnet counselor will be conducting home visits to all students with excessive absenteeism throughout the year. The magnet counselor will also meet with support staff, community liaison, and African-American and Native American liaisons to review data and coordinate efforts to ensure students new to the program are supported. Strategic placement of students in intervention classes during the school day requires support of a magnet counselor who can carefully monitor student academic progress towards mastery, ensure that the correct students (L25) are receiving interventions, meets with students and parents to strengthen any academic needs. This position will not pull a current teacher from the classroom.</p>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$3,600.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b>  <b>Increase the number of ELLs who reclassify [G2(A)]</b>  <b>Demonstrate academic growth in reading and math [G2(C)]</b>  <b>Improve achievement for L25 [G2(D)]</b></p>	2: Effective Teachers and Instruction	Deseg

		<b>Reduce achievement gap between subgroups [G2(E)]</b> Improve achievement for all students Instructional supplies will enhance our STEM program. Teachers will purchase instructional supplies that facilitate STEM-based Problem-Based and Project-Based Learning.	4: Effective Curriculum	
Instructional Aids	\$2,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Instructional aids will enhance our STEM program. Teachers will purchase instructional aids that facilitate STEM-based Problem-Based and Project-Based Learning.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
U of A Sky School	\$3,500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> A 3 day, 2-night program on Mt. Lemmon including daytime field instruction in small groups, nighttime astronomy experiences, dormitory lodging, all meals on-site. Includes transportation by district bus.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Magnet Coordinator	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support recruitment and retention [G1]</b> To maintain and strengthen our focus on the STEM Practices our program requires continued support from our Magnet Coordinator who stays up to date on ways to integrate STEM into content areas while supporting the AZCCRS with a specific emphasis on standards not being mastered by students. Magnet Coordinator will continue to provide PD to staff and facilitate PLCs that inform staff and allow them to make connections across content. Primary duties of the Magnet Coordinator will be to continue to recruit students from across the city in order to integrate Mansfeld's student body, and to assist the principal with the Magnet budget and Magnet plans.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: Family Engagement	\$1,500.00	<b>Support recruitment and retention [G1]</b> Improve achievement for all students. Facilitation of family 4 STEM Nights that allow students and their families to learn and apply STEM practices and STEM concepts outside school hours.	6: Family and Community Engagement	Deseg

Certified Added Duty: PLC	\$6,500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Creation of innovative STEM units that make Mansfeld's magnet program attractive require planning above that of a traditional middle school. These funds will be used to provide additional time to teachers to develop and evaluate STEM units off contract time.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Mileage	\$300.00	<b>Support recruitment and retention [G1]</b> To reimburse Magnet Coordinator and Magnet counselor for attending recruiting events and targeted elementary schools during the year, as well as to attend all district sponsored Magnet recruiting fairs.	Integration: Providing Diversity, Excellence and Equity	Deseg
Supplies: PD	\$346.00	<b>Improve overall achievement for all students [G2(A-E)]</b> To purchase materials to train teachers in the implementation of STEM practices as well as Project-Based and Problem-Based techniques.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Recruitment	\$3,000.00	<b>Support recruitment and retention [G1]</b> Recruiting students from across the city requires our Magnet Coordinator to facilitate and attend school and community functions both on and off campus. These events are often after contract hours so that potential students and parents can learn about Mansfeld's STEM Program.	Integration: Providing Diversity, Excellence and Equity	Deseg
Employee Benefits	\$99,364.00			
<b>Total Budget</b>	\$514,165.20			
<b>Total FTE</b>	<b>8.5</b>			

<b>Mansfeld MS Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE School Community Liaison	\$28,500.00	Community Liaison will work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school; assure equal access to resources to help reduce achievement gap between subgroups and to support improved overall achievement for all students.	6: Family and Community Engagement	Title 1
0.5 FTE Counselor	\$27,200.00	Counselor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS, including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; providing activities to meet the needs of the students; consults w/teachers, staff and parents to enhance their effectiveness in helping students; provides support to other educational programs; conducts in-service programs for faculty, parents, and community members; Assists students & families w/ school related problems; conducts and facilitate conferences with teachers, students and parents; provides opportunities for parent education programs.	5: Conditions, Climate, and Culture  6: Family and Community Engagement	Title 1
1.0 FTE Behavior Intervention Monitor	\$21,500.00	Behavior Intervention Monitor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including, but not limited to, facilitating and assisting students to complete computer based intervention	5: Conditions, Climate, and Culture	Title 1

		modules; gathering information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions.		
1.0 FTE Dean of Students	\$45,400.00	Dean of students supports student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; Oversees the learning success of students as outlined in the Post Unitary Plan; coordinates student interventions for struggling learners; guides teaching practices to ensure student access for mastery of performance objectives.	2: Effective Teachers and Instruction  5: Conditions, Climate, and Culture	Title 1
1.0 FTE Curriculum Service Provider	\$45,400.00	The Curriculum Service Provider will help to support the creation and support of common lesson plans, common formative assessments, review of mastery standard data and facilitate Wednesday Content PLC day.	2: Effective Teachers and Instruction  4: Effective Curriculum	Title 1
District Supplies	\$65,019.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Technology	\$55,897.00	Technology for related hardware/software and repairs.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$50,400.00			Title 1
<b>Total Budget</b>	<b>\$339,316</b>			
<b>Total FTE</b>	<b>4.5</b>			

## **PALO VERDE MAGNET HS (STEAM)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-2019 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 all grades.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June 2019:

- A. Palo Verde received a state letter grade of D during the 2016-17 SY as defined by the state grading system. During the 2017-18, SY Palo Verde received a state letter grade of TBD. During the 2018-19 SY, Palo Verde will receive a state letter grade of B or higher.
- B. Students at Palo Verde will score higher than the state median in reading and math.
- C. Students at Palo Verde will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Palo Verde will be higher than the state median growth.
- E. The achievement gap between racial groups at Palo Verde participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019, ELA achievement for Palo Verde will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 9-11 on the 2019 AzMERIT.

**OBJECTIVE 2 - MATH:** By June 2019, math achievement for Palo Verde will be equal to or greater than the district average of proficient and highly proficient students (TBD%) on the 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## STAFFING

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Math and Reading Specialist Teachers (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (Data Coach) (910G, 202)
- 1.0 FTE Classified Network Tech (910, 202)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.0 FTE Behavior Intervention Monitor (Title I)
- 1.0 FTE Dean of Students (Title I)
- 1.0 School Community Liaison (Title I)
- 2.8 FTE Teacher (Title I)
- 1.0 FTE Curriculum Service Provider (910G, other)
- .7 FTE Coordinator for College and Career Readiness (910G, Other)
- .3 FTE Coordinator for College and Career Readiness (Perkins)
- 1.0 FTE MTSS Facilitator (910G, other)
- 2.0 FTE Teacher AVID (910G, other)



**Palo Verde HS Magnet School Plan 2018-19 SY**  
**Magnet Theme:**  
**Science, Technology, Engineering, Arts, and Math (STEAM)**  
**Tucson Unified School District**

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

  

<b>TIMELINE</b>						
<b>Jan. 31, 2018</b>	<b>Oct. 5, 2018</b>	<b>Dec. 21, 2018</b>	<b>March 15, 2019</b>	<b>May 17, 2019</b>	<b>TBD</b>	<b>TBD</b>
<b>Magnet Plan Submission</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2019 AzMERIT</b>	<b>2019-2020 Plan Initial Submission</b>

**Integration: Providing Diversity, Excellence, and Equity**

**Needs Statement:** Palo Verde is currently Integrated. On the 40th day of 2017-2018 SY, Palo Verde's student enrollment was 23% White, 19% African American, 48% Hispanic, 2% Native America, 4% Asian American, and 5% Multi-racial.

**Goal(s):** By the 40<sup>th</sup> day of the 2018-2019 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 Monitoring:** Each magnet school will show measurable progress towards integration as mandated by the USP according to the following:

- **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).

**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.
- 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:**

1. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to school.
2. The leadership team will strategically identify areas for site-based recruitment, provide marketing materials, and engage in recruitment opportunities within the business community and surrounding neighborhoods.
3. The Magnet Coordinator and Palo Verde leadership team will create partnerships with community members that assist in recruitment events and school 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 school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

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

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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: TBD**

**ELA:** Based on 2018 AzMERIT ELA data, TBD% of Palo Verde's students achieved proficient or highly proficient.

**Math:** Based on 2018 AzMERIT math data, TBD% of Palo Verde's students achieved proficient or highly proficient.

##### **School Specific Achievement Objectives**

**Objective 1 – ELA:** By June 2019, ELA achievement for Palo Verde will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 9-11 on the 2019 AzMERIT.

**Objective 2 - Math:** By June 2019, math achievement for Palo Verde will be equal to or greater than the district average of proficient and highly proficient students (TBD%) on the 2019 AzMERIT.

##### **Achievement Data: See Appendix 1, Achievement Data Monitoring:**

Appendix 1 includes data and analyses of DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

**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).
- 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 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.
- 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 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 ActivWall 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 included 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**

- |   |                                      |
|---|--------------------------------------|
| • Student/Teacher Ratio Records by School/Classes | • CFAs                               |
| • AzMERIT Scores                                  | • Lesson and Unit Plans              |
| • Walkthrough Data                                | • Tier 1 Rubric for Walkthroughs     |
| • Benchmarks                                      | • Walkthrough and Reflection Tracker |
| • Trend Data                                      | • Walkthrough Bi-Weekly Schedule     |

**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 support a 7 period day that embeds a common planning period for all contents. 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**

- PLC Notes and Minute
- PLC Agendas
- CFAs
- CFA Data and Analysis
- Budget Analysis and Planning
- Lesson Plans Aligned to TUSD Curriculum
- 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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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 teamwork (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.
- Create and implement a 7 period day bell schedule to support RTI math and ELA classes during the regular school day.
- Magnet Coordinators will meet monthly (9 meetings) with the Magnet Department to focus on data-driven instruction and the work of PLCs.
- The Dean of Students will facilitate professional development and implementation of PBIS and restorative practices to support teachers and address level 1 and 2 behaviors that impede academic progress. .
- Instructional Data and Intervention Specialist, MTSS Coordinator, Dean, Dropout Prevention Specialist, counselors and teachers will provide student data chats after the school's standards based pre-assessment and the District's benchmark testing.
- Instructional Data and Intervention Specialist and PLCs will analyze data from common formative 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 students 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 students who are approaching proficiency and for the bottom 25%.
- Math and ELA RTI classes will be embedded during the daily school schedule. The Instructional Data Intervention Specialist and counselors will support the class rosters by student data analysis and planning for interventions.
- PLCs will create common formative assessments that are in alignment with TUSD Curriculum 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 and CSP will review data with classroom teachers and conduct an item analysis as well as trends from benchmarking or CFAs.
- Instructional Data and Intervention Specialist, CSP and Magnet Coordinator 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 Intervention and Supports to support a healthy school climate and culture 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 and AmeriCorps Members 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 will provide content support in math for 2 Algebra I, 2 Algebra II and 1 Geometry sections per day targeting for students who lack proficiency according to benchmark data.
2. The Instructional Data and Intervention Specialist and counselors will monitor benchmark data to ensure students are properly enrolled in the Math RTI classes.

##### **ELA:**

1. English RTI Teacher will provide content support in English with two ELA 9, two ELA 10 and one ELA 11 classes per day for students who are struggling to meet proficiency according to the benchmark data.
2. Instructional Data and Intervention Specialist will monitor benchmark data to ensure students are properly enrolled in the English RTI classes.



<b>Evidence of Progress</b>	
<ul style="list-style-type: none"> <li>• AzMERIT Scores</li> <li>• Walk through Data</li> <li>• Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Trend Data</li> <li>• Achieve 3000</li> <li>• CFAs</li> </ul>
<b>Critical Focus Area: High Functioning Professional Learning Communities</b>	
<b>Critical Focus Area Action Steps:</b> <ol style="list-style-type: none"> <li>1. Teachers will engage in the PLC process weekly for at least 60 minutes.</li> <li>2. PLCs will clarify the essential learning for units of study aligned to the TUSD Curriculum and the scope and sequence.</li> <li>3. PLCs will create common formative assessments aligned to the TUSD Curriculum and the scope and sequence.</li> <li>4. PLCs will complete data analysis of common formative and benchmark assessments to determine student who need additional support and extension opportunities for students.</li> <li>5. PLCs will develop an action plan for implementation to support all students to reach proficiency and to demonstrate mastery of required standards.</li> <li>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.</li> </ol>	
<b>Evidence of Progress</b>	
<ul style="list-style-type: none"> <li>• PLC Agendas/Minutes</li> <li>• Common Formative Assessments</li> <li>• Data Analysis</li> <li>• Re-Teach Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• List of Students who Need and Received Additional Interventions and Support</li> <li>• District PLC Rubric and Next Step Documentation</li> <li>• Evidence of Observation of PLC Showing Strengths and Refinements.</li> </ul>



<b>SIAP Principle 4: Effective Curriculum</b>	
<b>Needs Statement:</b> 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.	
<b>Goal(s):</b> Implement the TUSD Curriculum and the standards-based scope and sequence that are aligned to the Arizona State College and Career Readiness Standards.	
<b>SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</b>	
<b>Actions to Address SIAP Indicator and to Achieve Goal(s):</b> <ul style="list-style-type: none"> <li>Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC).</li> <li>Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.</li> <li>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.</li> </ul>	
<b>Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.</b>	
<b>Critical Focus Area Action Steps:</b> <ol style="list-style-type: none"> <li>PLCs will meet for at least six hours per month to plan instruction that is aligned to the TUSD Curriculum and implement the curriculum standards with fidelity.</li> <li>PLCs will clarify the essential learning by unpacking standards for each unit of instruction as determined by the TUSD Curriculum and scope and sequence.</li> <li>District pacing guides will be used when teachers are planning units for instruction and daily lesson plans.</li> <li>Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.</li> <li>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.</li> <li>CSP will systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.</li> </ol>	
<b>Evidence of Progress</b>	
<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Common Formative Assessments</li> <li>Walkthrough Data</li> <li>PLC Binders and Data Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>TUSD Curriculum Unpacked Standards</li> <li>CSP Notes and Documentation</li> </ul>

**SIAP Principle 6: Family and Community Engagement: Increasing Quality and Degree of Involvement between School and Stakeholders**

**Needs Statement:** During the 2017-18 SY, School Quality Surveys administered to parents at Palo Verde High Magnet School indicated a TBD% Overall Satisfaction rating.

**Goal(s):**

- By the end of the 2018-19 SY, 30% 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.

**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. He/she will assist families with resources as well as 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**

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

**Palo Verde HS Magnet Budget 2018-19**

*The “Purpose” description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

*G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)*

<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Teacher Math Specialist	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Freshman students who have been selected based on 8th grade math scores will be scheduled in a Response To Intervention class targeting essential skill deficits. Provide on-site targeted support to teachers, coaches and leaders. This may range from providing lesson planning and pacing support, to helping educators analyze data and apply it to instruction, to working with leaders to identify evidence of implementation successes and challenges.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Teacher Reading Specialist	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> A Reading Specialist will assist L25 students using Concept Recovery program. The Reading Specialist will work with PLCs and teachers to develop strategies to improve classroom instruction with a focus on literacy. Work collaboratively with	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		a team to plan instruction. Demonstrate commitment to continuous learning		
Added Duty: Certified Tutoring	\$10,800.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> To reduce achievement gaps, four teachers will provide afterschool opportunities related to reading and math achievement that target African American and Hispanic students (tutoring 2 times each week for 1.5 hours).	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Classified Network Tech	\$56,371.00	<b>Improve overall achievement for all students [G2(A-E)]</b> A Network Tech will support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The Tech will support student achievement, by assisting teachers in developing integrated, differentiated lessons using accessible technology. The Network Tech will assist with Technology issues with new capital purchases	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$4,050.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Supplies will be purchased as needed to support the STEAM program and success of the students. To improve instruction, supplies will be purchased to support classroom activities	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Magnet Site Coordinator	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support recruitment and retention [G1]</b> The Magnet Coordinator will communicate essential information and highlight significant news about Magnet teachers, students, events through the school Newsletter (mailed out in English/Spanish), school website, social media, marque, and maintain technology infrastructure. The Magnet Coordinator will schedule presentations/events to showcase	Integration: Providing Diversity, Excellence and Equity	Deseg

		magnet program at local middle schools especially feeder schools (Booth-Fickett, Secrist, Naylor, Vail)		
1.0 FTE Instructional Data and intervention Specialist	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> A Data Coach will create and implement interventions for the L25 and at-risk students. This position will work with PLCs to develop intervention strategies will work with teams to disaggregate data in order to differentiate Tier 1 instruction and intervention opportunities	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Curriculum Service Provider	\$52,064.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> The Curriculum Service Provider will support magnet related math and science instruction, district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC groups to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Recruitment	\$3,000.00	<b>Support recruitment and retention [G1]</b> Magnet Coordinator will work at district and site-based recruiting events.	Integration: Providing Diversity, Excellence and Equity	Deseg

Recruitment and marketing materials	\$800.00	<b>Support recruitment and retention [G1]</b> Promotional materials will be purchased to advertise the school and its accomplishments	Integration: Providing Diversity, Excellence and Equity	Deseg
Mileage	\$100.00	<b>Support recruitment and retention [G1]</b> PV magnet coordinator and teachers will attend District recruitment events and recruit students at feeder Middle Schools.	Integration: Providing Diversity, Excellence and Equity	Deseg
Supplies: Recruitment	\$100.00	<b>Support recruitment and retention [G1]</b> Recruitment supplies will be purchased to promote the school and increase enrollment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Supplies: PD	\$500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> To improve instruction, supplies to support Professional Development and PLC meetings, such as, copies, books, and display materials.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: PLC	\$1,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> To support student achievement, PV teachers will have the opportunity to participate in PLCs outside of contract time. In	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		PLCs they will review student testing data, collaborate on curriculum, analyze student work and data, problem solve and develop strategies to close the achievement gap.		
Furniture under \$5,000	\$5,325.00	<b>Support recruitment and retention [G1]</b> Recruitment and retention of students and families requires attention to the resources available to students and the environment that fosters a STEAM model. Palo Verde seeks to outfit classrooms with furniture and equipment that reflects the needs of students and the PBL approach being implemented through collaborative PLC work. Furniture purchased will be conducive to cooperative learning to meet the needs of all students.	2: Effective Teachers and Instruction 4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	Deseg
Technology over \$5,000	\$16,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> An ActivWall is a widescreen system and advancement from the traditional projector. The ActivWalls will be mounted in STEAM classrooms. It can be divided into individual learning spaces to enable students to work together using their own web browser and on-screen keyboard. The walls will allow student work to be displayed in order to enhance learning. Data shows that hands-on and active learning is the most effective. The collaborative units created by the STEAM teachers call for active participation from the students. The walls also make for better use of instruction time by cutting down on the amount of time transitioning from one objective to the next.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg



Registration: Magnet Schools of America (MSA) National Conference	\$2,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> The MSA National Conference features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Palo Verde will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Out of State Travel	\$6,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
UA Sky School	\$4,700.00	<b>Improve overall achievement for all students [G2(A-E)]</b> UA Sky School will provide the opportunity for 20 9 <sup>th</sup> -12 <sup>th</sup> grade students to participate in the <b>Flagship Research Program</b> , a 4 day/3 night program that includes workshops focusing on scientific concepts and field techniques. This learning is extended into scientific inquiry projects that are	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		led by students and presented at an end-of-program symposium. This program includes nighttime astronomy experiences, dormitory lodging, and all on-site meals.		
Substitutes: PD	\$1,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> To support student achievement, teachers will be provided a substitute when chaperoning Sky School and attending magnet related professional development opportunities off-campus during the school day.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Employee Benefits	\$73,596.00			
<b>Total Budget</b>	<b>\$411,514</b>			
<b>Total FTE</b>	<b>6.0</b>			

<b>Palo Verde HS Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
2.8 FTE Teacher Title I	\$119,840.00	Math RTI Teacher will provide services for 5 periods per day targeted for student with limited proficiency. English RTI Teacher will provide services for 5 periods per day targeted for student with limited proficiency. Instructional Data and Intervention Specialist will monitor benchmark data to ensure students are properly enrolled in the English RTI classes.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE School Community Liaison	\$23,000.00	The School Community Liaison serves as a liaison between the school and the home and encourages parents and community involvement in school activities. The School Community Liaison provides referrals or works with TUSD services and resources as well as external social service agencies to provide information to staff, students and families.	6: Family and Community Engagement	Title 1
1.0 FTE Dean of Students	\$42,800.00	The Dean of Students collaborates with district staff, parents and students to identify high-risk students for future prevention services. The Dean of Students may visit students and parents in the home to determine causes for absenteeism, academic or discipline problems. The Dean monitors these students as they enter and go through school to determine impact of prevention activities.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE Curriculum Service Provider	\$42,800.00	The Curriculum Service Provider will support ELA, ELD, and L25 district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1

		groups to assess and utilize School City data within their curriculums.		
Added Duty PLC	\$7,200.00	Added duty for off-contract time spent working in professional learning communities.	2: Effective Teachers and Instruction  4: Effective Curriculum	Title 1
Added Duty Tutoring	\$4,200.00	Added duty for tutoring.	2: Effective Teachers and Instruction	Title 1
Supplies	\$30,000.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Instructional Aides	\$25,000.00	Supplemental resources for teachers to use in classrooms to promote student success.	2: Effective Teachers and Instruction	Title 1
Tech Related Hardware & Software	\$15,969.00	Technology for related hardware/software and repairs. Will allow for purchase of student iPads.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$71,040.00			
<b>Total Budget</b>	<b>\$381,849</b>			
<b>Total FTE</b>	<b>5.8</b>			

## **ROSKRUGE MAGNET SCHOOL (DUAL-LANGUAGE)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-19 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<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June 2019:

- A. Roskruge received a state letter grade of D during the 2016-17 SY as defined by the state grading system. During the 2017-18 SY Roskruge received a state letter grade of TBD. During the 2018-19 SY, Roskruge will receive a state letter grade of B or higher.
- B. Students at Roskruge will score higher than the state median in reading and math.
- C. Students at Roskruge will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Roskruge will be higher than the state median growth.
- E. The achievement gap between racial groups at Roskruge participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

#### **OBJECTIVE 1 – ELA:**

**GRADES 3-5:** By June 2019, ELA achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**GRADES 6-8:** By June 2019, ELA achievement for all 6<sup>th</sup> – 8<sup>th</sup> grade students will increase by TBD % moving from TBD% estimated proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**GRADES 3-5:** Math achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**GRADES 6-8:** Math achievement for all 6<sup>th</sup> – 8<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## **STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 5.4 FTE Magnet Teachers (910G, 202)
- 0.8 FTE 6/5 Teacher (910G, 202)
- 3.0 FTE Teaching Assistants Bilingual (910G, 202)
- 7.25 FTE Teaching Assistants Bilingual (910G, other)
- 3.0 FTE Student Success Specialist (910G, 202)
- 1.0 FTE Librarian (910G, 202)
- 1.0 FTE Library Assistant (M&O)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Guidance Counselor (Title 1)
- 1.0 FTE Instructional Data Intervention Specialist (0.5 Title 1 / 0.5 Deseg )
- 1.0 FTE Behavior Specialist (Title 1)
- 1.0 FTE Instructional Tech Liaison (Title I)
- 1.0 FTE School Community Liaison (Title I)

**Roskruge K8 Magnet School Plan 2018-19 SY**  
**Magnet Theme: Dual Language**  
**Tucson Unified School District**

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

  

<b>TIMELINE</b>							
<b>Jan. 31, 2018</b>	<b>Oct. 5, 2018</b>	<b>Dec. 21, 2018</b>	<b>March 15, 2019</b>	<b>May 17, 2019</b>	<b>TBD</b>	<b>TBD</b>	
<b>Magnet Plan Submission</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2019 AzMERIT</b>	<b>2019-2020 Plan Initial Submission</b>	

**Integration: Providing Diversity, Excellence, and Equity**

**Needs Statement:** Roskrige is currently Racially Concentrated with Hispanic enrollment above 70%. On the 40th day of 2017-2018, Roskrige's student enrollment was 7% White, 3% African American, 77% Hispanic, 9% Native America, 0% Asian American and 3% Multi-racial.

**Goal(s):**

By the 40th day of the 2018-19 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<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

**Integration Monitoring:** Each magnet school will show measurable progress towards integration as mandated by the USP according to the following:

- **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).

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

- 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.
- Roskrige 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 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 school 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 school recruitment events, tours, and magnet phone inquiries.

#### **Evidence of Progress**

- |   |                       |
|---|-----------------------|
| • Surveys   | • Facebook            |
| • Calendar of Events                                | • School Website      |
| • Attendance Documents and Agendas                  | • 40th Day Data       |
| • Meeting Notes.                                    | • All Meeting Minutes |
| • Synergy Reports                                   | • Application Data    |
| • Magnet Quarterly Reports                          | • Calendar of Events  |
| • IAP, Leadership Team, and Site Council Attendance | • School Surveys      |

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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.

<b>SIAP Principle 2: Effective Teachers and Instruction</b>
<p><b>Needs Statement:</b></p> <p><b>ELA:</b> Based on 2018 AzMERIT ELA data, TBD% of Roskrug students 3<sup>rd</sup> – 5<sup>th</sup> grade achieved proficient or highly proficient. This is above the district average of TBD%.</p> <p><b>ELA:</b> Based on 2018 AzMERIT ELA data, TBD% of Roskrug students 6<sup>th</sup> -8<sup>th</sup> grade achieved proficient or highly proficient. This is above the district average of TBD%.</p> <p><b>Math:</b> Based on 2018 AzMERIT math data, TBD% of Roskrug students 3<sup>rd</sup> -5<sup>th</sup> grade achieved proficient or highly proficient. This is below the district average of TBD%.</p> <p><b>Math:</b> Based on 2018 AzMERIT math data, TBD% of Roskrug student's 6<sup>th</sup> – 8<sup>th</sup> grade achieved proficient or highly proficient. This is below the district average of TBD%.</p>
<p><b>School Specific Achievement Objectives</b></p> <p><b>Objective 1 – ELA:</b></p> <p><b>Grades 3-5:</b> By June 2019, ELA achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.</p> <p><b>Grades 6-8:</b> By June 2019, ELA achievement for all 6<sup>th</sup> – 8<sup>th</sup> grade students will increase by TBD % moving from TBD% estimated proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.</p>

**Objective 2 – Math:**

**Grades 3-5:** Math achievement for all 3<sup>rd</sup> – 5<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Grades 6-8:** Math achievement for all 6<sup>th</sup> – 8<sup>th</sup> grade students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**Achievement Data: See Appendix 1, Achievement Data Monitoring.**

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

**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 schools 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 actions 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**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Common Lesson Plan Template</li> <li>• Instructional Focus Calendar</li> <li>• Walkthrough Data</li> </ul> | <ul style="list-style-type: none"> <li>• Observation Tracker</li> <li>• Teacher Reflection Documents</li> </ul> |
|---|---|

#### **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 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
- Instructional Focus Calendar
- Common Template
- 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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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.
- 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, and 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**

- Instructional Focus Calendar
- Test Scores
- Class Rosters

### **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**

- PLC Schedule
- PLC Binders and Data Notebooks
- 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.

**Goal(s):** Implement the TUSD Curriculum 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 with fidelity (Curriculum Lead Teacher Initiative/ PLC).Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum 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.

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

**Critical Focus Area Action Steps:**

1. PLCs will meet weekly for at least 60 minutes to plan instruction that is aligned to the TUSD Curriculum 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 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 and scope and sequence.
4. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum to the daily lesson plan. Instruction leaders will work with teachers who show miss-alignment in their planning and daily instruction to ensure alignment.



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 and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

#### **Evidence of Progress**

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

#### **SIAP Principle 6: Family and Community Engagement**

**Needs Statement:** During the 2017-18 SY, School Quality Surveys administered to parents at Roskrige school indicated a TBD% Overall Satisfaction rating.

#### **Goal(s):**

- By the end of the 2018-19 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.

#### **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 |

**Roskruge Magnet Budget 2018-19**

*The “Purpose” description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
 G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)

<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Teacher Spanish/ Interventioni st	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Offer additional targeted oral Spanish language development for any student with no prior dual language experience through an elective class. This individual will also serve as a parent liaison for Dual Language Development.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Teacher Math	\$43,527.00	<b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> <b>Support Recruitment and retention [G1]</b> Math interventionist will be used to support FFB, L25, ELL and SPED students; will also instruct a core enrichment Math Counts class.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

3.0 FTE Teacher Spanish	\$130,581.00	<b>Improve overall achievement for all students [G2(A-E)]</b> All 6th-8th graders at Roskrug are enrolled in Spanish as a Core class. This is not an elective. These teachers plan with the other Core teachers who reinforce the Spanish language in their own classes. This includes increasing the number of students participating in Advanced Learning Experience (ALE) classes by providing opportunities for students to be promoted from Roskrug with Spanish HS credit and offer required support to students in Spanish.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.4 FTE Teacher Fine Arts	\$17,420.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Fine Arts 4th-5th grade music to increase oral reinforcement of Spanish Language development through fine arts experiences	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.2 FTE Magnet Teacher (6/5)	\$8,705.40	<b>Improve overall achievement for all students [G2(A-E)]</b> Establish Dual Language Academy Student Ambassadorships. Use local organizations to have our youth practice public speaking, community involvement, and leadership skills. Ambassadors will communicate and present information at various events about Roskrug. The Roskrug Dual Language Ambassadorship will be based on academic rigor and commitment to higher education.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.6 FTE Magnet Teacher (6/5)	\$26,116.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Expand advanced (HS credit) classes through our Advanced Learning to provide students with access to advanced learning opportunities beyond Spanish, Math and Science in a Dual Language Environment.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Certified Added Duty: Summer Hourly	\$36,330.00	<b>Improve overall achievement for all students [G2(A-E)]</b> The objective of the Summer Academy will be to provide all students with the Dual Language and ALE experience while ensuring a smooth transition for our incoming 6th grader. This will be accomplished by embedding critical thinking skills.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
3.0 FTE Magnet Teacher Assistant Bilingual	\$54,000.00	<b>Improve overall achievement for all students</b> <b>Reduce achievement gap between subgroups</b> <b>Improve overall achievement for all students [G2(A-E)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Teacher Assistants will be used in the classroom to provide support to classroom teachers by working with students on assignments and projects while the teacher works with struggling students and small groups. Teacher Assistants are also language models and support the process of learning a second language. They provide oral and written language support.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
3.0 FTE Student Success Specialist	\$90,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Increase oral reinforcement of Spanish language development through fine arts experiences.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Summer hourly	\$1,500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Teacher Assistants will be used in the classroom to provide support to classroom teachers to allow the classroom teacher the ability to provide Tier 2 targeted, small group interventions with L25.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Classified hourly	\$3,300.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Utilize social media (school web page, Facebook, U-Tube, Twitter and LinkedIn), within the district guidelines, to further develop, promote, and inform the Tucson Community of our magnet program.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional (Summer)	\$2,757.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Instructional supplies for summer school programs.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Instructional Aids	\$19,529.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Instructional Aids including dual language books, classroom tape recorders and other materials to support the dual-language magnet program. Media devices to support K, 1 <sup>st</sup> and 2 <sup>nd</sup> grade students with dual language activities	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Family Engagement	\$500.00	<b>Support Recruitment and retention [G1]</b> Provide supplies as needed for Family Engagement events.	6: Family and Community Engagement	Deseg
1.0 FTE Magnet Site Coordinator	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support Recruitment and retention [G1]</b> Coordinator will coordinate all the components from our magnet plan and assure all strategies and goals are our focus through the year. This individual will also promote our magnet program and recruit the necessary students to meet USP recruitment requirements.	Integration: Providing Diversity, Excellence and Equity	Deseg
Added Duty: Recruitment	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b>	Integration: Providing	Deseg

		Provide information regarding dual language program to prospective families.	Diversity, Excellence and Equity	
Substitutes: PLC	\$1,500.00	<b>Improve overall achievement for all students</b> <b>Improve achievement for L25</b> <b>Improve overall achievement for all students [G2(A-E)]</b> <b>Improve achievement for L25 [G2(D)]</b> Math department will be required to develop and participate in Math PLCs utilizing various district and state data to address the academic needs of subgroups: L25, ELL, AA, Hispanics identified as Minimally Proficient in Math.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Mileage	\$300.00	<b>Support Recruitment and retention [G1]</b> To reimburse Magnet Coordinator and Magnet Counselor for attending recruiting events and targeted elementary schools during the year, as well as to attend all district sponsored Magnet recruiting fairs.	Integration: Providing Diversity, Excellence and Equity	Deseg
Supplies: PLC	\$500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Provide materials for teachers to plan and create the teaching materials for the 18-19 SY during PLC and summer training.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: PD, PLC	\$12,485.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Provide extended PLC time for K-8 teachers to weekly for a 2-hour block during which time teachers will address achievement discrepancies and focus on improving achievement gap for L25,	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		reducing achievement gap between subgroups and increasing the number of ELLs who reclassify. In their PLCs, teachers will design instructional strategies that are systematic, timely and focused on specific needs.		
1.0 FTE Librarian	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> Full Time Librarian to support and build reading, dual language, and technology in all classes by providing additional direct instruction on reading, research, and writing skills to support all students while targeting the L25% Support to teachers with Spanish materials for dual language integration within the classrooms.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Summer Hourly: Office	\$3,700.00	<b>Improve overall achievement for all students</b> <b>Improve achievement for L25</b> <b>Improve overall achievement for all students [G2(A-E)]</b> <b>Improve achievement for L25 [G2(D)]</b> Office support during summer school program to complete all clerical duties to include but not limited to registration, attendance, material distribution and address parent, student and staff needs.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Summer Hourly: Monitor	\$1,264.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Student safety during summer school program and to provide hallway supervision as well as supervision before school and at lunchtime and dismissal.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Magnet Schools of America (MSA)	\$6,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction,	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

National Conference		technology integration, school leadership, and magnet school design. Roskrug will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration.	6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	
Out of State Travel	\$2,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Employee Benefits	\$129,762.00			
<b>Total Budget</b>	\$725,357.40			
<b>Total FTE</b>	<b>14.2</b>			



<b>Roskruge K8 Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE School Community Liaison	\$20,336.00	The School Community Liaison serves as a liaison between the school and the home and encourages parents and community involvement in school activities. The School Community Liaison provides referrals or works with TUSD services and resources as well as external social service agencies to provide information to staff, students and families.	6: Family and Community Engagement	Title 1
0.5 FTE Instructional Data Intervention Specialist	\$21,400.00	Instructional Data Intervention Specialist supports student achievement by supporting principals, teachers and other site staff in student achievement data collection and analysis as aligned with curriculum and instruction and using this to support MTSS/RTI practices to identify students not making adequate progress; assists in the design of effective evidence/research based interventions; links teachers and other instructional staff with the resources and support they need including interventions to help students achieve in a standards-based system; trains and supports teachers in reading data and how to use it in planning and driving the district's curriculum and the school's Continuous Improvement Plan/IAP. (0.5 from Title 1 and 0.5 from Deseg)	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE Behavior Specialist	\$21,000.00	Behavior Specialist is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including, but not limited to, facilitating and assisting students to complete computer based intervention modules; gathering	5: Conditions, Climate, and Culture	Title 1

		information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions.		
1.0 FTE Guidance Counselor	\$42,800.00	Counselor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS, including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; providing activities to meet the needs of the students; consults w/teachers, staff and parents to enhance their effectiveness in helping students; provides support to other educational programs; conducts in-service programs for faculty, parents, and community members; Assists students & families w/ school related problems; conducts and facilitate conferences with teachers, students and parents; provides opportunities for parent education programs.	2: Effective Teachers and Instruction 5: Conditions, Climate, and Culture 6: Family and Community Engagement	Title 1
Added Duty - PD	\$7,000.00	Added duty for teachers to participate in off-contract professional development.	2: Effective Teachers and Instruction	Title 1
In-State Travel	\$3,000.00	PD In-State Travel	2: Effective Teachers and Instruction	Title 1
Out-Of-State Travel	\$4,000.00	PD Travel	2: Effective Teachers and Instruction	Title 1
Added Duty - PLC	\$18,000.00	Added duty for teachers to participate in off-contract professional learning communities	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1

Certified Academic Tutor	\$15,000.00	Added duty for teachers for instructional tutoring.	2: Effective Teachers and Instruction	Title 1
Technology	\$47,780.00	Tech Related Hardware & Software less than \$5,000, Technology Related Repairs and	2: Effective Teachers and Instruction	Title 1
Instructional Aids	\$15,000.00	Supplemental resources for teachers to use in classrooms to promote student success.	2: Effective Teachers and Instruction	Title 1
District Supplies	\$31,967.20	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Other Books, Periodicals & Media	\$5,000.00	Instructional and student resources	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$39,600.80			Title 1
<b>Total Budget</b>	<b>\$291,884</b>			
<b>Total FTE</b>	<b>3.5</b>			

## **TUCSON HIGH MAGNET SCHOOL (NATURAL SCIENCE AND FINE AND PERFORMING ARTS)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-2019 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 all grades.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June, 2019:

- A. Tucson High received a state letter grade of C during the 2016-17 SY as defined by the state grading system. During the 2017-18 SY Tucson HS received a state letter grade of TBD. During the 2018-19 SY, Tucson HS will receive a state letter grade of B or higher.
- B. Students at Tucson High will score higher than the state median in reading and math.
- C. Students at Tucson High will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Tucson High will be higher than the state median growth.
- E. The achievement gap between racial groups at Tucson High participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019, ELA student achievement for Tucson HS will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 9-11 on the 2019 AzMERIT.

**OBJECTIVE 2 - MATH:** By June 2019, math student achievement for Tucson HS will be equal to or greater than the district average of proficient and highly proficient students (TBD%) on the 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## STAFFING

### Other school FTE to support Achievement Goals and School Specific Goals:

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Intervention Specialist (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (Data Coach) (910G, 202)
- 1.0 FTE Media Specialist (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 23.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Magnet Counselor (910G, 202)
- 0.6 FTE Educational Technology Integration Specialist (910G, 202)
- 0.5 FTE Assistant Curator (910G, 202)
- 5.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.0 FTE MTSSF (910G, other)
- 1.0 FTE RPPF (910G, other)
- 1.0 FTE Social Worker (910G, other)
- 1.4 FTE College and Career Readiness Coordinator (910G, other)
- 0.6 FTE College and Career Readiness Coordinator (CTE)
- 0.4 FTE RTI Teacher (Title I)
- 1.0 FTE Guidance Counselor (Title I)
- 5.0 FTE Teachers (Title 1)
- 1.0 FTE Dean of Students (Title 1)
- 1.0 FTE Curriculum Service Provider (Title 1)

**Tucson HS Magnet School Plan 2018-19 SY**  
**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**

Jan. 31, 2018	Oct. 5, 2018	Dec. 21, 2018	March 15, 2019	May 17, 2019	TBD	TBD
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2019 AzMERIT	2019-2020 Plan Initial Submission

**Integration: Providing Diversity, Excellence, and Equity**

**Needs Statement:** Tucson High is currently Racially Concentrated with Hispanic enrollment above 70%. On the 40th day of 2017-2018, Tucson High's enrollment was 14% White, 8% African American, 71% Hispanic, 4% Native America, 2% Asian American and 2% Multi-racial.

**Goal(s):** By the 40<sup>th</sup> day of the 2018-19 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 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades.

**Integration Monitoring:** Each magnet school will show measurable progress towards integration as mandated by the USP according to the following:

- **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).

**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 school 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 school recruitment events, tours, and magnet phone inquiries.

#### **Evidence for Progress**

- |   |                            |
|---|----------------------------|
| • Calendar of Events  | • Meeting Agendas/ Minutes |
| • Attendance Documents and Agendas                            | • Facebook                 |
| • Meeting Notes   | • School Website           |
| • Synergy Reports   | • 40th Day Data            |
| • Magnet Quarterly Reports                                    | • Application Data         |
| • IAP, Leadership Team, and Site Council Attendance Documents | • Calendar of Events       |
| • Magnet Quarterly Reports                                    | • School Surveys           |



The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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.

<b>SIAP Principle 2: Effective Teachers and Instruction</b>
<p><b>Needs Statement:</b></p> <p><b>ELA:</b> Based on 2018 AzMERIT ELA data, TBD% of Tucson HS's students achieved proficient or highly proficient. This is TBD% below the district average.</p> <p><b>Math:</b> Based on 2018 AzMERIT math data, TBD% of Tucson HS's students achieved proficient or highly proficient. This is TBD% below the district average.</p>
<p><b>School Specific Achievement Objectives</b></p> <p><b>Objective 1 – ELA:</b> By June 2019, ELA student achievement for Tucson HS will be equal to or greater than the district average of proficient and highly proficient students (TBD%) in grades 9-11 on the 2019 AzMERIT.</p> <p><b>OBJECTIVE 2 - MATH:</b> By June 2019, math student achievement for Tucson HS will be equal to or greater than the district average of proficient and highly proficient students (TBD%) on the 2019 AzMERIT.</p>
<p><b>Achievement Data: See Appendix 1, Achievement Data Monitoring:</b></p> <p>Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).</p>
<b>SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.</b>
<p><b>Actions to Address SIAP Indicator and to Achieve Goal(s):</b></p> <ul style="list-style-type: none"> <li>School PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources).</li> <li>The principal and school leadership team will follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits).</li> </ul>

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

**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 (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, 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 teamwork (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.
- "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 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 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 21<sup>st</sup> 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**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Benchmark Data for Students Enrolled in RTI Sections</li> <li>• Attendance to be Taken for Tutoring in Writing Lab and 21<sup>st</sup> Century Program</li> </ul> | <ul style="list-style-type: none"> <li>• MTSS Minutes and Follow-Up to Monitor Progress of Student Support Plans</li> <li>• Data to Monitor Gains of Students Using Supplemental Supports (Formative, Summative Assessments and Benchmarks)</li> </ul> |
|--|--|

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

#### **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

**Goal(s):** Implement the TUSD Curriculum 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):**

- Teaching TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum 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 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 and the scope and sequence.
2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
3. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 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 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 and the scope and sequence.
6. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 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**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Common Formative Assessments</li> <li>• Walkthrough Data</li> </ul> | <ul style="list-style-type: none"> <li>• PLC Agendas,/Minutes</li> <li>• TUSD Curriculum Unwrapped Standards</li> </ul> |
|--|---|

#### **SIAP Principle 6: Family and Community Engagement**

**Needs Statement:** During the 2017-18 SY, School Quality Surveys administered to parents at Tucson HS school indicated a [TBD] Overall Satisfaction rating.

#### **Goal(s):**

- By the end of the 2018-19 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.

#### **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.
- 21<sup>st</sup> 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**

- |                                      |   |
|--------------------------------------|---|
| • 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                      |

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Site Council Minutes and Progress Monitoring of Committees</li><li>• Sign-In Sheets for Volunteers</li></ul> | <ul style="list-style-type: none"><li>• Updating Social Media and Monitoring of Views, Comments, and any Feedback from End-Users</li><li>• Badger Foundation Minutes and Record of New Memberships</li></ul> |
|--|--|



**Tucson High School Magnet Budget 2018-19**

*The "Purpose" description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

*G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)*

<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
23.0 FTE Magnet Teachers	\$984,400.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classroom Supplies	\$20,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> With no other source of funding, supplies are necessary to keep Magnet classrooms fully operational. These supplies include things like sheet music, manipulatives in science, published scripts, digital tapes and recording accessories.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Hourly: Educational Enrichment Instructors	\$22,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support recruitment and retention [G1]</b> Accompanist (3) / Educational Enrichment Instructor	2: Effective Teachers and Instruction 4: Effective Curriculum	
Instructional Aids	\$4,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Classroom resources	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Certified Added Duty: Family Engagement	\$17,000.00	<b>Support recruitment and retention [G1]</b> Certified staff will be present during nightly events to increase family engagement and increase ethnic diversity, THMS will hold an annual Open House as well as a New Student Orientation night.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Instructional Data and Intervention Specialist	\$42,700.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> A Data Coach will work with school leaders and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Data Coach will also work with teams to align curriculum with assessments.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Magnet Coordinator	\$57,200.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support recruitment and retention [G1]</b> According to the requirements of the USP, each magnet school must have a magnet coordinator. Recruitment events and academic achievement	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Recruitment	\$5,000.00	<b>Support recruitment and retention [G1]</b> To increase ethnic diversity, THMS will continue to need supplies for recruiting visits at targeted middle schools and the community.	Integration: Providing Diversity, Excellence and Equity	Deseg
0.5 FTE Assistant Curator	\$12,500.00	<b>Support recruitment and retention [G1]</b> To increase theme visibility, an assistant curator will be in charge of keeping display cases current, increasing signage, and maintaining the gallery. This could be an individual or extended contractual day for multiple individuals.	Integration: Providing Diversity, Excellence and Equity	Deseg
1.0 FTE Curriculum	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b>	2: Effective Teachers and Instruction	Deseg

Service Provider		<b>Demonstrate academic growth in reading and math [G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> A Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC groups to assess and utilize School City data within their curriculums.	4: Effective Curriculum	
Certified Added Duty: PLC	\$20,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> To continue to the work of PLCs, teachers will participate in off contract PLC meetings. This time will be used to analyze student data in order to inform instructional decisions and address achievement discrepancies.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Stipend: Fine Arts	\$10,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> THMS has many extra duty assignments which are outlined in TUSD-TEA consensus which are not covered in the M & O budget. Therefore, these assignments must be paid for through magnet funds.	Integration: Providing Diversity, Excellence and Equity	Deseg
Supplies: Printing	\$5,000.00	<b>Support recruitment and retention [G1]</b> THMS will print materials to use for recruitment. To increase theme visibility, supplies for signage and printing costs are essential.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PD	\$17,500.00	<b>Improve overall achievement for all students [G2(A-E)]</b> PD-off contract.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Planning	\$20,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Teachers will spend time during the summer creating cross-curricular lesson plans that support student achievement,	2: Effective Teachers and Instruction	Deseg

		theme development and address the needs of the lowest 25% in math and English.	4: Effective Curriculum	
Substitutes: PLC	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Substitutes are necessary for the following reasons: it allows teachers to perform in community events, attend recruitment activities at targeted schools, and to participate in peer observations. This will also allow for PLCs and/or Magnet strand groups to meet once a month in order to review student data and work to support student achievement.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: PD	\$2,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Supplies for teachers and staff to use during PD	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Recruitment	\$20,000.00	<b>Support recruitment and retention [G1]</b> To increase ethnic diversity, THMS will focus recruitment activities at targeted TUSD schools, private schools and charter schools. This includes mileage and stipends for attending recruitment activities.	Integration: Providing Diversity, Excellence and Equity	Deseg
Transportation	\$1,000.00	<b>Support recruitment and retention [G1]</b> Targeted Middle School students need transportation to THMS in order to learn about, and participate in, our Magnet programs. We also need transportation to take our Fine and Performing Arts students to targeted Middle Schools and the community in order to perform and showcase THMS programs. Science students and groups will also be visiting Middle School to recruit for their programs. This will allow for guaranteed transportation for our Magnet programs.	Integration: Providing Diversity, Excellence and Equity	Deseg
1.0 FTE Magnet Counselor	\$43,527.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Support recruitment and retention [G1]</b> Due to the increased enrollment projected due to the demand for our two Magnet strands, from both neighborhood and Magnet students, we need to ensure those students are supported. As we increase the number of ALE offerings and	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		increase the integration of those offerings, we will use a counselor who will meet with teachers to identify students who might be well suited for ALE offerings. The counselor will assist other counselors to support magnet students in all grade levels (registration, class scheduling, parent conferences, behavior and academic support). The magnet counselor will provide additional support to students and parents of students new to the THMS. The magnet counselor will ensure PBIS support throughout the year. The magnet counselor will also meet with support staff, community liaison, and African-American, Mexican-American, and Native American liaisons to review data and coordinate efforts to ensure students new to the program are supported. Strategic placement of students in intervention classes during the school day requires support of a magnet counselor who can carefully monitor student academic progress towards mastery, ensure that the correct students (L25) are receiving interventions, meets with students and parents to strengthen any academic needs.		
1.0 FTE Educational Technology Integration Specialist	\$45,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> A Network Tech will be hired to support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The Tech will support student achievement, by assisting teachers in developing integrated, differentiated lessons using accessible technology. The Network Tech will assist with Technology issues with new capital purchases.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Magnet Schools of America (MSA) National	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Conference Registration			Integration: Providing Diversity, Excellence and Equity	
Out of State Travel	\$9,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	Deseg
Employee Benefits	\$304,493.00			
<b>Total Budget</b>	<b>\$1,711,847</b>			
<b>Total FTE</b>	<b>28.5</b>			

<b>Tucson High School Title I Budget 2018-19</b>			
<b>Description</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE RTI Teacher	<b>Improve overall achievement for all students</b> <b>Improve achievement for L25</b> <b>Reduce achievement gap between subgroups</b> <b>Differentiate Tier II instruction</b>		Title I
1.0 FTE Counselor	<b>Improve overall achievement for all students</b> The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other educational programs.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title I
<b>Total FTE:</b>	<b>2.0</b>		

<b>Tucson HS Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
0.4 FTE Teacher RTI	\$20,960.00	Teacher will support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students. Students in the L25 in math and reading will be assigned an intervention class moving in and out based on performance data.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
5.0 FTE Teacher	\$213,500.00	Class Size of 27:1 is used to support differentiated instruction.	2: Effective Teachers and Instruction	Title 1
1.0 FTE Dean of Students	\$42,700.00	Dean of students supports student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; Oversees the learning success of students as outlined in the Post Unitary Plan; coordinates student interventions for struggling learners; guides teaching practices to ensure student access for mastery of performance objectives.	2: Effective Teachers and Instruction 5: Conditions, Climate, and Culture	Title 1
1.0 FTE Curriculum Service Provider	\$45,400.00	CSP is essential in supporting student achievement by assisting in overseeing the district's curriculum and instruction; linking teachers and other instructional staff with the resources and support they need including interventions to help students achieve in a standards-based system; trains and supports teachers in reading data and how to use it	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1



		in planning and driving the district's curriculum and the school's Continuous Improvement Plan/IAP.		
1.0 FTE Guidance Counselor	\$41,200.00	Counselor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS, including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; providing activities to meet the needs of the students; consults w/teachers, staff and parents to enhance their effectiveness in helping students; provides support to other educational programs; conducts in-service programs for faculty, parents, and community members; Assists students & families w/ school related problems; conducts and facilitate conferences with teachers, students and parents; provides opportunities for parent education programs.	2: Effective Teachers and Instruction 5: Conditions, Climate, and Culture 6: Family and Community Engagement	Title 1
District Supplies	\$15,928.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$109,128.00			Title 1
<b>Total Budget</b>	<b>\$488,816</b>			
<b>Total FTE</b>	<b>8.4</b>			

## **TULLY MAGNET SCHOOL (GIFTED AND TALENTED)**

### **MAGNET SCHOOL EFFECTIVENESS**

#### **GOAL 1: PROGRESS TOWARDS ACHIEVING THE USP DEFINITION OF AN INTEGRATED SCHOOL**

By the 40th day of the 2018-19 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 grades kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>.

#### **GOAL 2: PROGRESS TOWARDS ENHANCING EDUCATIONAL QUALITY**

By June 2019:

- A. Tully earn a state letter grade of C during the 2016-17 SY as defined by the state grading system. During the 2017-18 SY Tully received a state letter grade of TBD. During the 2018-19 SY, Tully will receive a state letter grade of B or higher.
- B. Students at Tully will score higher than the state median in reading and math,
- C. Students at Tully will show academic growth that is higher than the state median growth in reading and math.
- D. The growth of the bottom 25% of students at Tully will be higher than the state median growth.
- E. The achievement gap between racial groups at Tully participating in magnet programs will be less than the achievement gap between racial groups not participating in magnet programs.

### **SCHOOL SPECIFIC ACHIEVEMENT OBJECTIVES**

**OBJECTIVE 1 – ELA:** By June 2019, ELA achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

**OBJECTIVE 2 - MATH:** By June 2019, math achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.

*\*the District will update school specific achievement objectives by using current school achievement data for 2018-19 SY in the summer of 2018 once 2017-18 achievement data is available.*

## STAFFING

**Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Curriculum Service Provider (910G, 202)
- 2.0 FTE Magnet Teachers (910G, 202)
- 0.5 Guidance Counselor (M&O)
- 0.5 FTE Library Assistant (M&O)
- 1.0 FTE Instructional Specialist (Title I)
- 1.0 FTE MTSSF (910G, other)
- 0.5 Counselor (Title I)
- 1.0 Reading Recovery Teacher (Title 1)

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

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

  

<b>TIMELINE</b>							
<b>Jan. 31, 2018</b>	<b>Oct. 5, 2018</b>	<b>Dec. 21, 2018</b>	<b>March 15, 2019</b>	<b>May 17, 2019</b>	<b>TBD</b>	<b>TBD</b>	
<b>Magnet Plan Submission</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2019 AzMERIT</b>	<b>2019-2020 Plan Initial Submission</b>	

**Integration: Providing Diversity, Excellence, and Equity**

**Needs Statement:** Tully is Integrated. On the 40<sup>th</sup> day of 2017-2018 SY, Tully's student enrollment was 11% White, 17% African American, 62% Hispanic, 6% Native America, 3% Asian American and 2% Multi Racial.

**Goal(s):** By the 40<sup>th</sup> day of the 2018-19 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, 2<sup>nd</sup> and 3<sup>rd</sup>, and 4<sup>th</sup> grades.

**Integration Monitoring:** Each magnet school will show measurable progress towards integration as mandated by the USP according to the following:

- **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).

**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.
- 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:**

1. The Magnet Coordinator/Instructional Coach will mail surveys to parents who live in the neighborhood that are not attending Tully, make personal contact, and provide information to these families by fall 2018.
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 other staff 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**

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

The following Arizona Department of Education School Integrated Action Plan (SIAP) Principles and Indicators are incorporated in the 2018-19 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.

<b>SIAP Principle 2: Effective Teachers and Instruction</b>
<p><b>Needs Statement:</b></p> <p><b>ELA:</b> Based on 2018 ELA data, TBD% of Tully's students achieved proficient or highly proficient.</p> <p><b>Math:</b> Based on 2018 math data, TBD% of Tully's students achieved proficient or highly proficient</p>
<p><b>School Specific Achievement Objectives</b></p> <p><b>Objective 1 – ELA:</b> By June 2019, ELA achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient on 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.</p> <p><b>Objective 2 - Math:</b> By June 2019, math achievement for all students will increase by TBD% moving from TBD% proficient or highly proficient 2018 AzMERIT to TBD% proficient or highly proficient on 2019 AzMERIT.</p>
<p><b>Achievement Data: See Appendix 1, Achievement Data Monitoring.</b></p> <p>Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2017-18 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).</p>
<b>SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.</b>
<p><b>Actions to Address SIAP Indicator and to Achieve Goal(s):</b></p> <ul style="list-style-type: none"> <li>Principal and school leadership team follow a structured system for monitoring daily instruction (structured systems for class walkthrough visits).</li> </ul>

- 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 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 participate in weekly grade level lesson plan meetings to plan quality Tier 1 instruction aligned to the TUSD Curriculum 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:**

1. Lesson plan template will include the objective, target standards, engagement strategies, questioning strategies, GATE strategies, culturally responsive 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**

- |                                   |   |
|-----------------------------------|---|
| • Lesson Plans                    | • Reflection Template                       |
| • School's Weekly Progress Report | • Calendar for Observations                 |
| • Observation Tracker             | • Completed District Walkthrough Instrument |

### **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 2018-19 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 2018-19 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 School Visit Summaries and Next Steps |
| • Principal PD Reflection Comments                        | • Magnet Department School 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 teamwork (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.

- 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 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 school'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**

- Master Schedule
- Guided Reading Group
- MTSS Schedule and Meeting Notes

#### **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**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• PLC Schedule</li> <li>• PLC Binders and Data Notebooks</li> </ul> | <ul style="list-style-type: none"> <li>• PLC Agendas/Minutes</li> <li>• Lesson Plans and Unit Plan Aligned to TUSD Curriculum</li> <li>• TUSD PLC Rubric</li> </ul> |
|--|---|

#### **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.

**Goal(s):** Implement the TUSD Curriculum 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 with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teacher will help provide professional development for teachers to ensure that teachers are using the TUSD Curriculum 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 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 and the scope and sequence.
2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
3. PLCs will meet weekly to plan instruction that is aligned to the TUSD Curriculum 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 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 and scope and sequence.
6. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum 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**

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

**Needs Statement:** During the 2017-18 SY, School Quality Surveys administered to parents at Tully school indicated a TBD% Overall Satisfaction rating.

**Goal(s):**

- By the end of the 2018-19 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.

**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 Magnet Coordinator and Principal (or staff representative) 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 Magnet Coordinator and Principal (or staff representative) 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 Magnet Coordinator and Principal (or staff representative) 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 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**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Parent Attendance Sheets</li> <li>• Parent Volunteer Attendance Sheets</li> <li>• Parent and Community Outreach Plan</li> </ul> | <ul style="list-style-type: none"> <li>• Parent and Community Outreach Plan Quarterly Monitoring</li> <li>• Leadership Team Meetings Agendas/Minutes</li> </ul> |
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**Tully Magnet Budget 2018-19**

*The “Purpose” description for each budget item includes a reference to the magnet school effectiveness goals outlined on the cover page:*

G1 – Integration                      G2(A) – Academics (Letter Grade)    G2(B) – Academics (Reading and Math)  
 G2(C) – Academics (Growth)    G2(D) – Academics (Bottom 25%)    G2(E) – Academics (Achievement Gaps)

Description	Sum FY 18-19 \$	Purpose	Magnet Plan Principle #:	Source of Funding
2.0 Curriculum Service Providers	\$85,600.00	<b>Improve overall achievement for all students [G2(A-E)]</b> <b>Increase the number of ELLs who reclassify [G2(A)]</b> <b>Demonstrate academic growth in reading and math [ G2(C)]</b> <b>Improve achievement for L25 [G2(D)]</b> <b>Reduce achievement gap between subgroups [G2(E)]</b> Curriculum Service Providers (CSP) will serve to provide professional development to teachers in GATE practices, lead PLC grade level groups for data driven instruction, plan, co-teach and support teachers. They offer intervention and enrichment experiences for students to help differentiate, challenge, engage and assist in student success within a new model of instruction. Data will guide the direction of the PD, PLC, intervention and enrichment they foster. Each CSP will focus on grade level bands, collaborating	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg



		with one another, in the development and implementation of curriculum and student and staff success within the GATE model.		
2.0 FTE Magnet Teacher	\$85,600.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b>  <b>Increase the number of ELLs who reclassify [G2(A)]</b>  <b>Demonstrate academic growth in reading and math [ G2(C)]</b>  <b>Improve achievement for L25 [G2(D)]</b>  <b>Reduce achievement gap between subgroups [G2(E)]</b></p> <p>Gifted and Talented programs require attention to education of the whole child and include intellectual, creative, and artistic fields. As an enrichment and extension to gifted opportunities in the regular classroom, the ability to foster creative and critical thought requires focused attention to projects that allow students to dig deeper into the content being taught. These hands-on projects require the necessary focus, space and expertise to bring in real world lessons. The elective Art teacher will aid in fostering the development of skills critical</p>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		<p>to students in a GATE model in respect to innovation, cultural appreciation and fine and gross motor skills essential for early learners. The GATE extension teacher collaborates with core teachers to facilitate projects using students' prior knowledge as a baseline and pushing the students deeper into the topic. These learning experiences enhance a student's education by bringing new concepts to light or by using old concepts in new ways.</p> <p>These elective teachers will provide necessary arts integrated lessons and allow classroom teachers to opportunity to participate in PLCs while students are in the elective classroom.</p>		
1.0 FTE Magnet Site Coordinator	\$42,800.00	<p><b>Improve overall achievement for all students [G2(A-E)]</b>  <b>Support Recruitment and retention [G1]</b>  The Magnet Coordinator (MC) works, in collaboration with the principal, to recruit a diverse population of students and families, coordinates and facilitate family engagement events to promote the school, market the school's program through</p>	Integration: Providing Diversity, Excellence and Equity	Deseg

		community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The MC also works to establish and maintain community partnerships through establishing contacts, collaborating and scheduling in-kind service/trade to benefit all parties. The MC will record all activities related to these responsibilities and assess the effectiveness of practices through data.		
Added Duty: Recruitment	\$3,000.00	<b>Support Recruitment and retention [G1]</b> Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths and other public relations opportunities, which are available to all qualified staff to serve as representatives.	Integration: Providing Diversity, Excellence and Equity	Deseg
Mileage	\$500.00	<b>Support Recruitment and retention [G1]</b> Supplemental monies for travel to magnet events to promote our school for integration.	Integration: Providing Diversity, Excellence and Equity	Deseg

Certified Added Duty: PLC	\$13,250.00	<p><b>Increase the number of ELLs who reclassify [G2(A)]</b>  <b>Demonstrate academic growth in reading and math [ G2(C)]</b>  <b>Improve achievement for L25 [G2(D)]</b>  <b>Reduce achievement gap between subgroups [G2(E)]</b></p> <p>PLC is geared toward the continued development of staff in GATE and bridging the achievement gap between students. Official GATE endorsement requires specialized training, which will be facilitated inside and outside of the teacher's regular contract, requiring extended days. PLC also includes reflection of instructional practices through data desegregation and collaborative instructional design.</p>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Furniture	\$10,000.00	<p><b>Support Recruitment and retention [G1]</b>  Phase 3 - Grades 4 and 5. (4 Classrooms)  Recruitment and retention of students and families requires attention to the resources available to students and the environment that fosters a GATE model. As a school founded in inquiry, critical thinking and problem solving, Tully seeks to outfit classrooms with furniture and equipment that reflects the needs of students and the instructional approach being implemented through collaborative and intentional space that is easily modified and student centered.</p>	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

GATE Consultant	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Gate Consultant to work with staff on effective models for implementation of strategies in a regular classroom. Consultant to collaborate on creative scheduling which allows teachers more time for PLC and peer mentoring. Consultant to meet quarterly with Curriculum Service Providers to design data driven professional development and trouble shoot program concerns.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Magnet Schools of America (MSA) National Conference Registration	\$1,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design.	2: Effective Teachers and Instruction 4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	Deseg
Out of State Travel	\$3,000.00	<b>Improve overall achievement for all students [G2(A-E)]</b> Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction	Deseg

			4: Effective Curriculum	
			Integration: Providing Diversity, Excellence and Equity	
Employee Benefits	\$57,450.00			
<b>Total Budget</b>	<b>\$305,200</b>			
<b>Total FTE</b>	<b>5.0</b>			

<b>Tully Title I Budget 2018-19</b>			
<b>Description</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
U of A: Sky School	<b>Improve achievement for all students</b> UA Sky School instructors will provide a 3-day schoolyard based <b>Urban Research</b> program. This program will introduce 4 <sup>th</sup> graders to skills and science content through hands-on activities, and then provide guidance for student-driven inquiry projects. UA Sky School will also provide the opportunity for a group of 5 <sup>th</sup> graders to complete the 2-day/1 night <b>Exploring the Sky Islands</b> program (located within the Coronado National Forest and Mt. Lemmon).	2: Effective Teachers and Instruction 4: Effective Curriculum	Title I
1.0 FTE Instructional Specialist	<b>Improve achievement for all students</b> Instruct students in class subjects related to TUSD curriculum.		
Stipend for School Community Liaison	<b>Improve overall achievement for all students</b> <b>Reduce achievement gap between subgroups</b> The School Community Liaison serves as a liaison between the school and the home and encourages parents and community involvement in school activities. The School Community Liaison provides referrals or works with TUSD services and resources as well as external social service agencies to provide information to staff, students and families.	6: Family and Community Engagement	
0.5 FTE Counselor	The guidance counselor will implement the TUSD Comprehensive Competency Based Guidance program/American School Counselor Association National Model. The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other educational programs at the school.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title I
<b>Total FTE:</b>	<b>1.5</b>		

<b>Tully ES Title 1 Budget 2018-2019 SY</b>				
<b>Description</b>	<b>Sum of FY19 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher Reading Recovery	\$45,200.00		Principle # 6	Title 1
0.5 FTE Counselor	\$21,000.00	Based on formula or change to Math tutoring		Title 1
Added Duty - Family Engagement - Certified	\$3,000.00	Added Duty parent-teacher family engagement		Title 1
1.0 FTE Instructional Specialist	\$24,800.00	Esquivel, Irma		Title 1
Added Duty - Title I (Certified) PD Added Duty	\$3,500.00			Title 1
UofA Sky School	\$11,700.00	UofA Sky School		Title 1



Added Duty - Title I (Certified) Added Duty for Sky School	\$1,878.00	Added Duty for Sky School		Title 1
Professional/Educational Contr	\$36,000.00	CATAPULT LEARNING LLC		Title 1
Technology	\$32,080.00	Tech Related Hardware & Software less than \$5,000, Technology Related Repairs		Title 1
Instructional Aids	\$10,000.00			Title 1
District Supplies	\$6,019.50	Office Of the Principal, Student Supplies		Title 1
Employee Benefits	\$28,975.60			Title 1
<b>Total Budget</b>	<b>\$224,153.10</b>			
<b>Total FTE:</b>	<b>2.5</b>			