

APPENDIX II – 3

MAGNET-RELATED PLANS, INITIATIVES, AND ACTIVITIES

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

1. the open enrollment/magnet application and selection process (*see* Section II.C);
2. the Marketing, Outreach, and Recruitment (MORE) Plan (*see* Section II.D);
3. the Coordinated Student Assignment (CSA) committee (*see* Section II.F);
4. magnet priority in teacher recruiting and hiring (*see* Section IV.A);
5. teacher support programs, including teacher mentors, teacher support plans, and teacher evaluations designed to enhance student engagement and teacher effectiveness (*see, generally, Section IV.B*);
6. the ALE Access Plan, including the implementation of the District's Two-Way Dual Language (TWDL) program (*see* Sections V.A and V.B);
7. the Dropout Prevention and Graduation (DPG) plan, including implementation of the Multi-Tiered System of Supports (MTSS) (*see* Section V.D.1);
8. the implementation of Culturally Relevant Courses and Culturally Responsive Pedagogy and Instruction (*see* Section V.E);
9. efforts to reduce discipline and keep students in the classroom where learning occurs (*see, generally, Section VI*);
10. the Family and Community Engagement (FACE) Plan (*see* Section VII);
11. priority in the allocation of facility and technology resources to support magnet themes and magnet school attractiveness (*see, generally, Section IX*);
12. efforts to build and enhance the capacity of school staff and leadership to utilize technological tools to improve educational outcomes through the Evidenced Based Accountability System (EBAS) (*see* Section X.A);
13. and Title I School Integrated Action Plans (SIAPs; *see details, below*).

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

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

Principle 2: Effective Teachers and Instruction

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

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

Principle 4: Effective Curriculum

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

Principle 6: Family and Community Engagement

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

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

Each site included family engagement activities and strategies in its MSP, but described those activities and strategies with more specificity in its SIAP (see sample SIAP, below). To ensure continuous monitoring, evaluation, and improvement, site teams evaluate SIAP and academic progress in December and January each year to evaluate the effectiveness of SIAP and MSP efforts and to make appropriate adjustments where necessary. While successful implementation of the MSPs for each magnet site is critical to improving the likelihood of each magnet school's success, the District does not rely solely on the MSPs to improve educational outcomes or enhance integration. MSPs are part of a broad, multi-faceted approach that relies on the synergy between MSP implementation and other District plans and initiatives. Thus, the District developed the 2018-19 MSPs to help magnet sites continue to make progress toward integration and academic achievement within the context of other USP and non-USP activities that also contribute to the success of magnet schools and programs.