

# **APPENDIX II-5**

**Bonillas ES Magnet School Plan 2019-20 SY**  
**Magnet Theme: Traditional**  
**Principal: Frank Schiavone**  
**Tucson Unified School District**

Ignacio Bonillas Traditional Magnet Elementary School is currently an integrated school that earned the Arizona State letter grade of C. Bonillas embraces a theme of rigorous traditional academics supported by the pillars of Character Counts. A sequentially structured academic program is devoted to helping all students consistently achieve the highest possible competence not only in solid basic skills but also in real-world problem solving. At Bonillas, strong character is developed and demonstrated through mutual respect, personal responsibility and caring, growth in both community and global citizenship, and the skills required for teamwork, cooperation and social competence. The theme of rigorous traditional academics with an emphasis on character is obvious even with the most cursory stroll through the Bonillas Magnet hallways.

<b>PROGRAMS</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>Targeted School Improvement</b>	<b>Comprehensive Support &amp; Improvement</b>	<b>D or F Status</b>

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>						
<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>	

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, BONILLAS WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: BONILLAS WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Status:** On the preliminary 40th day of 2019-2020, Bonillas ES was integrated with student enrollment of 354 students, at 16% White, 12% African American, 64% Hispanic, 2% Native American, 2% Asian American and 5% Multi-racial.

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

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

- Create partnerships and implement 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 Communication Department will provide marketing materials appropriate to support the school’s branding and activities.
- Bonillas will be included in District-level deployment of commercial media including television, print, and social media.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Bonillas kindergarten teachers will create “kinder” care packages and hand out to preschool kids during preschool visits or site-based recruiting events.
2. The Magnet Coordinator/Instructional Coach will mail surveys to parents who live in the neighborhood that are not attending Bonillas and make personal contact and provide information to these families during first quarter of the 2019-20 SY.

3. Bonillas staff representative(s) will attend all District marketing events as well as other site- based marketing and recruiting events throughout the year.
4. The leadership team and Site Council will meet monthly to engage stakeholders in shared decision making regarding marketing, recruitment, and retention.
5. The principal, Magnet Coordinator, and other support staff will meet with the Magnet Department monthly to review student achievement data, to set quick wins for theme visibility, and to review the school magnet plan.
6. Attendance recognition will be given to the 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 to 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**

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

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**BONILLAS ES**

**2019 SCHOOL LETTER GRADE: C**

**SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was 41.3% proficiency; 0.2% above the district elementary school proficiency rate of 41.1%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase 3%, moving from 41.3% proficiency in 2018-19 to at least 44.3% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was 34.3%; 4.7% below the district elementary school proficiency rate of 39.0%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase at least 4.7% proficiency rate moving from 34.3% in 2018-19 to at least 39% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was 43.3% proficiency; 8.1% above the district AfAm elementary school proficiency rate of 35.2%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase 3%, moving from 43.3% proficiency in 2018-19 to at least 46.3% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was 23.3%; 6.7% below the district AfAm elementary school proficiency rate of 30%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least 6.7%, moving from 23.3% in 2018-19 to at least 30% in 2019-20.

**HISPANIC PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was 37.6% proficiency; 0.2% above the district Hispanic elementary school proficiency rate of 37.4%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase 3%, moving from 37.6% proficiency in 2018-19 to at least 40.6.% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was 34.2%; 2.0% below the district Hispanic elementary school proficiency rate of 36.2%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 3% moving from 34.2% in 2018-19 to at least 37.2% in 2019-20.

## **B. Actions to Improve Academic Quality**

**CMP Level of Support for 2019-20 SY: Level 2 (Monthly Purposeful Visits) due to the following data points:**

- Letter grade of a C
- Math Proficiency Levels
- Achievement Gaps

Bonillas has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

### **SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)**

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

##### **Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- School PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources).
- The principal and school leadership team has a structured system for monitoring daily instruction.
- 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 included the school's critical focus areas, action steps, evidence, and responsibilities for each faculty and staff member.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.



- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.
- 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, how students will receive immediate and authentic feedback.
- MyLearningPlan will be used to 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.
- Continue partnership with U of A Science Sky School: Urban Research and Daytime Field Course (70 – 4<sup>th</sup> grade students)
- Continue partnership with 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.
- 4. Instructional leaders will maintain an observation log with action steps for each teacher.
- 5. Instructional leaders and teachers will document refinement and the actions steps to incorporate identified refinements in daily instruction.

**Evidence of Progress**

- Walkthrough Data
- Lesson Plans

**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 Academic Goals and Objectives:**

- 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.
- The principal and school leadership teams will use structured systems for monitoring the efficiency and effectiveness of PLC Collaborative Teacher Team grade level/ course teamwork.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- 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 Tier 1 instruction and the work of Collaborative Teacher Teams.

- 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 to learn strategies from other magnet school leaders across the country that enhance magnet programs.

### **Critical Focus Area 1: Intervention and Supplemental Tier 2 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 Collaborative Teacher Team 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.

<b>Evidence of Progress</b>	
<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-CTT Agendas/Minutes/Re-Teach Lessons</li> </ul>
<b>Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams</b>	
<b>Critical Focus Area Action Steps:</b>	
<ol style="list-style-type: none"> <li>1. PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day for each week for at least 60 minutes.</li> <li>2. PLC-CTTs 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.</li> <li>3. Lesson studies will be implemented to allow PLC-CTTs to plan a common lesson based on a particular standards and observe each other teach that lesson and provide feedback on strengths and reinforcements.</li> <li>4. Through lesson studies, teachers will share instructional strategies and evaluate effectiveness of strategies based on student mastery of an objective.</li> <li>5. Instructional leaders will meet with teams to assist them in developing lessons, observing, and providing feedback on strengths and refinements to one another.</li> </ol>	
<b>Evidence of Progress</b>	
<ul style="list-style-type: none"> <li>· PLC-CTT Schedule</li> <li>· PLC-CTT 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>

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Integration Indicator and to Achieve Integration Goal and Objective:**

- Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CTTs).
- Curriculum Service Provider will work with classroom teachers individually and in PLC-CTTs 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 know how to access and use the TUSD Curriculum.
- Teachers will meet in PLC-CTTs to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- Instructional leaders will work with PLC-CTTs in planning instruction that provides opportunities for students to connect with the curriculum and to integrate materials that support the magnet theme within units of study.
- 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 PLC-CTTs 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-CTTs Binders and Data Notebooks
- TUSD Curriculum Unwrapped Standards
- Task Analysis Forms
- PLC-CTTs Agendas/Minutes

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****SIAP Principle 6: Family and Community Engagement****Family Engagement Objectives:**

- By the end of the 2019-20 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 Family Engagement Objectives:**

- 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 continue 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**

- |                                                                                                                                                                       |                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Meeting Agendas/Minutes</li> <li>· Parent Attendance Sheets</li> <li>· Letters of Support from Community Partners</li> </ul> | <ul style="list-style-type: none"> <li>· Parent Volunteer Attendance Sheets</li> <li>· Parent and Community Outreach Plan</li> <li>· Parent and Community Outreach Plan Quarterly Monitoring</li> </ul> |
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## **STAFFING AND BUDGET**

### **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)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 4.0 FTE Teaching Assistants (910G, 202)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Dean of Students (Title 1)
- 1.88 FTE Teaching Assistants (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 0.5 FTE Library Assistant (Title 1))
- 0.5 FTE Library Assistant (M&O)

<b>Bonillas ES Magnet Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY 20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Teacher Magnet	\$44,527.00	Reduce class size in 2nd and 3rd grades, to less than 20 students, which is significantly lower than the district 1 to 27 ratio. Data analysis shows the need to strengthen ELA and Math instruction overall at these 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.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Curriculum Service Provider	\$44,527.00	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/CTT 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	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 community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of Collaborative Teacher Teams.	2: Effective Teachers and Instruction 4: Effective Curriculum  Integration: Providing Diversity,	Deseg

			Excellence and Equity	
4.0 FTE Teaching Assistants	\$77,056.00	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
0.5 FTE Guidance Counselor	\$22,263.00	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
Substitute Teachers	\$395.00	Sick leave for magnet teachers	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Recruitment	\$2,500.00	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/CTT	\$5,000.00	Off-contract time for teachers to work in PLC Collaborative Teacher Teams to review curriculum, plan teaching, to	2: Effective Teachers and Instruction	Deseg

		plan assessments, and to respond student formal formative data .	4: Effective Curriculum	
Mileage	\$300.00	Magnet coordinator uses personal vehicle to recruit families from preschools and attends recruitment events to attract families that meet our integration goal.		
Certified Added Duty: Professional Development	\$4600.00	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	\$4,000.00	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	\$3,322.00	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	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.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Professional Development	\$3,800.00	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	Advertising items support the recruitment of families towards meeting the integration goal.	Integration: Providing Diversity, Excellence and Equity	Deseg
Registration Magnet Schools of America (MSA) National Conference	\$2,000.00	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. Bonillas 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	\$6,000.00	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	Deseg

			Diversity, Excellence and Equity	
U of A: Sky School	\$17,600.00	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).	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Employee Benefits	\$63,024.03			
Total Budget 2019/20 SY	\$359,634.13			
<b>Total FTE:</b>	<b>7.5</b>			



<b>Bonillas ES Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY 20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE School Community Liaison	\$21,500	The School Community 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
.5 FTE Library Assistant	\$9,250.00	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)	\$39,000.00	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
1.0 FTE Dean of Students	\$44,000.00	Collaborates with District staff, parents, and students to identify high-risk students for future prevention services. Support Tier 1 and Tier 2 behavior expectations, including absenteeism, academic, and discipline problems.	2: Effective Teachers and Instruction 6: Family and Community Engagement	Title 1

Professional Education/ Contractor – Tutoring	\$40,000.00	Essential to supporting student achievement by support Tier II and Tier III interventions.	2: Effective Teachers and Instruction 4: Effective Curriculum	
Added Duty - Tutoring	\$4,500.00	Essential to supporting student achievement by support Tier II and Tier III interventions.	2: Effective Teachers and Instruction	Title 1
Instructional Aides	\$2,000.00	Students' use of instructional supplies enhances their learning experience and actively engages students in lessons.	2: Effective Teachers and Instruction	Title 1
District Supplies	\$5,500	This will include resources for teachers and students to use in the classroom to improve instruction.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$35,025.00			
Total Budget 2019-20 SY	\$200,775.00			
<b>Total FTE:</b>	<b>4.38</b>			

**Booth-Fickett K-8 Magnet School Plan 2019-20 SY**

**Magnet Theme: Math/Science**

**Principal: Dr. Demetra Oliver**

**Tucson Unified School District**

Booth- Fickett K-8 Magnet School K-8 is currently neither racially concentrated or integrated as a K-8 (though the K-5 is integrated compared to the K-5 average; and the 6-8 is integrated compared to the 6-8 average), and it earned the Arizona State letter grade of F in the 2019-20 school year. Booth-Fickett places special emphasis on Math and Science. The District intends to strengthen the magnet focus to include engineering and technology, including a continuum of STEM courses and electives. Booth-Fickett currently offers Advancement Via Individual Determination (AVID) elective classes taught by an AVID-trained teacher.

<b>PROGRAMS</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>X</b>	<b>Targeted School Improvement</b>		<b>Comprehensive Support &amp; Improvement</b>	<b>F</b>	<b>D or F Status</b>

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>						
	<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, BOOTH-FICKETT WILL MAKE PROGRESS TOWARDS BECOMING (OR WILL BECOME) AN INTEGRATED SCHOOL.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 2: BOOTH-FICKETT WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

### **Academic Quality Measures:**

#### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

#### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Booth-Fickett K-8 was not integrated with student enrollment of 638 students, at 18% White, 22% African American, 51% Hispanic, 3% Native American, 1% Asian American and 5% Multi-racial

**Objective:** Continue to recruit all students, with a focus on increasing the Latino student population.

**Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

- 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 Communication Department will provide marketing materials appropriate to support the school’s branding and activities.
- Booth-Fickett will be included in the District-level 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**

- Magnet School Reports
- Recruitment Logs
- Parent Attendance or Retention Activities

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2019 SCHOOL LETTER GRADE: F**

**SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade students was 22.1% proficiency; 6.7% below the district K-8 proficiency rate of 28.8%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase at least 6.7%, moving from 22.1% proficiency in 2018-19 to at least 28.8% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade students was 15.2% proficiency; 9.4% below district K-8 proficiency rates of 24.6%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase at least 9.4%, moving from 15.2% proficiency in 2019 to at least 24.6% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm students was 18.6% proficiency; 8.6% below the district AfAm K-8 proficiency rate of 27.2%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students will increase at least 8.6%, moving from 18.6% proficiency in 2018-19 to at least 27.2% in 2019-20.

<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm students was 9.8% proficiency; 10.8% below district AfAm K-8 proficiency rate of 20.6%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm student will increase at least 10.8%, moving from 9.8% proficiency in 2018-19 to at least 20.6% in 2019-20.

### HISPANIC PROFICIENCY RATES

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade Hispanic students was 21.7% proficiency; 5.3% below the district Hispanic K-8 proficiency rate of 27%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase 5.3%, moving from 21.7% proficiency in 2018-19 to at least 27% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students was 15.3%; 7.8% below the district Hispanic K-8 proficiency rate of 23%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least 7.8%, moving from 15.3% proficiency in 2018-19 to at least 23% in 2019-20.

### B. Actions to Improve Academic Quality

**CMP Level of Support for 2019-20 SY: Level 3 (Weekly Purposeful Visits) due to the following data points:**

- Letter grade of a D
- ELA and Math Proficiency Levels
- Achievement Gaps



Booth-Fickett has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

### **SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)**

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

##### **Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- 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.
- Use of Teacher Evaluation Instruments (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.
- The District's Support & Innovation Team (Title 1, Magnet Dep't, Regional Leadership) will gather classroom instructional trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- The principal and assistant principals will check teachers' lesson plans during walkthroughs and pre and post conferences to ensure that plans include engagement strategies, 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.
- Plan and deliver on-going professional development on Tier 1 instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies, checks for understanding.
- Embedded PLC time will allow 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.
- Amplify Curriculum will be used as a supplemental curriculum to enrich Booth-Fickett's Science, Technology, Engineering and Mathematic (STEM) magnet theme.

### **Critical Focus Area: Structured Systems for Monitoring Daily Instruction**

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

- Lesson plans developed by teachers will include the learning objective, an engaging activity, AVID strategy, and an Exit Ticket.
- Instructional leaders will check lesson plans to ensure they correlate with teacher instruction during classroom walkthroughs. Feedback, coaching, and reflection will be provided to teachers.
- Instructional leaders will maintain an observation log that includes dates of classroom observations, reflection-coaching feedback sessions, and the identified action steps for refinement to be implemented by the teacher and monitored by the instructional leader.
- Instructional team 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.

### **Evidence of Progress**

- |                                                                                                                      |                                                                                              |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Observation Log</li> <li>· Completed Teacher Reflection Template</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 professional to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- 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 Collaborative Teacher Teams (CTTs) grade level/course teamwork.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC-CTTs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Magnet Coordinators will meet monthly with the Magnet Department to focus on Tier 1 instruction and the work of PLC-CTTs.
- 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 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

1. 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.
2. 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.
3. The K-5 Math Specialist and Reading Specialists will delivered target interventions to CUSP students.
4. The school data coach will pull student data from Benchmark data and SchoolCity. The data coach and Curriculum Service Provider will work with classroom teachers on interpreting student data and delivering tiered instruction to meet student needs.
5. Teachers will design and provide supplemental Tier 2 interventions based on formative assessment student data that is collected during core classroom instruction.

**Evidence of Progress**

- Data Binder
- PLC -CTTs Notebook
- PD Sign-In Sheets

**Critical Focus Area: High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. PLC-CTTs are embedded in the K-5 school day each week for at least 60 minutes.
2. PLC-CTTs for 6<sup>th</sup> -8<sup>th</sup> grade level will meet daily as afforded by the 7 period day schedule.
3. PLC-CTTs will follow the TUSD Collaborative Teacher Team Cycle through the following stages:

- Focus: Review highly-leveraged standards and design lesson plans aligned to the learning of the highly-leveraged standard. Learning.
  - Teach: Utilize best practice instructional strategies
  - Assess: Determine whether or not students have learned the instructional objectives and standards.
  - Respond: Adjust teaching in response to student performance.
4. Collaborative Teacher Teams will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery.
5. PLC-CTTs will use develop and use the results from common formative assessments to share and to develop more effective instruction to plan for re-teaching so that all students show mastery.

**Evidence of Progress**

- PLC-CTTs Schedule
- PLC-CTTs Binders and Data Notebooks
- Lesson Plans
- District Curriculum Scope and Sequence
- PLC-CTTs Meeting Agendas/Minutes
- Common Formatives

## SIAP Principle 4: Effective Curriculum (Indicator 4.2)

**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 Academic Goals and Objectives:**

- Implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CTTs).
- Lead teachers will assist in providing professional development for teachers to ensure that teachers know how to access and implement the TUSD Curriculum.
- Teachers will meet in PLC-CTTs teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- 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. PLC-CTTs 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 PLC-CTTs 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
- Common Formative Assessments
- Walkthrough Data
- PLC Binders and Data Notebooks
- TUSD Curriculum Scope and Sequence
- Site Task Analysis Guides

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****SIAP Principle 6: Family and Community Engagement: Increasing Quality and Degree of Involvement between School and Stakeholders****Family Engagement Objectives:**

- By the end of the 2019-20 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 Family Engagement Objectives:**

- 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.
- 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.
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. Continue to enhance established community partnerships to 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> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

## BUDGET AND 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)
- 5.5 FTE Magnet Teachers (910G, 202)
- 1.5 FTE Math Interventionist (910G, 202)
- 3.5 FTE Teacher (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)
- 2 FTE Behavior Specialist (Title 1)

<b>School: Booth Fickett K-8 Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY 19-20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
5.5 FTE Magnet Teachers	\$239,398.50	Booth-Fickett will hire a (2) K-5 science teachers, (1) Robotics & Engineering teacher , (1) Coding teacher, (1) Media teacher, (.5) Science Interventionist 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) Math Interventionist (.5) Science Interventionist	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Instructional Data and Intervention Specialist	\$43,527.00	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
1.5 FTE Math Interventionist	\$65,290.50	Booth-Fickett will hire 1.5 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. (1.5) Certified FTE	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitute Teachers	\$5,000.00	Substitute teacher pay for magnet teacher sick leave.	2: Effective Teachers and	Deseg

			Instruction 4: Effective Curriculum	
Professional/Educational Contractor	\$30,000.00	Outside vendor will provide targeted tutoring for students identified as needing intervention - approximately 500 hours	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$15,000.00	Purchase general supplies and materials to support overall student achievement. Purchase math and science supplies to enrich student learning and improve overall student achievement.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Family Engagement	\$2,000.00	Added Duty for teachers to participate in Family Engagement events.	6: Family and Community Engagement	Deseg
Supplies: Family Engagement	\$1,000.00	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	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 community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of Collaborative Teacher Teams.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	Deseg

			Integration: Providing Diversity, Excellence and Equity	
Certified Added Duty: PLC-CTTs	\$2,000.00	Booth-Fickett will allow teachers to meet in PLC-CTTs 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	\$43,000.00	Quality Tier 1 instruction and PLC Collaborative Teacher Team Training.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Mileage	\$300.00	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	\$55,500	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	\$2,000.00	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	Integration: Providing Diversity,	Deseg

		in off-site recruitment at preschools, feeder schools, private schools, charter schools, etc.	Excellence and Equity	
Registration: Magnet Schools of America (MSA) National Conference	\$5,000.00	Four (4) staff members and the principal will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Out of State Travel: MSA National Conference	\$15,000.00	Travel, lodging, transfers and per diem will be provided for the 5 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	\$21,910.00	UA Sky School will provide 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) and <b>Urban Research</b> . 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 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.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Instructional Aids	\$24,982.00	STEM manipulatives for robotics classes	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Employee Benefits	\$118,635.75			
Total Budget 2019-20 SY	\$733,070.75			
<b>Total FTE:</b>	<b>9.0</b>			

<b>Booth Fickett K8 Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 \$</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
2.5 FTE Teacher	\$151,399.50	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 3: Effective Organization of Time 4: Effective Curriculum	Title 1
ESI subs	\$1000.00	ESI Subs (for Title teachers)		Title 1
2.0 FTE Curriculum Service Provider	\$95,900.00	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 3: Effective Organization of Time 4: Effective Curriculum	Title 1
Certified Academic Tutor- Title I	\$3000.00	Added Duty Tutoring	2: Effective Teachers and Instruction 3: Effective Organization of Time	Title 1



			4: Effective Curriculum	
Added Duty Certified	\$5,000.00	Added Duty Certified: PLC-CTTs/Planning	2: Effective Teachers and Instruction 3: Effective Organization of Time 4: Effective Curriculum	Title 1
Added Duty Certified	\$5,000.00	Added Duty Certified: PD	2: Effective Teachers and Instruction 3: Effective Organization of Time 4: Effective Curriculum	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.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement	Title 1
2.0 FTE Behavior Specialist	\$43,000.00	Behavior Intervention is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS.	5: Conditions, Climate, and Culture	Title 1

District Supplies	\$9,000.00	This will include resources for teachers and students to use in the classroom to improve instruction.	1: Effective Leadership 2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
Employee Benefits	\$96,139.85			
Total Budget 2019-20 SY	\$430,939.35			
<b>Total FTE:</b>	<b>8.5</b>			

**Borton ES Magnet School Plan 2019-20 SY**  
**Principal: Denice Contreras**  
**Magnet Theme: Systems Thinking**  
**Tucson Unified School District**

Borton Magnet Elementary School is currently integrated and earned the Arizona State letter grade of C. With a magnet focus of project-based learning and systems thinking, Borton provides an approach to integrating curriculum in ways that are meaningful and relevant to students’ lives at school, at home, and in their communities. Systems Thinking is a world-view that recognizes systems as made up of interconnected parts that work together as a whole. Borton students develop the capacity for systems thinking with the use of systems tools, kinesthetic activities, and skillful discussion. Five years of action research by the Waters Foundation at Borton School reveal the following benefits of using systems tools: making thinking visible, making connections, solving problems, developing readers and writers, and increasing engagement. Project-based learning goes hand-in-hand with systems thinking with the intent to teach 1) significant content, 2) critical thinking and problem solving, 3) collaboration, 4) and communication. Project-based learning requires sustained inquiry organized around open-ended questions and creates a need-to-know of essential content and skills.

<b>PROGRAMS</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>X</b>	<b>Targeted School Improvement Students w/ Disabilities</b>		<b>Comprehensive Support &amp; Improvement</b>		<b>D or F Status</b>

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, BORTON WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: BORTON WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

## GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Borton ES was integrated with student enrollment of 368 students, at 24% White, 10% African American, 61% Hispanic, 3% Native American, 0% Asian American and 2% Multi-racial.

**Objective:** Continue to recruit all students to maintain current integration levels.

### Integration Indicator: Integration of Diverse Student Population

#### Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:

- 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 Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school-specific materials.
- Borton will be part of the Communication Department deployment of commercial media including television, print, and social media.

### Critical Focus Area: Recruitment and Retention

#### Critical Focus Area Action Steps:

1. Borton staff representative(s) will participate in all District recruitment activities offered to school.
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.

3. The Magnet Coordinator will create partnerships with community members that assist in recruitment events and school magnet visibility.
4. The principal will work with staff, families, and other stakeholders to implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity to attract and maintain a diverse student population.
5. The Magnet Coordinator will document recruitment and retention efforts in a magnet 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**

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

**GOAL 2: ACADEMIC QUALITY****A. Data Analysis, Trends, and Objectives**

2019 SCHOOL LETTER GRADE: C

**SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was 47.1% proficiency; 5.9% above the district elementary school proficiency rate of 41.1%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase 3%, moving from 47.1% proficiency in 2018-19 to at least 50.1% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was 42.9%; 3.9% above the district elementary school proficiency rate of 39.0%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase 3%, moving from 42.9% proficiency in 2018-19 to at least 45.9% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was 41.2% proficiency; 6% above the district AfAm elementary school proficiency rate of 35.2%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase 3%, moving from 41.2% proficiency in 2018-19 to at least 44.2% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was 29.4%; 0.6% below the district AfAm elementary school proficiency rate of 30%.

	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least 3%, moving from 29.4% proficiency in 2018-19 to at least 32.4% in 2019-20.
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**HISPANIC PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was 34.6% proficiency; 2.8% below the district Hispanic elementary school proficiency rate of 37.4%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 34.6% proficiency in 2018-19 to at least 37.6% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was 34.4%; 1.8% below the district Hispanic elementary school proficiency rate of 36.2%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 34.4% proficiency in 2018-19 to at least 37.4% in 2019-20.



## B. Actions to Improve Academic Quality

### **CMP Level of Support for 2019-20 SY: Level 2 (Monthly Purposeful Visits) due to the following data points:**

- Letter grade of a C
- ELA and Math Proficiency Levels
- Achievement Gaps

Borton has identified trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

### **SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)**

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

##### **Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- An instructional coach in mathematics will work with narrowing the achievement gap and supporting teachers to promote teacher-growth and improve teacher quality.
- School PD calendars support ongoing support for district initiatives
- Principal and school leadership team follow a structured a system for monitoring daily instruction.
- Use the Teacher Evaluation Instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.
- The District's Support & Innovation Team (Title 1, Magnet Dep't, Regional Leadership) will gather classroom instruction trend data to identify strengths and refinements, and develop an action plan to address needs or to provide enrichment.

- 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.
- 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 Curriculum Service Provider and Magnet Coordinator will support classroom instruction through the observation and reflection cycle. Coaching will include integration with Project Based Learning and Systems Thinking habits and tools.
- Classroom walkthrough trend data will drive school-wide PD centered on quality Tier 1 instruction.

### **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. Instructional team will schedule frequent and regular observations for each teacher's classroom to identify quality Tier 1 instruction action steps for refinements.
3. The instructional coach will work with teachers, especially newer teacher, in smaller classes in the early grades, to promote teacher-growth and improve teacher quality.

4. 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.
5. Staff needing additional assistance will receive regular support from the Curriculum Service Provider and/or Magnet Coordinator to ensure planning and implementation of quality Tier I instruction and integration of projects.
6. Student projects will be aligned to the standards and integrated with content area.

**Evidence of Progress**

- |                                                                                                             |                                                                                                                |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Lesson Plans and Checklists</li> <li>· Student Projects</li> </ul> | <ul style="list-style-type: none"> <li>· Weekly Walkthroughs Data</li> <li>· Teacher Feedback Notes</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 Academic Goals and Objectives:**

- Intervention and Supplemental Services (Math and ELA) will be scheduled 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.
- The MTSS team will identify subgroups and work with classroom teachers on ensuring the targeted students are receiving appropriate interventions during regularly scheduled intervention time for Tier 2.
- Principal and school leadership teams have structured systems for monitoring the efficiency and effectiveness of PLC-CTT grade level/course teamwork.

- The principal, Curriculum Service Provider and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC- CTTs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- 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 technology-based interventions for Tier 2/Tier 3 support in both ELA and Math.
- Teachers will use Guided Reading small group instruction and technology-based interventions for Tier 2/Tier 3 students in ELA.
- 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 R-ELLs).
- Magnet Coordinators will meet monthly with the Magnet Dep't to focus on Tier 1 instruction and the work of PLC- CTTs.
- 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-CTT.

### **Critical Focus Area 1 : Intervention and Supplemental Services Tier 2 (Math and ELA)**

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

1. Reading Interventionist will work with targeted students primarily in grades K -2 for 30 minutes a day, 3 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 (Success Maker) in Math and ELA for 20 minutes a day, 4 days a week.
4. Math interventionist will work with targeted students in small groups, grades 3-5.
5. Core teachers plan and provided supplemental Tier 2 interventions for math and reading during classroom time that include re-teaching and differentiated instruction.
6. Monitor K-2 to ensure systemic and explicit instruction for foundational literacy skills.
7. The instructional coach will support supplemental Tier 2 interventions (math) as a means to narrow the achievement gap that exists between magnet students and neighborhood students.

**Evidence of Progress**

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

**Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. CTTs are embedded in the school day for each week for at least 90 minutes.
2. CTTs 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 and foundational skills.
4. Collaborative Teacher Teams will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery.

5. Principal, magnet coordinator and CSP will guide and monitor CTTs, including review of common formative assessment data and strategies for intervention and enrichment.

**Evidence of Progress**

- PLC-CTT Schedule
- PLC-CTT Binders and Data Notebooks
- TUSD PLC-CTT Rubric
- PLC-CTT Agendas/Minutes

**SIAP Principle 4: Effective Curriculum (Indicator 4.2 and 4.4)**

**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 Academic Goals and Objectives:**

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

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

**Critical Focus Area Action Steps:**

1. PLC-CTTs will clarify the essential learning for each unit of instruction, determined by TUSD curriculum, scope, and sequence.
2. 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.
3. Instructional leaders will work with PLC-CTTs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that instruction is aligned with TUSD curriculum, scope and sequence.
4. Teachers will provide opportunities for students to connect with curriculum through use of culturally relevant materials.
5. CSP and Magnet Coordinator will ensure alignment of student projects with District curriculum, and 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> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

**SIAP Indicator 4.4: Our written curricula accommodates the needs of our students with disabilities.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- Implement the Teach – Assess – Respond phases of the District’s Collaborative Teacher Team Cycle in order to provide accommodations that make the curricula accessible to students with disabilities.
- Meet with PLC-CTT weekly to plan resources necessary to meet the needs of our students with disabilities

**Critical Focus Area: Plan and implement supplements to the curriculum to support students with disabilities**

**Critical Focus Area Action Steps:**

1. Teachers will collaborate with Ex Ed team and with grade level colleagues to:
  - Find/use resources (to supplement the curriculum) in order to effectively support students with disabilities
  - Analyze student data to inform instruction

**Evidence of Progress:**

<ul style="list-style-type: none"> <li>· Schedules that include collaborative planning time with Ex Ed resource teachers</li> </ul>	<ul style="list-style-type: none"> <li>· Lesson Plans that include differentiation</li> </ul>
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**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****Family Engagement Objectives**

- By the end of the 2019-20 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 Family Engagement Objectives:**

- 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.
- 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.

**Evidence of Progress**

- |                                                                                                                                                                                                                                                             |                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· School Quality Survey Data</li> <li>· Outreach Data – Parent Link</li> <li>· Family Engagement Calendars &amp; Outreach Documentation</li> <li>· USP Family Event Records</li> <li>· Attendance Records</li> </ul> | <ul style="list-style-type: none"> <li>· PTO Records</li> <li>· Newsletters</li> <li>· Parent Conference Records</li> <li>· Meeting/Training Agendas</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

## BUDGET AND 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 FTE Curriculum Service Provider (910G, 202)
- 0.1 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Teacher (Title 1)
- 0.5 FTE Math Interventionist (Title 1)
- 0.6 FTE Teacher Reading Intervention (Title I)
- 0.5 FTE Instructional Specialist (Title 1)
- 1.0 FTE Instructional Coach – Mathematics (910G, other)

<b>Borton Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
3.5 FTE Teacher Magnet	\$156,697.00	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 PLC-CTTs 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.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Curriculum Service Provider	\$48,800.00	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-CTT groups to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitute Teachers	\$2,000.00	Sick leave for magnet teachers.	2: Effective Teachers and Instruction	

			4: Effective Curriculum	
Registration: STEAM Workshops	\$1,500.00	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 and Instruction 4: Effective Curriculum	Deseg
Technology under \$5000	\$1,000.00	3- D printer and 2 Pro Surfaces - Pro Surface for principal and CSP to support classroom observation and reflection cycle.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Instructional Aids	\$9,900.00	Engineering is Elementary kits: Engineering is Elementary supports educators and children with curricula and professional development that develop engineering literacy.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Technology over \$5000	\$5,000.00	Purchase Promethean Board	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
0.1 FTE Counselor	\$4,280.00	0.1 Counselor to support students with supplemental Tier 2 Interventions and to support students in learning positive classroom behaviors.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

3.78 FTE Teaching Assistant	\$69,616.00	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 differentiation and TAs will provide support with the process and with student choice/voice.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Magnet Schools of America (MSA) National Conference Registration	\$2,400.00	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 and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Out of State Travel	\$7,500.00	Travel, lodging, transfers and per diem will be provided for the 3 people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and	Deseg

			Community Engagement  Integration: Providing Diversity, Excellence and Equity	
U of A Sky School	\$4,800.00	UA Sky School will also provide the opportunity for 40 -5th graders to complete the 2-day/1 night Exploring the Sky Islands program (located within the Coronado National Forest and Mt. Lemmon).	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Student Transportation	\$800.00	Transportation will be provided for 60- 5th graders to complete the 2-day/1 night Exploring the Sky Islands program (located within the Coronado National Forest and Mt. Lemmon).		Deseg
Supplies: Instructional	\$2,799.00	Supplies to support Project based work.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Added Duty: Family Engagement	\$1,000.00	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	6: Family and Community Engagement	Deseg

		<p>The school will survey parents as to their interests and will provide at least two workshops for parents relating to parent interests.</p> <p>Parents are invited to quarterly honor roll and perfect attendance assemblies.</p> <p>Borton will communicate essential information and highlight significant news about Magnet teachers, students, events through school website, social media, and marquee.</p>		
Certified Added Duty Family Engagement	\$500.00	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
Certified Added Duty Tutoring	\$1500.00	Certified staff to provide supplemental Tier 2 and Tier 3 interventions before and after the school day.	2: Effective Teachers and Instruction 4: Effective Curriculum	
Supplies: Family Engagement	\$500.00	Provide supplies as needed for Family Engagement events.	6: Family and Community Engagement	Deseg
1.0 FTE Magnet Site Coordinator	\$43,527.00	Magnet coordinator will support recruiting events and focus on building teacher capacity in Systems Thinking.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and	Deseg



			Community Engagement Integration: Providing Diversity, Excellence and Equity	
Consultant: Southern AZ Regional Education Center	\$15,741.00	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-CTT time as well as on PD days.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Added Duty Hourly	\$3,500.00	Teacher assistants to support certified staff when implementing supplemental Tier 2 and Tier 3 instruction before school.		Deseg
Certified Added Duty: PD	\$15,000.00	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	Supplies to support Professional/Educational Consultant work.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Mileage	\$150.00	To increase ethnic diversity, Borton magnet coordinator will engage in targeted recruitment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: Recruitment	\$1,000.00	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			
Total Budget 2019-2020 SY	\$493,465.75			
<b>Total FTE:</b>	<b>9.38</b>			

<b>Borton ES Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher	\$37,800.00	1.0 FTE Teacher to reduce class sizes.	2: Effective Teachers and Instruction  4: Effective Curriculum	Title 1
0.5 FTE Teacher-Math Interventionist	\$ 21,400.00	Math Interventionist is essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLC-CTTs and MTSS team to support learning goals for targeted students.	2: Effective Teachers and Instruction  4: Effective Curriculum	Title 1
0.6 FTE Teacher-Reading Interventionist	\$24,480.00	Reading Interventionist is essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLC-CTTs and MTSS team to support learning goals for targeted students.	2: Effective Teachers and Instruction  4: Effective Curriculum	Title 1
0.5 FTE Instructional Specialist	\$10,368.00	Instructional assistant to support teachers Tier II interventions in ELA and Math; works with teachers and PLC-CTTs 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

External Contractor	\$12,000.00	Scholastics	2: Effective Teachers and Instruction	Title 1
District Supplies	\$826.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$28,214.00			
Total Budget 2019/20 SY	\$135,088.00			
<b>Total FTE:</b>	<b>2.6</b>			

**Carrillo K-5 Magnet School Plan 2019-20 SY**  
**Magnet Theme: Communication and Creative Arts**  
**Principal: Lori Conner**  
**Tucson Unified School District**

Carrillo Magnet Elementary School is currently integrated and earned the Arizona State letter grade of A. As well, Carrillo has been awarded the A+ School of Excellence through the Arizona Educational Foundation. Built in 1930, Carrillo K-5 Communication and Creative Arts Magnet School has built a strong tradition of high student achievement and a sense of community. Through our magnet theme, students are able to express their skills and imagination verbally, artistically, and through composition. Teachers focus on nurturing and developing leaders for tomorrow's future through a challenging project-based curriculum. This curriculum helps students develop the 4 C's of 21st Century Skills: critical thinking, creativity, collaboration and communication skills. Each student has the opportunity to excel in our Visual Arts, Performing Arts and Technology classes, which provides for a well-balanced education.

<b>PROGRAMS</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>Targeted School Improvement</b>	<b>Comprehensive Support &amp; Improvement</b>	<b>D or F Status</b>	

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>					
<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, CARRILLO WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: CARRILLO WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

## GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Carrillo ES was integrated with student enrollment of 319 students, at 20% White, 8% African American, 65% Hispanic, 4% Native American, 1% Asian American and 2% Multi-racial.

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

### Integration Indicator: Integration of Diverse Student Population

#### Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:

- The school will plan and implement recruitment and retention activities and events that are proven to increase integration.
- The District and the school will plan and implement recruitment and marketing activities.
- The Communication Department will provide marketing materials appropriate to support the school's branding and activities.
- Carrillo will be included in District-level 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 and engage in recruitment opportunities.
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 magnet report, to be reviewed by the principal and submitted to the Magnet Department after 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 Volunteer Attendance Sheets
- Parent and Community Outreach Plan
- Parent and Community Outreach Plan Quarterly Monitoring
- Leadership Team Meetings Agendas/Minutes
- Magnet Reports



**GOAL 2: ACADEMIC QUALITY****A. Data Analysis, Trends, and Objectives****2019 SCHOOL LETTER GRADE: A****SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was 57.8% proficiency; 16.6% above the district elementary school proficiency rate of 41.1%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase 3%, moving from 57.8% proficiency in 2018-19 to at least 60.8% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was 61.0%; 22.1% above the district elementary school proficiency rate of 39.0%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase 3%, moving from 61.0% proficiency in 2018-19 to at least 64% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was 88.9% proficiency; 53.7% above the district AfAm elementary school proficiency rate of 35.2%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase 3%, moving from 88.9% proficiency in 2018-19 to at least 91.9% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was 77.8%; 47.8% above the district AfAm elementary school proficiency rate of 30%.

	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least 3%, moving from 77.8% proficiency in 2018-19 to at least 80.8% in 2019-20.
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**HISPANIC PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was 54.9% proficiency; 17.5% above the district Hispanic elementary school proficiency rate of 37.4%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 54.9% proficiency in 2018-19 to at least 57.9% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was 54.9%; 18.7% above the district Hispanic elementary school proficiency rate of 36.2%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 54.9% proficiency in 2018-19 to at least 57.9% in 2019-20.

## B. Actions to Improve Academic Quality

CMP Level of Support for 2019-20 SY: Level 1 (Quarterly Purposeful Visits) due to the following data points:

- Letter grade of A
- High ELA and Math Proficiency Levels
- Achievement Gaps

Carrillo has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

### SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)

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

##### Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will included the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- The principal will use teacher evaluation instruments (Danielson Framework) to guide pre-conferences, evaluations, post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1, Magnet Dep't, Regional Leadership) 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.

- MyLearningPlan will be used to track classroom visits to achieve inter-rater reliability amongst administrators and instructional specialists performing walkthrough visits.
- Staff will participate in ongoing professional development, including writing instruction, guided reading, magnet them integration in classroom lessons, and analysis of student data for planning appropriate instruction.
- 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: Effective Teachers and Instruction**

**Critical Focus Area Action Steps:**

1. Daily Instruction to include research-based practices as evidenced in lesson plans and observations, including Simple Solutions and SuccessMaker.
2. Implementation of TUSD Math & ELA Curriculum 6.0 for Tier 1 instruction.
3. Provide 1 hour of visual arts, performing arts and technology curriculum to every student.
4. Classroom Walk-throughs with continual feedback using protocol – Bite sized action step for teacher refinements.

**Evidence of Progress**

- |                                                                                                                                                           |                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Lesson Plans that reflect the implementation of TUSD Curriculum</li> <li>· Classroom Observation Logs</li> </ul> | <ul style="list-style-type: none"> <li>· PD Agendas</li> <li>· Teacher Evaluations</li> <li>· Master class schedule</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 Academic Goals and Objectives:**

- 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 Collaborative Teacher Teams grade level/course.
- Data regarding the use of Success Maker will be monitored by the Magnet Coordinator and documented in the Magnet Report.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, 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.
- DIBELS universal screening; NSGRA reading levels; ARMM diagnostic screening will be used to group and to identify students that need supplemental interventions.

### **Critical Focus Area 1: Intervention and Supplemental TIER 2 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 District benchmark data to support students with ELA.
4. Carrillo teachers will offer targeted tutoring before and/or after school for L25 students.
5. Teachers will meet weekly in PLC Collaborative Teacher Teams 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 Benchmark score data to support students with math.

3. Carrillo teachers will offer targeted tutoring before and/or after school for students identified as needing additional academic support and time by
4. Teachers meet weekly in PLC Collaborative Teacher Teams 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**

- |                                                                                                                    |                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· CFA and Benchmark Data</li> <li>· Common Formative Assessments</li> </ul> | <ul style="list-style-type: none"> <li>· Lesson Plans</li> <li>· PLC-CTT Agendas/Minutes</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|

**Critical Focus Area 2: High Functioning Professional Learning Community Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. Grade Level teams meet during PLC Collaborative Teacher Teams (CTTs) times Grade Level PLC-CTTs (weekly) to evaluate data and student progress; create CFAs, and strategies to use during whole and small group instruction/interventions.
2. Create small group interventions based on grade level data.
3. Data Digs. Using data to provide best instruction and strategies.
4. Vertical PLC-CTTs. Collaborating with grade levels above and below.
5. Early release PD. Analyze school data as a staff, break into small groups, and create plans and strategies to use in classrooms.

**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-CTTs Agendas/Minutes</li> <li>· Common Formative Assessments</li> <li>· Data Analysis of CFAs and Benchmark Data</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- Teach the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CTTs).
- Lead teachers will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.
- PLC-CTTs 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-CTTs teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- Teachers will meet in PLC-CTTs teams to plan and identify magnet theme materials to use when implemented instructional units
- 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 PLC-CTTs 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. PLC-CTTs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum and the scope and sequence.
2. PLC-CTTs 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 PLC-CTTs 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>· Units of Instruction</li> <li>· Lesson Plans</li> </ul> | <ul style="list-style-type: none"> <li>· Walkthrough Data</li> <li>· CFAs</li> <li>· Benchmark Assessment Data</li> </ul> |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****Family Engagement Objectives:**

- By the end of the 2019-20 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 Family Engagement Objectives:**

- 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.
- 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.**

1. Create and communicate continuous, year-round schedule of events for family engagement.
2. Collaborate with Community Members, PTO, Site Council, and families in choosing family engagement activities.
3. Carrillo School Compact, Parents Right To Know Letter, Carrillo Parent Hand Book, GSRR, and Title I Annual Meeting.

**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> <li>· School Community Involvement Report</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> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## BUDGET AND 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)
- 4.31 FTE Teaching Assistants (910G, 202)
- 0.5 FTE Library Assistant (910G, 202)
- 0.5 FTE Library Assistant (M&O)
- 1.0 FTE Teacher – Reading Interventionist (Title 1)
- 0.5 FTE Guidance Counselor (Title I)
- 0.97 FTE Teacher Assistant (Title 1)

<b>Carrillo K-5 Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
3.0 FTE Magnet Teacher	\$130,581.00	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	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 re-teaching 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	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	2: Effective Teachers and Instruction	Deseg

		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.	4: Effective Curriculum	
4.31 FTE Teaching Assistant	\$82,062.00	Teacher Assistants have supported learning with small group instruction, working with enrichment activities while the teachers work with students who need focused interventions and re-teaching of the standards.	2: Effective Teachers & Instruction 4: Effective Curriculum	Deseg
Substitutes: PLC- CTTs	\$2,200.00	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
Substitutes	\$400.00	Substitute for magnet teacher sick leave	2: Effective Teachers and Instruction	Deseg

			4: Effective Curriculum	
Instructional Aids	\$5,000.00	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	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	Magnet Coordinator will focus on both pillars- student achievement and integration: PLC –CTT coordinator, quarterly PLC-CTT units, student progress monitoring data, family event coordinator, and recruitment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Mileage	\$300.00	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	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	\$10,000.00	Contracted trainer from ADE to lead teachers in collaborative practice as they plan lesson together, observe each other teaching	2: Effective Teachers	Deseg

Services: Pima County School Superintende nt's Office		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.	and <b>Instruction 4: Effective Curriculum</b>	
Registration- Employee training PD services	\$2000.00			
Supplies: Recruitment	\$2,000.00	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	Supplies include necessary materials to promote PBL learning for units- paper, writing material, art supplies, toner, etc.	2: Effective Teachers & <b>Instruction 4: Effective Curriculum 6: Family &amp; Community Engagement</b>	Deseg
Technology less than \$5000	\$12,325.00	Lap top purchases to create technology learning centers in the classroom.	2: Effective Teachers & <b>Instruction 4: Effective Curriculum</b>	Deseg
Certified Added Duty: Recruitment	\$3,000.00	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,	Deseg



			Excellence and Equity	
Registration: Magnet Schools of America (MSA) National Conference Registration	\$2,000.00	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	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			
Total Budget 2019-20 SY	\$420,675.00			
<b>Total FTE</b>	<b>8.81</b>			

<b>Carrillo K-5 Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher-Reading Interventionist	\$48,200.00	Interventionist will provide additional instructional support and progress monitoring	2: Effective Teachers and Instruction	Title 1
0.5 FTE Guidance Counselor	\$20,700.00	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
0.97 FTE Teacher Asst	\$18,486.00	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
District Supplies	\$3,304.00	Student use of instructional supplies enhances their learning experience and actively engages students in lessons.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$26,216.00			
<b>Total Budget 2019-20 SY</b>	<b>\$116,906.00</b>			
<b>Total FTE:</b>	<b>2.47</b>			

**Davis ES Magnet School Plan 2019-20SY**  
**Magnet Theme: Bilingual**  
**Principal: Jose Olivas**  
**Tucson Unified School District**

Davis K-5 Magnet is a bilingual school that earned the Arizona State letter grade of A. In order to provide a broad foundation for meaningful language learning, enrichment classes are provided for students in Art, Music, Library, Gardening and PE using Spanish as the vehicle for instruction, while offering opportunities for cultural celebrations and transdisciplinary connections. Davis Bilingual Magnet elementary has proudly promoted a “Spanish Immersion” Bilingual model for more than thirty-seven years. All teachers hold a Bilingual Endorsement and participate in on-going training in culturally responsive teaching and bilingual methodology. All lessons are structured to follow the Two Way Dual Language Model. This model provides all Kinder and first grade students with ninety percent of their instruction in Spanish and ten percent in English. Second graders receive eighty percent of their instruction in Spanish. The Spanish percentage gradually decreases so that fifth grade students receive fifty percent of their instruction in Spanish and fifty percent in English

**PROGRAMS**

<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>Targeted School Improvement</b>	<b>Comprehensive Support &amp; Improvement</b>	<b>D or F Status</b>	

**TIMELINE FOR PLAN SUBMISSION AND MONITORING**

<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, DAVIS WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: DAVIS WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Davis ES was integrated with student enrollment of 313 students, at 28% White, 7% African American, 59% Hispanic, 2% Native American, 0% Asian American and 4% Multi-racial.

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population****Actions to Address Integration Indicator and to Achieve Goals and Objectives:**

- 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 Communication Department will provide marketing materials appropriate to support the school's branding and activities.
- Davis will be included in District level 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 School Coordinator will document recruitment and retention efforts in a magnet 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 Reports
- Recruitment Logs
- Partnership Letters
- Parent Attendance for Retention Activities

**GOAL 2: ACADEMIC QUALITY****A. Data Analysis, Trends, and Objectives****2019 SCHOOL LETTER GRADE: A****SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was 60.4% proficiency; 19.2% above the district elementary school proficiency rate of 41.1%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase 3%, moving from 60.4% proficiency in 2018-19 to at least 63.4% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was 60.4%; 21.4% above the district elementary school proficiency rate of 39.0%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase 3%, moving from 60.4% proficiency in 2018-19 to at least 63.4% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was 81.8% proficiency; 46.6% above the district AfAm elementary school proficiency rate of 35.2%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase 3%, moving from 81.8% proficiency in 2018-19 to at least 84.8% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was 72.7%; 42.7% above the district AfAm elementary school proficiency rate of 30%.



	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least 3%, moving from 72.7% proficiency in 2018-19 to at least 75.7% in 2019-20.
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**HISPANIC PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was 57.1% proficiency; 19.7% above the district Hispanic elementary school proficiency rate of 37.4%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 57.1% proficiency in 2018-19 to at least 60.1% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was 55.4%; 19.2% above the district Hispanic elementary school proficiency rate of 36.2%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 55.4% proficiency in 2018-19 to at least 58.4% in 2019-20.

**B. Actions to Improve Academic Quality**

**CMP Level of Support for 2019-20 SY: Level 1 (Quarterly Purposeful Visits) due to the following data points:**

- Letter grade of A
- High ELA and Math Proficiency Levels
- Achievement Gaps

Davis has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Plan: (2) Effective Teachers and Instruction, (4) Effective Curriculum, and (6) Family and Community Engagement.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)****SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- School PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources).
- The principal and school leadership team has a structured system for monitoring daily instruction.
- Use the Teacher Evaluation Instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths/refinements and determine and document next steps for refinements with the principal.
- The District's Support & Innovation Team (Title 1, Magnet Dep't, Regional Leadership) will gather classroom instruction trend data to identify strengths and refinements, and develop action plans. These visits will take place at least once a semester.
- Teachers will use pedagogical approaches that include culturally responsive instruction and will invite consultants to present and facilitate additional culturally responsive events at the school. These will include authors, artists, and dance troupes.

- Daily instruction will include research-based practices evidenced in lesson plans and observations, including: objectives and all teacher actions aligned to objectives including information, questioning, engaging activities, and checks for understanding.
- Implement best practices using Bilingual Language methodologies including Sheltered English and Language Immersion.
- 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.
- Coaching and feedback will be provided to all certified staff at least once a month based on walkthrough evidence.
- Job-embedded professional development will be planned and implemented that supports quality Tier 1 instructional refinements as identified in classroom walkthrough data.
- The Curriculum Service Provider will support effective teachers and instruction through additional coaching, facilitating PLC Collaborative Teacher Teams, 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.
- Davis Specialists (Art, Music, PE and Librarian) support the Spanish immersion program through meaningful hands on learning and opportunities to explore language development in different contexts.

### **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 as determined by walkthrough data.

**Evidence of Progress**

- |                                                                                                         |                                                                                                |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Walkthrough Data and Logs</li> <li>· Feedback Forms</li> </ul> | <ul style="list-style-type: none"> <li>· PD Documents</li> <li>· PD Agendas/Minutes</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 Academic Goals and Objectives:**

- Offer intervention and supplemental services 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).
- Use 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 Dep’t at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams strengths and refinements, and to develop actions monitored by site leadership.
- Magnet Coordinators will meet monthly with the Magnet Dep’t to focus on data-driven instruction and PLC Collaborative Teacher Teams.
- Planning for 60 minute uninterrupted math and SLA/ ELA blocks (depending on the grade level, according to the TWDL model) as evidenced in lesson plans and observations will be implemented daily.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 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.
  - o Student data, including CFAs, are analyzed to determine flexible instructional groupings.
  - o Achieve 3000 and Reading A-Z is utilized to support Tier 2 and Tier 3 daily instruction.
  - o Teachers analyze School City technology data reports to monitor progress and determine need for further intervention and create learning pathways.
  - o 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.
  - o SchoolCity data reports to parents.
  - o Academic contracts with parents and students.
3. MTSS referrals and action plans monitored by principal and MTSS leadership team.
4. School-wide multi data student profile is completed three times a year for every student.

**Evidence of Progress**

- |                                                                                                                                    |                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Student Profile</li> <li>· MTSS Referrals/Action Plans</li> <li>· Data Reports</li> </ul> | <ul style="list-style-type: none"> <li>· After School Roster/Attendance</li> <li>· Academic Contracts</li> <li>· CFAs</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

**Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. Grade level PLC Collaborative Teacher Teams (CTTs) are scheduled weekly and maintain evidence notebooks with agendas, logs, and minutes.
2. Grade level PLC-CTTs schedule timely intervention groups for struggling students.
3. Grade level PLC-CTTs create, implement and analyze CFAs for continuous progress monitoring.

4. Grade level PLC-CTTs analyze benchmark data, CFA results, student profiles, and AzMERIT data during monthly data talks with principal to support the monitoring and adjusting instruction as needed.

**Evidence of Progress**

- |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· School City and Teacher Created CFAs</li> <li>· District Benchmark Data</li> <li>· AzMERIT Data</li> <li>· Student Data Profile</li> <li>· PLC-CTT Data Notebooks</li> </ul> | <ul style="list-style-type: none"> <li>· Intervention Plans</li> <li>· PLC - CTT Agendas/Minutes</li> <li>· Student Academic Profile</li> <li>· Fluid Intervention Groups</li> <li>· Parent/Teacher Communication Notes</li> </ul> |
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**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- 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 know how to access and implement the TUSD Curriculum.
- Teachers will meet in PLC –CCTs 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 PLC-CTTs will ensure inclusion of cultural competency and relevant curriculum/SPARKS 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 PLC –CTTs will maintain evidence of fidelity towards TUSD Curriculum, curriculum maps, scope and sequence, and pacing calendars.
2. PLC-CTTs 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-CTTs Agendas/Minutes</li> <li>· Unpacked Standards</li> <li>· CFA Data/ Benchmark Data</li> <li>· Monthly Data Talks with Grade Level PLC</li> <li>· PLC –CTT 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> |
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## SIAP Principle 6: Family and Community Engagement (Indicator 6.1)

### Family Engagement Objectives

- By the end of the 2019-2020 SY, 90% 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 Family Engagement Objectives:

- Family Engagement committee- ongoing feedback from community.
- Use sign up Genius to coordinate increased parent volunteers.
- 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 to 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 monthly 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 continue to 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 students. 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. Continue working with established community partners.

**Evidence of Progress**

- Monthly PLC-CTT Parent Newsletters
- Monthly PLC-CTT Student Academic Progress Reports
- Evidence of Monthly Family Engagement Opportunities with Sign-in Sheets and Agendas

## BUDGET AND 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)
- 0.30 FTE Magnet Teachers (910G, 202)
- 2.0 FTE Specialist Teacher (910G, 202)
- 3.25 FTE Teaching Assistants (910G, 202)
- 0.50 FTE Reading Interventionist (910G, 202)
- 5.75 FTE Teaching Assistants (910G, other(504))
- 0.75 FTE Specialist (Mariachi) (910G, 202)
- 0.75 FTE School Community Liaison (910G, 202)
- 1.0 FTE Instructional Tech Liaison (Title I)
- 0.5 FTE Curriculum Service Provider ( Title 1)
- 0.75 FTE Teaching Assistants ( Title 1)
- 0.5 FTE Curriculum Service provider (910G, 202)
- 1.0 FTE Librarian (910G, 202)
- 0.5 FTE Library Assistant (M&O)

<b>Davis Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Specialist Teacher	\$43,527.00	Davis will create a master schedule, which will provide PLC-CTT 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	Davis will create a master schedule, which will provide PLC-CTT 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
0.50 FTE Reading Interventionist	\$27,490.00	Intervention specialists to assist students in building content knowledge and provide targeted intervention services as determined by PLC- CTT team analysis of data.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes for Magnet Teachers	\$1500.00	Substitute pay for magnet teacher sick leave.		
0.5 FTE Curriculum Service Provider (CSP)	\$21,764.00	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-CTT groups to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty	\$7,050.00	While certified teachers provides intervention, teacher assistants will be used to provide support for all students.	2: Effective Teachers and	

			Instruction 4: Effective Curriculum	
3.25 FTE Teaching Assistant	\$47,511.00	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	\$21,846.00	The unique Spanish Immersion model at Davis Magnet utilizes specialists to release teachers to meet with PLC-CTT'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
Classified Hourly	\$1,745.00	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
0.3 FTE Magnet Teacher: PE	\$12,876.00	Davis will utilize the PE specialist create a master schedule which will provide PLC-CTT 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	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		timely and teacher directed. Support the development of L2 through authentic learning.		
Supplies: Instructional	\$3,000.00	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
0.75 FTE School Community Liaison	\$21,200.00	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
Certified Added Duty: Family Engagement	\$800.00	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	Magnet Coordinator will focus on both pillars- student achievement and integration: PLC –CTT coordinator, quarterly PLC-CTT units, student progress monitoring data, family event coordinator, and recruitment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Mileage	\$200.00	Mileage reimbursements for off-site recruitment and marketing events.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PD	\$13,800.00	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	2: Effective Teachers and Instruction	Deseg

		Bilingual Education, Culturally Relevant Curriculum, and strengthening PLC –CTT structures/process.	4: Effective Curriculum	
1.0 FTE Librarian	\$43,527.00	In order to allow teachers to meet in PLC-CTT groups, Davis will fund a full time librarian who teaches both the walk to Spanish Reading and creates multi-cultural learning opportunities and materials for all K-5 students.  Teachers will meet in PLC- CTTs 1 1/2 hours weekly to analyze student data and implement action plans for Tier I/II differentiated instructional groups, common assessments and planning.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Recruitment	\$1,200.00	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.	Integration: Providing Diversity, Excellence and Equity	Deseg
Classified Added Duty: Recruitment	\$250.00	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	Integration: Providing Diversity, Excellence and Equity	Deseg

		agencies that embrace Hispanic culture to enhance the current program.		
Registration: Magnet Schools of America (MSA) National Conference	\$1,000.00	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	\$3,000.00	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
Advertising	\$716.00	Create banners, brochures, marketing flyers and advertising material to enhance recruitment for Magnet program and support ethnic diversity.	Integration: Providing Diversity,	Deseg



			Excellence and Equity	
Professional Education Consultants	\$1,797.00	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			
Total Budget 2019-20 SY	\$443,238.87			
<b>Total FTE:</b>	<b>10.05</b>			

<b>Davis ES Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
0.5 FTE Curriculum Service Provider	\$23,750.00	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 in planning and driving the district's curriculum and the school's Continuous Improvement Plan/IAP. Other .5 funded by Magnet. from Magn	4: Effective Curriculum	Title 1
1.0 FTE Instructional Tech Liaison	\$16,000.00	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 and Instruction 4: Effective Curriculum	Title 1
0.75 FTE Teaching Assistant	\$15,000.00	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	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1

		learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement		
Added Duty Tutoring	\$10,000.00	After school intervention will be provided to students using school wide systems for Tier II support.	2: Effective Teachers and Instruction	Title 1
Technology Under 5k	\$5,000.00	Technology for classroom	2: Effective Teachers and Instruction	Title 1
District Supplies	\$4,571.00	Student use of instructional supplies enhances their learning experience and actively engages students in lessons.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$16,425.00			
Total Budget 2019/20 SY	\$90,746.00			
<b>Total FTE:</b>	<b>2.25</b>			

**Dodge MS Magnet School Plan 2019-2020 SY**  
**Magnet Theme: Traditional**  
**Principal: Dinah McGlory**  
**Tucson Unified School District**

Dodge Traditional Magnet Middle School is currently integrated and earned the Arizona State letter grade of B. Magnet Schools of America recently awarded Dodge the Distinction Merit Award. Dodge was established in 1986 and named after longtime Tucson teacher, historian, author, and poet, Ida Flood Dodge. This is a tradition-based school, with the purpose of providing a 5R education focusing on Reading, Writing, Arithmetic, Respect, and Responsibility. The school encompasses rigorous academics in a structured environment with high support systems in place, has exemplary behavioral expectations, and believes strongly in the partnership triad (parent-student-school) to enable the success of each student enrolled on campus. Variety of advanced learning opportunities for our students including GATE and advanced core classes, H.S. credit Algebra and Spanish, Math Counts, Math League, a travel program, writing contests, and advanced technology are also offered here.

<b>PROGRAMS</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>X</b>	<b>Targeted School Improvement</b>  <b>Students w/ Disabilities</b>	<b>Comprehensive Support &amp; Improvement</b>	<b>D or F Status</b>

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>					
<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, DODGE WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: DODGE WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)****Integration: Providing Diversity, Excellence, and Equity**

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Dodge MS was integrated with student enrollment of 425 students, at 20% White, 9% African American, 61% Hispanic, 3% Native American, 3% Asian American and 5% Multi-racial.

**Objective:** Continue to recruit all students.

**Integration Indicator: Integration of Diverse Student Population****Actions to Address Integration Indicator and to Achieve Goals and Objectives:**

- Recruitment and marketing activities are planned and implemented by the District and the school.
- The Communication Department will provide marketing materials appropriate to support the school's branding and activities.
- Dodge will be included in District-level deployment of commercial media including television, print, and social media.
- The school community will work to maintain our reputation of a school of excellence by applying for awards that recognize our success and by providing a quality educational program.

**Critical Focus Area: Attend Recruitment Events****Critical Focus Area Action Steps:**

1. The Magnet Coordinator will promote and recruit families to attend Dodge Magnet Middle School.
2. The Magnet Coordinator will send out flyers and postcards inviting families to attend our events.
3. The Magnet Coordinator will speak at elementary school PTA and other events to recruit families.

4. The Magnet Coordinator will attend TUSD recruitment events to represent Dodge.
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**

- Sign-In Sheets of Attendees
- Copies of Flyers and Postcards Sent Out
- Logs of Contacts Made to Schedule Events
- Magnet Quarterly Reports

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**DODGE MS**

**2019 SCHOOL LETTER GRADE: B**

**SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 6 <sup>th</sup> - 8 <sup>th</sup> grade students was 56.7% proficiency; 28.8% above the district middle school proficiency rate of 27.9%.
	2019-20 SY Goal	ELA achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade will increase at least 3%, proficiency moving from 56.7% proficiency in 2018-19 to at least 59.7% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade students was 56.1% proficiency; 29.5% above the district middle school proficiency rates of 26.6%
	2019-20 SY Goal	Math achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade students will increase a least 3%, moving from 56.1% proficiency in 2018-19 to at least 59.1% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade AfAm students was 50% proficiency; 29.9% above the district AfAm middle school proficiency rate of 20.1%.
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	2019-20 SY Goal	ELA achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade AfAm students will increase at least 3%, moving from 50% proficiency in 2018-19 to at least 53% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade AfAm students was 45.2% proficiency; 26% above the district AfAm middle school proficiency rate of 19.1%.
	2019-20 SY Goal	Math achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade AfAm student will increase at least 3%, moving from 45.2% proficiency in 2018-19 to at least 48.2% in 2019-20.

### HISPANIC PROFICIENCY RATES

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 6 <sup>th</sup> - 8 <sup>th</sup> grade Hispanic students was 54% proficiency; 29.7% above the district Hispanic middle school proficiency rate of 24.4%.
	2019-20 SY Goal	ELA achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade Hispanic students will increase 3%, moving from 54% proficiency in 2018-19 to at least 57% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade Hispanic students was 53%; 31% above the district Hispanic middle school proficiency rate of 22%.
	2019-20 SY Goal	Math achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 53% proficiency in 2018-19 to at least 56% in 2019-20.

**B. Actions to Improve Academic Quality**

**CMP Level of Support for 2019-20 SY: Level 2 (Monthly Purposeful Visits) due to the following data points:**

- Letter grade of a B
- Math and ELA Proficiency Levels
- Achievement Gaps

Dodge has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)****SIAP INDICATOR 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

1. School PD calendars for ongoing support of 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.
3. Use Teacher Evaluation Instruments (Danielson Framework) to guide pre-conferences, evaluations, post-conferences.
4. The District's Support & Innovation Team (Title 1, Magnet Dep't, Regional Leadership) will gather classroom instruction trend data to identify strengths and refinements, and develop an action plan to address needs or to provide enrichment.
5. Teachers will use proven strategies of quality instruction, including: posting congruent learning objective; using checks for understanding; providing common formative assessments; using exit tickets to assess learning and misunderstandings.

6. The principal/instructional leaders will conduct weekly classroom walkthrough and provide feedback to support Tier I instructional practices.
7. Teachers will use pedagogical approaches that include culturally responsive instruction.
8. Continue 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.
2. Teachers provided instruction on use of 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.

**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 Academic Goals and Objectives:**

- 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).
- Data regarding the use of Success Maker will be monitored by the Magnet Coordinator and documented in the Magnet Quarterly Report.
- 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 new 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 new teachers to assist with how to utilize the data from Success Maker to identify individual student learning needs.
- Math & Reading Intervention Classes will be used to provide academic support to students who have specific skill gaps based on 2019 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.

**Summer Bridge:**

- Provide all incoming sixth grade students 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 students on SRI (Scholastic Reading Inventory) and math placement exam, and use data 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 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 will continue the PBIS system with Respect and Responsibility (R & R) cards to document student behavior and to provide students with incentives for their positive behavior.
- The Dean will provide support to students through regular meetings and the use of Restorative Practices to address conflict.
- The counselor will meet with specific students who need emotional support or need to have a behavior contract.
- 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 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

**Math & ELA Interventions:**

1. Provide After School Targeted Tutorial on Monday for students with specific learning goals.
2. Provide After School Tutorial on Tuesday and Thursday for students who need to make-up work.
3. Provide Math & Reading Interventionist classes (4) of less than 20 students who have specific skill deficits.
4. Provide Study Skills classes (4) of less than 25 students who need time to complete homework and develop organization skills.
5. The Dodge counselor will host data chats with students after each of the district’s standards-based benchmark testing.

**Reading Teacher:**

6. All 6<sup>th</sup> graders will be enrolled in a reading and a writing class in which their reading/writing will be assessed and instruction provided to improve their reading/writing ability (two periods per day).
7. Reading/writing teachers will:
  - teach students how to read books from different genres and complete writing tasks aligned to writing standards,
  - instruct students how to read from informational text and learn strategies for talking to the text. Students will complete writing tasks aligned to informational text, and
  - provide students with a variety of activities to engage in reading and writing outside the classroom and will collect evidence of student reading/writing throughout the school year.

**Evidence of Progress**

- |                                                                                                                                                       |                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· The SRI Score Both Pre-Test and Post-Test</li> <li>· Class Rosters</li> <li>· Student Assignments</li> </ul> | <ul style="list-style-type: none"> <li>· Common Formative/District Benchmark Data</li> <li>· AzMERIT Data</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|

**Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Teams**

**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. Seven period schedule allows PLC Collaborative Teacher Teams (CTTs) to meet daily.
3. PLC-CTT leadership team will meet weekly to provide feedback and support for CCTs.
4. Teachers will provide formative assessments on a regular basis:
  - Teachers will use the results from formative assessments to develop more effective instructional strategies, to plan new lessons, and to identify students who need additional time and support for learning.
  - Teachers meet in content area PLC-CTTs to support development of Tier 1 tasks, i.e. lesson plans, engaging strategies, data analysis, developing formative assessments.

**Evidence of Progress**

- Wednesday PD Calendar for 2019-2020SY with PLC Time documented
- Sign-In Sheets from teachers who attend PLC
- PLC notebook with documentation of the work completed

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CTT).
- Teachers will build and share knowledge regarding TUSD Curriculum as presented each school year.
- The Dodge Professional Development School Calendar will provide teachers with the training to ensure that PLC-CTTs 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. Instructional leader will verify that the TUSD Curriculum is being taught in all classrooms and will provide support when needed.
3. Lead Teachers Mathematics and Language Arts will receive training on TUSD Curriculum.



4. Lead Teachers will present TUSD Curriculum to teachers during Wednesday Professional Development.
5. Magnet Theme Curriculum Integration:
  - Magnet Coordinator will provide training for teachers on the use of Traditional Magnet theme material aligned with TUSD Curriculum during Wednesday PDs and during PLC-CTTs.
  - Teachers will prepare lesson plans documenting the use of Traditional Magnet theme in their classroom (Reading, Writing, and Arithmetic). This will be reviewed during the pre-conference, post-conferences, and during classroom walkthroughs.

**Evidence of Progress**

- |                                                                                                                |                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>· Sign-In Sheets</li><li>· Classroom Observation Documentation</li></ul> | <ul style="list-style-type: none"><li>· Danielson Evaluation</li><li>· PD Materials/Agendas/Sign-in Sheets</li></ul> |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****SIAP Principle 6: Family and Community Engagement****Family Engagement Objectives:**

- By the end of the 2019-20 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 Family Engagement Objectives:**

- Provide at least two Dodge Recruitment events and encourage community attendance.
- Provide at least two Dodge Orientation events for families to learn about 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.

- 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.

**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**

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

## **BUDGET AND 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 Behavior Intervention Monitor (Title 1)
- 1.0 FTE Intervention Teacher (910G, 202)
- 1.0 FTE Reading Interventionist (910F, 202)
- 1.0 FTE School Community Liaison (910G, 202)

<b>Dodge Magnet Budget 2019-20 SY</b>				
<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	Students identified as needing supplemental Tier 2 support for 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	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 for magnet funded teachers	\$2,000.00	Substitutes for magnet funded teachers	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: PLC work and conferences	\$5,000.00	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.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: PLC -CTT	\$5,000.00	In order to allow teachers to participate in regular PLC-CTTs after the contract day.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Tutoring	\$7,885.00	To provide Tier II interventions, Dodge will continue to offer after school tutoring by grade level. Open to all	2: Effective Teachers and Instruction	Deseg

		students but student with an F at progress or end of quarter will get specific invitation to attend.	4: Effective Curriculum	
Added Duty: Tutoring, Certified Summer Hourly Summer Jump Program Coordinator	\$15,450.00	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	\$1,580.00	Reduce the achievement gap between subgroups.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$5,860.00	This will include resources for teachers to use in the classroom to improve instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Community Liaison	\$21,498.00	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	In order to attract diverse ethnically balanced students and maintain an integrated status, the Magnet Coordinator will market, conduct recruitment events,	2: Effective Teachers and Instruction	Deseg

		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, Magnet Coordinator will participate in regular data analysis and support the MTSS team.	4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	
Certified Added Duty: Recruitment	\$3,600.00	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	\$300.00	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 Conference and No Excuses University (NEU) National Convention	\$3,000.00	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. Dodge will send the Magnet Coordinator and one Administrator to MSA National Conference.  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	2: Effective Teachers and Instruction 4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	

		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.		
Out of State Travel: MSA, NEU	\$9000.00	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.	2: Effective Teachers and Instruction 4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	Deseg
Technology Under \$5,000	14,699.75	Provided teachers with lap tops for PLC-CTT work.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
U of A Sky School	\$4400.00	A group of middle school students will be provided with the opportunity to 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 lodging, and all meals. This opportunity will be available to 20 7th-8th graders (located within the Coronado National Forest and Mt. Lemmon).	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Employee Benefits	\$46,358.00			



Total Budget 2019-2020 SY	\$276,211.75
<b>Total FTE:</b>	<b>4.0</b>

<b>Dodge MS Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Behavior Intervention Monitor	\$ 21,500.00	Provide support for the Behavior Intervention Program under the direction of the principal. Monitor and conduct dialogues with students, serves as liaison between students and the administration and maintains documentation,	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE Dean of Students	\$46,600.00	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	\$18,000.00	Technology hardware/software resources for school and related repairs.	2: Effective Teachers and Instruction	Title 1
Instructional Aids	\$2,000.00	Supplemental resources for teachers to use in classrooms to promote student success.	2: Effective Teachers and Instruction	Title 1
District Supplies	\$12,000.00	District Supplies for school resources.	1: Effective Leadership 2: Effective Teachers and Instruction	Title 1

			4: Effective Curriculum	
Employee Benefits	\$20,430.00			
Total Budget 2019-20 SY	\$120,530.00			
<b>Total FTE:</b>	<b>2.0</b>			

**Drachman K-8 Magnet School Plan 2019-20 SY**  
**Magnet Theme: Montessori**  
**Principal: Jesus Celaya**  
**Tucson Unified School District**

Drachman K-8 Montessori is currently an integrated school and earned the Arizona State letter grade of C. In Montessori education, children use hands-on Montessori learning materials, which make abstract concepts more concrete. Multiage classrooms create an opportunity for younger students to be exposed to higher level concepts, and older students the opportunity to work with younger students, resulting in a greater depth of understanding for the older learners. Montessori classrooms allow for intervention and academic acceleration to coexist in a single classroom.<sup>1</sup>

<b>PROGRAMS</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>X</b>	<b>Targeted School Improvement ELL_FEP and Students w/ Disabilities</b>	<b>X</b>	<b>Comprehensive Support &amp; Improvement</b>		<b>D or F Status</b>

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>						
	<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>

<sup>1</sup> Individualized academic plans in combination with multiage learning environments allow teachers to provide developmentally appropriate lessons for all simultaneously. Students and teachers collaborate to design individual work guides, which facilitate the children’s ability to choose appropriate learning materials. Children are encouraged to work independently and are allowed time to explore, make decisions, and manage their time. Cultivating this independent study fosters the desire for knowledge and academic advancement, which creates lifelong learners. Montessori education builds community and social skills, encouraging students to become peaceful, responsible, caring citizens of the world. The Montessori Method guides children to discovering the purpose of education in relation to the real world. They also learn that caring for themselves through physical, mental, and emotional means betters their lives and the lives of others.

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, DRACHMAN WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: DRACHMAN WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Drachman K-8 was integrated with student enrollment of 377 students, at 20% White, 8% African American, 63% Hispanic, 4% Native American, 1% Asian American and 5% Multi-racial.

**Objective:** Continue to recruit all students.

**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.
- Drachman will develop an admission criterion for students in grades 6 to 8 to ensure students are able to manage the self-directed nature of the learning experiences offered at Drachman Montessori.

**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.
6. Work with School Community Services in communicating an admission criterion for grades 6-8<sup>th</sup> to ensure success with the Montessori learning experiences.

**Evidence of Progress**

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

**GOAL 2: ACADEMIC QUALITY****A. Data Analysis, Trends, and Objectives****2019 SCHOOL LETTER GRADE: C****SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3rd-8th grade students was 40.3% proficiency; 11.5% above the district K-8 proficiency rate of 28.8%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase at least by 3%, moving from 40.3% proficiency in 2018-19 to at least 43.3% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3rd -8th grade students was 38.7% proficiency; 14.2% above the district K-8 proficiency rates of 24.6%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase at least by 3% , moving from 38.7% proficiency in 2018-19 to at least 41.7% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm students was 41.2% proficiency; 14% above the district AfAm K-8 proficiency rate of 27.2%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students will increase at least 3%, moving from 41.2% proficiency in 2018-19 to at least 44.2% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm students was 29.4% proficiency; 8.8% above the district AfAm K-8 proficiency rate of 20.6%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm student will increase at least 3%, moving from 29.4% proficiency in 2018-19 to at least 32.4% in 2019-20.



**HISPANIC PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade Hispanic students was 37.5% proficiency; 10.5% above the district Hispanic K-8 proficiency rate of 27%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 37.5% proficiency in 2018-19 to at least 40.5% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students was 37.6%; 14.5% above the district Hispanic K-8 proficiency rate of 23%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 37.6% proficiency in 2018-19 to at least 40.6% in 2019-20.

**B. Actions to Improve Academic Quality**

**CMP Level of Support for 2019-20 SY: Level 2 (Monthly Purposeful Visits) for Elementary and Level 3 (Weekly Purposeful visits) for Middle school due to the following data points:**

- Letter grade of a C
- High ELA and Math Proficiency Levels
- Achievement Gaps
- Analysis of Elementary and Middle School AzMERIT scores

Drachman has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Plan: (2) Effective Teachers and Instruction, (4) Effective Curriculum, and (6) Family and Community Engagement.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)****SIAP INDICATOR 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- The school PD calendar will support ongoing district initiatives (supported by the deployment of personnel and resources).
- The principal will take measures to improve the school by adding a computer component to its curriculum.
- The principal and school leadership team will follow a structured system for monitoring daily instruction.
- Use the Teacher Evaluation Instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.
- 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
- The principal will provide teachers with written and oral feedback through walkthroughs and classroom observations.
- Teachers will ensure clear learning goals and strategies for each math/reading lesson; communicate them throughout.
- Magnet Coordinator and Montessori Lead Teachers will provide ongoing PD on Tier I instructional strategies, focused on modeling, scaffolding instruction, questioning strategies, student engagement strategies and cooperative learning structures.
- 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.

**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.

2. 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.
3. 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.
4. The principal will use walkthrough observations to support teachers with Montessori practices that support student learning.

**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 Academic Goals and Objectives:**

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- The Multi-Tiered System of Support (MTSS) framework-processes (as outlined in the MTSS-TUSD manual) will be used to maximize achievement for all students through systematic gathering of data used for educational decision making (screening, diagnosis, and progress monitoring) to support student achievement as evidenced in progress monitoring data, data notebooks, and MTSS and/or PLC Collaborative Teacher Team meeting notes.

- The principal and school leadership team has a structured system for monitoring the efficiency and effectiveness of PLC Collaborative Teacher Teams grade level/course teamwork (mutually developed with teachers, structured systems for PLC Collaborative Teacher Teams support).
- 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 collaborative Teacher Team cycle.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

### **Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

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

1. Teachers will use small group instruction, which focuses on procedural fluency and automaticity in CORE areas.
2. Teachers will use Guided Reading small group instruction to support ELA. Tier 2 and Tier 3 students will be identified and receive daily instruction through guided reading lessons.
3. Develop a schedule to use available technology (lab/COWS) for implementation of Edgenuity Tier 2 and Tier 3 interventions.
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 Collaborative Teacher Team cycle.
5. Teachers will plan and implement Montessori small group instruction. Leadership team will identify strengths and refinements through classroom walkthroughs. Develop next steps for refinements 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 2020 for “Cusp” students in math and ELA.

**Evidence of Progress**

- |                                                                                                                                                                   |                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Lesson Plans</li> <li>· Magnet 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 2: Highly Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. PLC Collaborative Teacher Teams (CTTs) embedded time within the school day: 45 minutes in weekday PLC that include 3-4 teachers of similar grade level and a resource teacher. Wednesday Cadre PLC-CTTs 60 minutes during a majority of Wednesdays in Cadre PLCs (4-7 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. PLC-CTTs 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. Magnet Coordinator and Montessori lead teachers will work with PLC-CTTs 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-CTTs rubric will be used by instructional leaders to provide feedback for strengthens and refinement to PLC teams after PLC-CTTs observations.

**Evidence of Progress**

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

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teacher will help provide PD 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 connect personally 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:**

- Collaborative Teacher Teams will plan instruction that is aligned to the TUSD Curriculum and implement the curriculum standards through daily lesson plans.
- 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, planning, and implementation of TUSD Curriculum to the daily lesson plan and the district’s scope and sequence.
- PLCs will create Grade Level Common Curriculum Calendars aligned to TUSD’s Curriculum Pacing Guides.
- Teachers use Montessori materials/philosophy as primary means of delivering curriculum (supplemented by TUSD resources).

**Evidence of Progress**

- |                                                                                                              |                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <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 (Indicator 6.1)**

**Family Engagement Objectives**

- By the end of the 2019-20 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 Family Engagement Objectives:**

- Provide meaningful opportunities for families and stakeholders to inform school processes, events, and to provide feedback about ways in which the school might increase.
- Provide every parent at least two meaningful, personal forms of engagement or communication during the 2019-2020 SY.
- Invite parents to set up 1-on-1 meetings throughout the year with their classroom teachers; teachers will personally invite parents to a minimum of two conferences.
- Invite parents to participate in different community events held at our school throughout the school year.
- Foster parent partnerships through School Council.
- Principal will provide a monthly review of the IAP and magnet plan and progress during the School Council and PTA meetings.
- Principal will provide monthly Ecology Reports, Staffing Updates, and discussion/decision items to School Council and PTA.
- Opportunity will be provided monthly to the community for neighborhood report, open audience and following PTA meeting.
- Set monthly or quarterly meeting dates at the beginning of the school year and provide reminder letters, phone calls, and agendas two days before the meetings (collect sign-in sheets for both PTA and Site Council meetings and save 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.



- Post PTA meetings on Facebook Live every month so all families are informed of school ongoing and school plans.

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

**Critical Focus Area Action Steps:**

1. Hold parent conferences twice per year.
2. Establish a Parent-Teacher committee to meet quarterly.
3. Schedule academic family engagement activities and events at least once quarterly. These activities will include Literacy Night, Math Night, and Montessori Curriculum Night.
4. Use social media, including Parent Link and Facebook, 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                 |

## **BUDGET AND 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)
- 2.5 FTE Montessori Lead Teachers (910G, 202)
- 3.5 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Montessori Behavior Intervention Monitor (910G,202)
- 3.0 FTE Teaching Assistant (Title 1)
- 0.5 FTE Reading Interventionist (Title 1)
- 1.0 FTE Teacher (Title 1)

<b>Drachman Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
2.5 FTE Teacher Resource Montessori	\$108,818.00	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-CTT Time.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Teacher Magnet (Montessori)	\$43,527.00	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
1.0 FTE Placing Five Middle School Teachers on 6th/5th Contract	\$43,527.00	<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	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	\$52,025.00	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	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 serve as liaison between students and the administration, and will maintain documentation. This individual will be essential with the expansion of 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.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Magnet Site Coordinator	\$43,527.00	The Magnet Coordinator will specifically target the integration pillar & support PLC-CTTs and our CFA calendar	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity,	Deseg

			Excellence and Equity	
Certified Added Duty: Recruitment	\$2,000.00	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	
Montessori Stipends	\$8,000.00	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	\$500.00	This funding is for certified staff to attend an Extended Wednesday PD once a month with colleagues. This provides time for cross-grade PLC-CTT experiences and for planning for parent education nights.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitute Teachers	\$2,500.00	Substitute pay for magnet teacher sick leave.		
Substitutes: Team Reviews of Data & for 1:1 Student/Teacher Montessori Progress Conferences	\$1,000.00	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	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

Registration: Khalsa	\$1,000.00	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
Registration: American Montessori Society (AMS) Annual Conference	\$1,500.00	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	\$1,500.00	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
Employee Benefits	\$81,750.00			
Total Budget 2018-19 SY	\$452,261.00			
<b>Total FTE:</b>	<b>11.0</b>			

<b>Drachman K-8 Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher	\$37,300.00	1.0 FTE to support smaller class sizes	2: Effective Teachers and Instruction	Title 1
0.5 FTE Reading Interventionist	\$22,750.00	Reading Interventionist essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLC-CTTs and MTSS team to support learning goals for targeted students.	2: Effective Teachers and Instruction	Title 1
3.0 FTE Teaching Assistant	\$55,000.00	The Montessori Model of education requires teaching assistants in grades K-3, and recommends teaching assistants in grades 4-8, to support instruction.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$34,582.00			
Total Budget 2019-20 SY	\$149,632.00			
<b>Total FTE:</b>	<b>4.5</b>			

**Holladay ES Magnet School Plan 2019-20 SY**  
**Magnet Theme: Fine and Performing Arts**  
**Principal: Tonya Strozier**  
**Tucson Unified School District**

Holladay Magnet Elementary School’s School is an integrated school with earned the Arizona State letter grade of B. Their magnet theme centers on forms of visual and performing arts. Holladay maintains its legacy as an award-winning arts program for elementary students. Through our magnet theme, along with rigorous, individualized instruction and leadership development, students are offered a wonderful opportunity to develop their creativity while becoming scholars and leaders. Instruction is culturally responsive and research based. The administration, teachers, and staff are committed to the success of the whole child. Holladay also offers students a one-to-one technology environment, Makerspaces, athletics, and a STEM program in addition to the Arts. Our strong community partnerships bring additional support for families and unique learning opportunities during the summer.

<b>PROGRAMS</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>X</b>	<b>Targeted School Improvement ELL_FEP and Students w/ Disabilities</b>		<b>Comprehensive Support &amp; Improvement</b>	<b>B</b>	<b>D or F Status</b>

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>						
<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>	



## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, HOLLADAY WILL BE INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: HOLLADAY WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Holladay ES was Neutral with student enrollment of 187 students, at 6% White, 26% African American, 63% Hispanic, 1% Native American, 1% Asian American and 3% Multi-racial.

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population****Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

- 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 Communication Department will provide marketing materials appropriate to support the school's branding and activities.
- Holladay will be included in District-level deployment of commercial media including television, print, and social media.

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

1. Holladay staff representative(s) will participate in all District recruitment activities offered to the school.
2. The Leadership Team will strategically identify areas for school-based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship].

3. The Leadership Team will create partnerships with community members that assist in recruitment events and school magnet visibility.
4. The Leadership Team will implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
5. The Magnet Coordinator (or appointed staff member) will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
6. Recruitment logs will be kept on-site and document district and school recruitment events, tours, and magnet phone inquiries.

**Evidence of Progress**

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

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2019 SCHOOL LETTER GRADE: B**

**SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was 33.3% proficiency; 7.8% below the district elementary school proficiency rate of 41.1%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase at least by 7.8%, moving from 33.3% proficiency in 2018-19 to at least 41.1% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was 36.4%; 2.6% below the district elementary school proficiency rate of 39.0%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase at least by 3%, moving from 36.4% proficiency in 2018-19 to at least 39.4% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was 54.5% proficiency; 19.3% above the district AfAm elementary school proficiency rate of 35.2%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least 3%, moving from 54.5% proficiency in 2018-19 to at least 57.5% in 2019-20.

<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was 51.5%; 21.5% above the district AfAm elementary school proficiency rate of 30%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least 3%, moving from 51.5% proficiency in 2018-19 to at least 54.5% in 2019-20.

### HISPANIC PROFICIENCY RATES

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was 21.4% proficiency; 16.0% below the district Hispanic elementary school proficiency rate of 37.4%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 16% moving from 21.4% proficiency in 2018-19 to at least 37.4% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was 25.0%; 11.2% below the district Hispanic elementary school proficiency rate of 36.2%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students increase at least 11.2%, moving from 25% proficiency in 2018-19 to at least 36.2% in 2019-20.

**B. Actions to Improve Academic Quality**

**CMP Level of Support for 2019-20 SY: Level 2 (Monthly Purposeful Visits) due to the following data points:**

- Letter grade of a B
- Math and ELA Proficiency Levels
- Achievement Gaps

Holladay has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)****SIAP Indicator: 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

- The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources – which includes CR practices and instructional strategies)
- The principal and the school leadership team will follow a structured system for monitoring daily instruction.
- Use the Teacher Evaluation Instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.
- The District's Support & Innovation Team (Title 1, Magnet, Regional Leadership) will gather classroom instructional trend data and identify strengths and refinements, and develop an action plan to address needs and or to provide enrichment.

- 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.
- Consultant will provide PD to math teachers/mentors to develop content mastery in math and establish school-wide practices.
- Lucy Calkins Reading and Writing Curriculum will be used throughout all grade levels.

**ELA ONLY:**

- Embed Balanced Literacy and Daily 5 Stations into reading block as evidenced in Lesson plans and observations (August-May).
- Implement 90-minute uninterrupted reading block 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 District math curriculum.

**Critical Focus Area: Structure Systems for Monitoring Daily Instruction**

**Critical Focus Area Action Steps:**

1. Daily Instruction to include research-based practices as evidenced in lesson plans and observations.
2. Leadership team will consistently monitor instruction through classroom walkthroughs and provided feedback to teachers.
3. Leadership Team will meet bi-weekly to review walkthrough data, to determine tiered support for teachers, and PD instructional topics.

4. Teachers will participate in ELA and math leadership training, i.e. NCTE –National Council of Teachers of English and NCTM - National council of Teachers of English
5. Teachers participate before the beginning of and after school year in PD aligned to instructional needs and Collaborative Teacher Team meaningful work.

#### **Evidence of Progress**

- Classroom Walkthrough Logs
- Lesson Plans
- Leadership Team Agendas and Minutes

#### **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 Academic Goals and Objectives:**

- 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 Collaborative Teacher Teams 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 PLC Collaborative Teacher Teams 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 Tier 1 instruction and the work of PLC Collaborative Teacher Teams.



- 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 Collaborative Teacher Team 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.
- DIBELS universal screening; NSGRA reading levels; ARMM diagnostic screening for grouping and to identify students needing additional support for math and ELA.
- Instructional Data and Interventionist Specialist will support Tier 2 and Tier 3 students by analyzing data to identify student specific needs and supplemental services during the school day.
- Instructional Data and Interventionist Specialist will support CTT in analyzing student achievement data and planning supplemental Tier 2 support.

### **Critical Focus Area 1: Intervention and Supplemental Tier 2 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. CSP and Instructional Data and Interventionist Specialists and will provide support for differentiated instructions, including interventions to CUSP and Tier II students.
3. ELA push-in services will be provided by Reading Specialist three days per week for grades 3-5.
4. ELA pull-out services will be provided by Reading Specialist five days a week for grades K-2.
5. Afterschool intense reading supplemental support will be provided by the Reading Specialist for 2 hours per day - four days a week – after school.
6. Extended Day and Breakfast Club through the 21st Century Grant will provide support for reading and math.
7. 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.
8. The ELL-Math Specialist along with the itinerant Language Acquisitionist will provide push-in and pullout services for grades 2-5 for ELL students.
9. The principal will meet with all support service personnel weekly to review data and strategize support for teachers.
10. Targeted tutoring offered for CUSP students through 21st Century Program after school program.
11. Sylvan Learning (tutoring services) will continue services to support CUSP and L25 students in math and ELA – after school hours.

**Evidence of Progress**

- |                                                                                                                                                            |                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Post Intervention CFA Data and Exit Tickets</li> <li>· School City Data</li> <li>· Behavior Flow Chart</li> </ul> | <ul style="list-style-type: none"> <li>· MTSS Minutes</li> <li>· Scholastic Reading Levels</li> <li>· PLC Collaborative Teacher Teams Binders</li> </ul> |
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**Critical Focus Area 2: Strengthen Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. PLC Collaborative Teacher Teams (CTT) 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. Data Digs: Weekly PLC –CTTs will focus on continual analysis of student data for planning appropriate instruction.
4. PLC -CTT will plan for scaffolded instruction and assessments aligned to unwrapped standards.
5. Students who need additional intervention and supplemental service will be identified through the use of CFAs and Benchmark data. A plan of action to support each students needs will be developed and implemented by all support service personnel.
6. Analyses of CFAs will drive collaboration regarding effective instructional strategies that meet the needs of each PLC's students. These strategies will be implemented in re-teaching lesson plans.

**Evidence of Progress**

- |                                                                                                                            |                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· PLC Agendas/Minutes</li> <li>· School City Assessments</li> <li>· CFAs</li> </ul> | <ul style="list-style-type: none"> <li>· Data Analysis Protocols</li> <li>· Student Action Plans</li> </ul> |
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**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- Teachers implement TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/PLC Collaborative Teacher Teams).
- Lead teacher will help provide PD for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.
- Teachers will meet in PLC Collaborative Teacher Teams to plan lessons that provide opportunities for students to connect with curriculum through use of culturally relevant materials.
- Amplify K-5 ELA Curriculum will be used as a supplemental support to implementing the District Curriculum.

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

1. PLC Collaborative Teacher Teams will clarify the essential learning by unpacking standards for each unit of instruction as determined by the TUSD Curriculum and scope and sequence.
2. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
3. The CSP will support the implementation of high quality curriculum at grade level by supporting teacher's professional growth through content level PD, Professional Learning Community Structures, and coaching.
4. CSP will systematically monitor, review, and evaluate implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.
5. Weekly PLC's focusing on continually integrating the magnet theme in classroom lessons.

<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>· Monitoring Data Documents</li> </ul>

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**

<p><b>Family Engagement Objectives</b></p> <ul style="list-style-type: none"> <li>· By the end of the 2019-20 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.</li> <li>· 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.</li> </ul>
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**SIAP INDICATOR 6.1: Our staff has high expectations of learning for all students.**

<p><b>Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:</b></p> <ul style="list-style-type: none"> <li>· The Community Liaison will support all school community and family initiatives.</li> <li>· Leadership Day will be planned and implemented – this is a student led day where students demonstrate their leadership skills and display their academic achievement with parents.</li> <li>· 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.</li> <li>· YMCA Summer Learning Loss 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.</li> </ul>
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- 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
- 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 2018-19 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.

### **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
- Parent Training Curriculum
- 21<sup>ST</sup> Century Grant Data and Parent Attendance Records
- 21<sup>st</sup> Century Grant Curriculum/Class Agendas

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

### **BUDGET AND 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 (910G, 202)
- 1.0 FTE Instructional Data Intervention Specialist (910G, 202)
- 2.0 FTE Intervention Teachers (Math-ELL / Reading) (910G, 202)
- 2.5 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, other) (Title 2)
- 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 Instructional Data Intervention Specialist (Title 1)



<b>Holladay ES Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Reading Interventionist	\$43,527.00	Holladay will use a certified reading specialist to provide reading intervention for students who are below proficiency for the primary grades K-2.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Teacher: Performance Arts	\$43,527.00	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	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 Instructional Data and Intervention Specialist	\$43,527.00	An IDIS will create and implement interventions for students identified as "CUSP" and at-risk students at the intermediated grade level 3-5. This position will work with PLC-CTTs to develop intervention strategies order to differentiate Tier 1 instruction and intervention opportunities. The IDIS will operate pull out "bootcamps" and push in support as outlined in our magnet plan.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Substitute Teachers	\$1,500.00	Sick Leave for magnet teachers	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE ELL/Math Interventionist	\$43,527.00	Intervention specialists will assist students in building content knowledge, problem-solving strategies, and higher-level thinking skills.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
2.5 FTE Teaching Assistant	\$64,167.00	While certified teachers provides intervention, teacher assistants will be used to provide support for all students.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Fine Arts	\$10,506.00	Holladay will purchase fine arts supplies for use in the classroom.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Instructional	\$5,000.00	Holladay will purchase instructional supplies for use in the classroom.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Intervention	\$5,000.00	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	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
0.5 FTE Guidance Counselor	\$21,310.00	Due the backlog of students in the MTSS process and to address the social/emotional needs of the students.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Magnet Site Coordinator	\$43,527.00	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 PLC-CTTs and support quality Tier 1 instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: Tutoring	\$18,000.00	Students will participate in extended day tutoring. 6 teachers, 27 weeks, 4 days per week, for 1 hour. Students will also have the opportunity to participate in morning tutoring. 4 teachers, 30 minutes. Students will participate in summer school.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Certified Added Duty: PD	\$10,000.00	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	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.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Magnet Schools of America (MSA) National Conference	\$2,000.00	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	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	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Professional Education Consultants PD	\$20,000.00	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.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Sky School	\$5,800.00	UA Sky School instructors will provide a 3-day schoolyard based Urban Research program. This program will introduce 40 4th 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
Substitutes: PD	\$3,000.00	Substitutes will help cover classes while certified staff review and plan task analysis	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Added Duty - Recruitment	\$3,000.00	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 encourage current parents to also serve as representatives.	Integration: Providing Diversity, Excellence and Equity	Deseg
Employee Benefits	\$105,061.25			
Total Budget 2019-20 SY	\$609,332.25			
<b>Total FTE</b>	<b>10.0</b>			

<b>Holladay ES Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Teacher-Reading Interventionist	\$53,470.00	Reading Interventionist essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLC - CTTs and MTSS team to support learning goals for targeted students. Provide push in support for students who are below proficiency and Ex Ed students for the intermediate grade levels 3-5.	2: Effective Teachers and Instruction	Title 1
1.0 FTE Instructional Data Intervention Specialist	\$46,000.00	An IDIS will create and implement interventions for students at the <b>primary</b> grade level K-2. This position will work with PLC-CTTs to develop intervention strategies order to differentiate Tier 1 instruction and intervention opportunities. The IDIS will operate pull-out "boot-camps" and push-in support as outlined in our magnet plan.		Title 1
Added Duty	\$4,000.00		2: Effective Teachers and Instruction	Title 1
District Supplies	\$3,280.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$13,800.00			
Total Budget 2019-20 SY	\$120,550.00			
<b>Total FTE</b>	<b>2.0</b>			

**Mansfeld MS Magnet School Plan 2019-20 SY**  
**Magnet Theme: Science, Technology, Engineering and Mathematics (STEM)**  
**Principal: Dr. Seth Aleshire**  
**Tucson Unified School District**

Mansfeld is currently integrated and earned the Arizona State letter grade of B. Mansfeld is also a nationally recognized Magnet School of Excellence (Magnet Schools of America) and a state recognized A+ School of Excellence (Arizona Educational Foundation). Mansfeld is a STEM (Science, Technology, Engineering, and Math) school. In order to best prepare the diverse student population for a variety of educational opportunities and career choices, Mansfeld has selected 17 STEM practices to embed into the curriculum. The commitment to STEM and its incorporation across our curriculum can be seen in Mansfeld’s mission and vision statements. Mansfeld’s mission is “to be a community dedicated to student academic and personal success for today and the future through STEM education” and the vision for all students to utilize practices of scientists, technicians, engineers, and mathematicians (STEM) to work through all types of problems creatively. These foundational processes teach analytical thinking and problem solving that will make all students successful in furthering their future educational, vocational, and professional pursuits.

<b>PROGRAMS</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>X</b>	<b>Targeted School Improvement</b>  American Indian/Alaska Native and Students w/ Disabilities	<b>Comprehensive Support &amp; Improvement</b>		<b>D or F Status</b>

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>						
	<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>



## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, MANSFELD WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: MANSFELD WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Mansfeld ES was integrated with student enrollment of 987 students, at 15% White, 8% African American, 69% Hispanic, 2% Native American, 2% Asian American and 4% Multi-racial.

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

- 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 Communication Department will provide marketing materials appropriate to support the school’s branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Mansfeld will be included in the District-level 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. Magnet Coordinator will collaborate with principal and leadership team to strategically identify areas for school-based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship].

3. Magnet Coordinator will create partnerships with community members that assist in recruitment events and school magnet visibility.
4. Principal will promote a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
5. Continue partnership with Sam Hughes ES in order to retain integrated neighborhood students who historically left TUSD for charter schools.
6. Continue recruitment at Borton, Carrillo, and Lineweaver to ensure integration.
7. Magnet Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after three times per year.
8. 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 Reports</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2019 SCHOOL LETTER GRADE: B**

**SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade students was 37.8% proficiency; 10.0% above the district middle school proficiency rate of 27.9%.
	2019-20 SY Goal	ELA achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade students will increase 3%, moving from 37.8% proficiency in 2018-19 to at least 40.8% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade students was 42.5%; 15.9% above the district middle school proficiency rate of 26.6%.
	2019-20 SY Goal	Math achievement for 6 <sup>th</sup> – 8 <sup>th</sup> grade students will increase 3%, moving from 42.5% proficiency in 2018-19 to at least 45.5% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 6 <sup>th</sup> to 8 <sup>th</sup> grade AfAm students was 28.9% proficiency; 8.8% above the district AfAm middle school proficiency rate of 20.1%.
	2019-20 SY Goal	ELA achievement for 6 <sup>th</sup> to 8 <sup>th</sup> grade AfAm students will increase by at least 3%, moving from 28.9% proficiency in 2018-19 to at least 31.9% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 6 <sup>th</sup> to 8 <sup>th</sup> grade AfAm students was 33.0%; 13.8% above the district AfAm middle school proficiency rate of 19.1%.

	2019-20 SY Goal	Math achievement for 6 <sup>th</sup> to 8 <sup>th</sup> grade AfAm students will increase by at least 3%, moving from 33.0% proficiency in 2018-19 to at least 33% in 2019-20.

**HISPANIC PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 6 <sup>th</sup> to 8 <sup>th</sup> grade Hispanic students was 34.4% proficiency; 10.1% above the district Hispanic middle school proficiency rate of 24.4%.
	2019-20 SY Goal	ELA achievement for 6 <sup>th</sup> to 8 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 34.4% proficiency in 2018-19 to at least 37.4% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 6 <sup>th</sup> to 8 <sup>th</sup> grade Hispanic students was 38.6%; 16.7% above the district Hispanic middle school proficiency rate of 22.0%.
	2019-20 SY Goal	Math achievement for 6 <sup>th</sup> to 8 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 38.6% proficiency in 2018-19 to at least 41.6% in 2019-20.

## **B. Actions to Improve Academic Quality**

**CMP Level of Support for 2019-20 SY: Level 1 (Quarterly Purposeful Visits) due to the following data points:**

- Letter grade of B
- High ELA and Math Proficiency Levels
- Achievement Gaps

Mansfeld has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

### **SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)**

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

##### **Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- 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
- 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, Magnet Dep't, Regional Leadership) will gather classroom instruction trend data identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.
- 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.
- Mansfeld 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.
- Continue 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 weekly walkthrough and reflection cycle to support teachers to plan and to implement quality Tier 1 instruction. Amounts of support are determine by teacher needs.
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**

- |                                                                                                                                                      |                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <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> <li>• PD Agendas/Materials</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 Academic Goals and Objectives:**

- 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 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 Tier 1 instruction and the work of PLC Collaborative Teacher Teams.
- 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 students who are below proficient levels:
  - Use of data to plan embedded interventions to support instruction of students who are identified to be below proficient with learning standards.
  - 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 all students are engaged and challenged.

### **Critical Focus Area 1: Intervention and Supplemental Tier 2 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 school structured Tier 2 instruction during the school day.
2. Teachers will use data to plan embedded interventions and enrichments to support instructional needs for all students.
3. Teachers will use data/assessment to inform/guide instruction as analyzed/planned during PLC Collaborative Teacher Teams.
4. Math Intervention Classes: Students who do not master standards as measured by District benchmark or AzMERIT will be enrolled in math intervention classes. Students will be moved into elective courses as they master the standards.
5. 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.
6. Reading intervention class will focus on text connections and argumentation from evidence.
7. Math intervention class will utilize computer base program to support mastery of gap standards.

8. Tutoring will continue to be provide during the school day to students who are identified as not meeting state standards during a non-ELA or math class.

**Evidence for Progress**

- Master Schedule
- Intervention Class Rosters
- Student Achievement Data
- CFAs and Benchmark Data
- AzMERIT Student Achievement Data

**Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day and teams meet daily.
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. PLC-CTTs will clarify the essential learning 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-CTTs team members will analyze common formative assessments to identify students who need additional time/support.
7. STEM focused PLC-CTTs meets weekly to revise STEM units based on student past performances and the EQuIP (Educators Evaluating the Quality of Instructional Products) Rubric. Teachers ensure that STEM practices are added to the EQuIP Rubric.

**Evidence of Progress**

- |                                                                                                                    |                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· PLC-CTT Schedule</li> <li>· PLC-CTT 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> |
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**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC).
- Lead teacher will assist in providing PD to ensure teachers know how to access and implement the TUSD Curriculum.
- Teachers meet in PLC-CTTs teams to plan lessons that provide opportunities for students to connect with curriculum through culturally relevant materials; implement and develop STEM curriculum units by the STEM PLC-CTTs at least once a quarter.

**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/share knowledge re TUSD Curriculum and district scope and sequence through the PLC –CTTs process.
2. PLC-CTTs will create Instructional Focus 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.
3. 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 curriculum implementation by conducting regular site/class 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> </ul> | <ul style="list-style-type: none"> <li>· TUSD Curriculum Unwrapped Standards</li> <li>· PLC Agendas/Minutes</li> <li>· PLC Binders and Data Notebooks</li> </ul> |
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**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**

**Family Engagement Objectives:**

- By the end of the 2019-20 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 Family Engagement Objectives:**

- Develop partnerships among families, communities, and schools that enhance student development and learning.
- Establish lines of communication to families, community members, and organizations.
- 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.

<ul style="list-style-type: none"> <li>STEM Academic Family Nights are held quarterly.</li> </ul>	
<p><b>Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.</b></p>	
<p><b>Critical Focus Area Action Steps:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.</li> <li>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.</li> <li>Continue partnerships with community stakeholders who are currently established and support the school mission and vision. (Arizona Trail Association, Sky School, Women in Science and Engineering, STEMAZing Project, etc...)</li> </ol>	
<p><b>Evidence of Progress</b></p>	
<ul style="list-style-type: none"> <li>Parent Attendance Sheets</li> <li>Parent Volunteer Attendance Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Parent and Community Outreach Plan</li> <li>Parent and Community Outreach Plan Quarterly Monitoring</li> <li>Leadership Team Meetings Agendas/Minutes</li> </ul>

## **BUDGET AND 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)
- 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)

<b>Mansfeld Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
7.0 FTE Teacher Magnet	\$302,128.20	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-CTT time during the school day. During this time, PLC-CTTs 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-CTT time.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitute Teachers	\$3,000.00	Substitute pay for Magnet teacher sick leave	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Registration: Magnet Schools of America (MSA) National Conference	\$2,000.00	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	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	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Added Duty: Certified Tutor	\$15,100.00	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	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	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		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.		
Instructional Aides	\$3,600.00	Instructional aides will enhance our STEM program. Teachers will purchase instructional supplies that facilitate STEM-based Problem-Based and Project-Based Learning.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
District Supplies	\$2,000.00	Purchase STEM supplies and materials to supports STEM classes.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
U of A Sky School	\$4,400.00	20 - 7 <sup>th</sup> and 8 <sup>th</sup> grade students will participate in off-campus learning activities with U of A Sky School in the Sky Island Survey program.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Magnet Coordinator	\$43,527.00	In order 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	Integration: Providing Diversity,	Deseg

		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 PLC-CTTs that inform staff and allow them to make connections across content. One of the 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. Magnet Coordinator will also assist the principal with the work and support of Tier 1 instruction and PLC- Collaborative Teacher Teams.	Excellence and Equity	
Certified Added Duty: Family Engagement	\$1,500.00	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-CTTs	\$6,500.00	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	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	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	Recruiting students from across the city requires our Magnet Coordinator to facilitate and attend school and community	Integration: Providing	Deseg

		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.	Diversity, Excellence and Equity	
Employee Benefits	\$99,364.00			
Total Budget 2019-20 SY	\$514,165.20			
<b>Total FTE:</b>	<b>8.5</b>			

<b>Mansfeld MS Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE School Community Liaison	\$29,503.96	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
1.5 FTE Teacher Assistant	\$30,000.00	Assists teachers in performing their classroom teaching responsibilities.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
.5 Instructional Coach	\$21,763.00	Supports Tier 1 Instruction for math and ELA.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE Behavior Intervention Monitor	\$19,817.00	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 modules; gathering information regarding student academics and	5: Conditions, Climate, and Culture	Title 1

		behavior and documenting it to support Tier II and Tier III interventions.		
1.0 FTE Dean of Students	\$47,400.00	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	\$51,006.00	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 –CTT day.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
District Supplies	\$35,046.77	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
ESI Substitutes	\$11,000.00		2: Effective Teachers and Instruction	Title1
Employee Benefits	\$59,841.71			
Total Budget 2019/20	\$305,384.44			
<b>Total FTE:</b>	<b>6.0</b>			

**Palo Verde Magnet High School Plan 2019-2020 SY**  
**Magnet Theme:**  
**Science, Technology, Engineering, Arts, and Math (STEAM)**  
**Principal: Eric Brock**  
**Tucson Unified School District**

Palo Verde High Magnet School is an integrated school that earned the Arizona State letter grade of C. Their magnet focus is STEAM (Science, Technology, Engineering, Arts, and Math) that is implemented through a variety of course offerings. Palo Verde's goal is to utilize STEAM courses to prepare students for life-long learning by fostering skills, knowledge, critical thinking abilities, a sense of community, and creativity.

One of the pillars of Palo Verde's STEAM Program is their Career and Technical Education (CTE) Program, which includes Engineering, Mechanical Drafting, Film & TV, Digital Communications, and Sports Medicine. Students will learn to apply Science, Technology, Engineering, and Math concepts to current technologies and tools, as they learn about the different disciplines and opportunities with the fields of Engineering. The Film and TV program prepares students to work in a variety of positions within the broadcast news, film, and television industries. Students in this program will have the opportunity to earn industry certification. During Mechanical Drafting, students will apply technical skills via computer-assisted design and drafting in order to create two and three dimensional engineering designs using Building Information Models (BIM).

In addition to our CTE Program, we offer many Fine Arts options. Some of these courses include Theater Arts, Orchestra, Band, Jazz Band, Studio Art, Clay, Piano, Choir, Drawing & Painting, Stage Management, and Dance. Our students also have the opportunity to take classes ranging from STEM, Marine Biology, Forensics, Chemistry, Biology, Anatomy, and Earth Science. Palo Verde prides itself on offering many Advanced Placement (AP) courses, as well as Dual Enrollment options. We also have a strong partnership with JTED, which helps our students get ahead in their future career choices.

<b>PROGRAMS</b>												
<b>TITLE 1 PROGRAM TYPE</b>			<b>OTHER PROGRAMS</b>									
Please indicate type			Check any/all that apply									
<input checked="" type="checkbox"/>	<b>School Wide</b>	<b>Targeted Assistance</b>	<input checked="" type="checkbox"/>	<b>Magnet</b>	<input type="checkbox"/>	<b>SIG</b>	<input checked="" type="checkbox"/>	<b>Targeted School Improvement</b>  <b>African American and ELL_FEP and Students w/ Disabilities</b>	<input type="checkbox"/>	<b>Comprehensive Support &amp; Improvement</b>	<input type="checkbox"/>	<b>D or F Status</b>

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>					
<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>



**GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, PALO VERDE WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 2: PALO VERDE WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

**Academic Quality Measures:**

*Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

*Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

On the preliminary 40th day of 2019-2020, Palo Verde HS was integrated with student enrollment of 791 students, at 26% White, 20% African American, 45% Hispanic, 2% Native American, 3% Asian American and 4% Multi-racial.

**Objective:** Continue to recruit all students.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

- 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.
- Ethnicity information closely monitored, in order to inform site of progress towards goal and recruitment efforts.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Continue recruitment at multiple middle schools: Booth-Fickett, Dietz, Borman, Naylor, Secrist, Alice Vail, and Mansfeld in order to increase enrollment, and maintain diversity, excellence, and equity.
2. Continue partnerships with Booth-Fickett, Dietz, Naylor, and Borman in order to retain integrated neighborhood students.

3. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to school.
4. 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.
5. The Magnet Coordinator and Palo Verde leadership team will create partnerships with community members that assist in recruitment events and school magnet visibility.
6. 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.
7. Magnet School Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
8. 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 Volunteer Attendance Sheets
- Parent and Community Outreach Plan
- Parent and Community Outreach Plan Quarterly Monitoring
- Leadership Team Meetings Agendas/Minutes
- Magnet Reports

**GOAL 2: ACADEMIC QUALITY****A. Data Analysis, Trends, and Objectives****Palo Verde HS****2019 School Letter Grade: C**

- 1. Improve the academic performance of all students** *Note: The District no longer requires AzMERIT testing of students in grades 9-12. All 11th grade students will be assessed using the ACT beginning in the 2018-19 school year.*

<b>ELA AzMERIT</b>	2018	ELA achievement for students was 17.4% proficiency; 11.2% below the district proficiency rate of 28.6%.
<b>ELA ACT</b>	2019	ELA achievement for 11 <sup>th</sup> grade students was 15% proficiency; 1.9% below the district proficiency rate of 16.9%
	2020	<i>Objective: TBD</i>
<b>MATH AzMERIT</b>	2018	Math achievement for students was 14.5% proficiency; 9.1% below the district proficiency rate of 23.6%.
<b>MATH ACT</b>	2019	Math achievement for 11 <sup>th</sup> grade students was 17% proficiency; 1% below the district proficiency rate of 18%.
	2020	<i>Objective: TBD</i>

- 2. Improve the academic performance of African American students to narrow or eliminate achievement gaps.**

<b>ELA AzMERIT</b>	2018	ELA achievement for African American students was 9.2% proficiency; 7.8% below the district proficiency rate of 17% for African American students.
<b>ELA ACT</b>	2019	ELA achievement for 11 <sup>th</sup> grade African American students was 13.4% proficient, 1.2% below the district proficiency rate of 14.6% for African American students
	2020	<i>Objective: TBD</i>
<b>MATH AzMERIT</b>	2018	Math achievement for African American students was 7.1% proficiency; 5.2% below the district proficiency rate of 12.3% for African American students
<b>MATH ACT</b>	2019	Math achievement for 11 <sup>th</sup> grade African American students was 15.8% proficiency; 0.3% below the district proficiency rate of 16.1%.
	2020	<i>Objective: TBD</i>

**3. Improve the academic performance of Latino students to narrow or eliminate achievement gaps**

<b>ELA AzMERIT</b>	2018	ELA achievement for Latino students was 12.2% proficiency; 9.3% below the district proficiency rate of 21.5% for Latino students.
<b>ELA ACT</b>	2019	ELA achievement for 11 <sup>th</sup> grade Latino students was 14.6% proficiency; 1.4% below the district proficiency rate of 16.0% for Latino students.
	2020	<i>Objective: TBD</i>
<b>MATH AzMERIT</b>	2018	Math achievement for Latino students was 13% proficiency; 5.6% below the district proficiency rate of 18.6% for Latino students.
<b>MATH ACT</b>	2019	Math achievement for 11 <sup>th</sup> grade Latino students was 16.8% proficiency; 0.5% below the district proficiency rate of 17.3% for Latino students.
	2020	<i>Objective: TBD</i>

**B. Actions to Improve Academic Quality**

**CMP Level of Support for 2019-20 SY: Level 2 (Monthly Purposeful Visits) due to the following data points:**

- Letter grade of a C
- Math and ELA Proficiency Levels
- Achievement Gaps

Palo Verde has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)****SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- 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 Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the District Leadership will gather classroom instruction trend data to identify strengths and refinements. 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.
- PLC's will clarify essential learning for each highly-leveraged standard.
- 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.
- Funding will be provided for text and supplies for collaborative learning opportunities.

**Critical Focus Area 1: 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 continuous walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction.
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                           |
| · Walkthrough Data                                | · Lesson and Unit Plans          |
| · Benchmarks                                      | · Tier 1 Rubric for Walkthroughs |

<ul style="list-style-type: none"> <li>· Trend Data</li> </ul>	<ul style="list-style-type: none"> <li>· ACT Test Results</li> </ul>
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**Critical Focus Area: Increase opportunities for collaboration to support quality Tier 1 Instruction**

- Critical Focus Area Action Steps:**
1. The master schedule will support a 7 period day that embeds a common planning period for all contents. This will allow collaboration to discuss and to plan for effective teaching strategies.
  2. Wednesday PD sessions will focus on quality Tier 1 instruction according to refinements needed as evident by analyzing walkthrough trend data.
  3. The master schedule and PLC Collaborative Teacher Teams (CTTs) will maximize use of time and opportunity to provide teachers opportunities to work together.
  4. This will include analyzing benchmark data and determining best teaching strategies for re-teach lessons.
  5. Funding will be provided for faculty to attend external PD/conferences and to share knowledge with other faculty members.
  6. Peer observation will be provided for teachers by funding substitutes during the school day.

**Evidence of Progress**

- |                                                                                                                                                                                                    |                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· PLC-CTTs Notes and Minute</li> <li>· PLC-CTTs Agendas</li> <li>· CFAs</li> <li>· CFA Data and Analysis</li> <li>· Budget Analysis and Planning</li> </ul> | <ul style="list-style-type: none"> <li>· Lesson Plans Aligned to TUSD Curriculum</li> <li>· PD Agendas</li> <li>· Re-Teach Lessons</li> <li>· Archive of Effective Teaching Strategies</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 Academic Goals and Objectives:**



- 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).
- Principal and school leadership teams will use structured systems for monitoring the efficiency and effectiveness of PLC-CTTs grade level/course teamwork (mutually developed with teachers, structured systems for PLC-CTTs support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC-CTTs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Magnet Coordinators will meet monthly with the Magnet Department to focus on Tier 1 instruction and the work of PLC-CTTs.
- 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 PLC-CTTs will analyze data from common formative assessments and benchmark assessment to identify students in need of support for Tier 2 instruction in the classroom.
- PLC-CTTs 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.
- PLC-CTTs will create common formative assessments that are in alignment with TUSD Curriculum and District's scope and sequence.
- 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 to support the correlation between attendance and achievement.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

**Math:**

1. Math RTI teacher will provide content support in math for Algebra I and Geometry sections per day targeting for students who lack proficiency according to benchmark data.
2. The math interventionist will provide content support in Algebra II for students identified as needing supplemental support.
3. 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 ELA 9 and ELA 10 sections per day targeting for students who lack proficiency according to benchmark data.
2. The reading interventionist will provide content support in ELA grade 11 for students identified as needing supplemental support.
3. 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>· ACT 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 2: High Functioning Professional Learning Communities Collaborative Teacher Team</b>	
<b>Critical Focus Area Action Steps:</b>	
<ol style="list-style-type: none"> <li>1. Teachers will engage in the PLC-Collaborative Teacher Team (CTT) process daily afforded by the 7 period day schedule.</li> <li>2. Each PLC-CTTs will maintain a notebook with agendas, sign-ins, and student data analysis.</li> <li>3. PLC-CTTs will clarify the essential learning for units of study aligned to the TUSD Curriculum and the scope and sequence.</li> <li>4. PLC-CTTs will create common formative assessments aligned to the TUSD Curriculum and the scope and sequence.</li> <li>5. PLC-CTTs will complete data analysis of common formative and benchmark assessments to determine student who need additional support and extension opportunities for students.</li> <li>6. PLC-CTTs will respond to CFAs by re-teaching, providing additional support and time to identified students who need to master the standard.</li> <li>7. PLC-CTTs will be monitored using the District’s PLC rubric. Strengths and refinements will be identified and next steps for PLC-CTTs growth will be documented, implemented and monitored.</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>

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CTTs).
- Lead teacher will help provide professional development for teachers to ensure that teachers know how to access and implement the TUSD Curriculum.
- Teachers will meet in PLC-CTTs 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. PLC-CTTs will clarify the essential learning of instruction as determined by the TUSD Curriculum and scope and sequence.
2. District pacing guides will be used when teachers are planning units for instruction and daily lesson plans.
3. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
4. 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.
5. CSP will systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

**Evidence of Progress**

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

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****Family Engagement Objectives:**

- By the end of the 2019-20 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 Family Engagement Objectives:**

- 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 develop and use social media structures to connect with students and families.
- FAFSA Night – Students and families are invited to campus to receive help filling out FAFSAs, and goal setting while planning for college
- DM Right Start – Magnet Coordinator and Community Liaison have a table during Right Start events on base. This event is geared for new enlistees and their families.
- Whataburger – Supports PVHM's Student of the Quarter events, and PBIS Titan Bolt cards by providing gift cards

- Palo Verde High Magnet’s Site Council – Parents can learn and provide input on school events.

**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 to adjust the plan during Site Council Meetings.
3. The Community Liaison will collect, monitor, and document data related to parent /community involvement.
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.
6. Future Titan Night/New Student Orientation - Prospective families are given opportunities to tour campus and speak with teachers, counselors and administration regarding enrollment at Palo Verde High Magnet.
7. Snack Pack Program – Parents volunteer their time helping the Community Liaison with the Snack Pack Program.

**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 |                                                           |

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



<b>Palo Verde HS Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY 20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Teacher Math Specialist	\$43,527.00	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	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 a team to plan instruction. Demonstrate commitment to continuous learning	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Certified Tutoring	\$9,800.00	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	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	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	Deseg

			4: Effective Curriculum	
1.0 FTE Magnet Site Coordinator	\$43,527.00	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 magnet program at local middle schools especially feeder schools (Booth-Fickett, Secrist, Naylor, Vail)	Integration: Providing Diversity, Excellence and Equity	Deseg
1.0 FTE Instructional Data and intervention Specialist	\$43,527.00	A Data Coach will create and implement interventions for the L25 and at-risk students. This position will work with PLCs/CTTs 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	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/CTT groups to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Added Duty: Recruitment	\$1,400.00	Magnet Coordinator will work at district and site-based recruiting events.	Integration: Providing Diversity, Excellence and Equity	Deseg
Recruitment and marketing materials	\$800.00	Promotional materials will be purchased to advertise the school and its accomplishments	Integration: Providing Diversity,	Deseg

			Excellence and Equity	
Mileage	\$100.00	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	Recruitment supplies will be purchased to promote the school and increase enrollment.	Integration: Providing Diversity, Excellence and Equity	Deseg
Supplies: PD	\$500.00	To improve instruction, supplies to support Professional Development and PLC-CTT meetings, such as, copies, books, and display materials.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: PLC-CTTs	\$1,000.00	To support student achievement, PV teachers will have the opportunity to participate in PLC-CTTs outside of contract time. In PLC-CTTs they will review student testing data, collaborate on curriculum, analyze student work and data, problem solve and develop strategies to close the achievement gap.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Furniture under \$5,000	\$5525.00	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	2: Effective Teachers and Instruction	Deseg

		outfit classrooms with furniture and equipment that reflects the needs of students and the PBL approach being implemented through collaborative PLC/CTT work. Furniture purchased will be conducive to cooperative learning to meet the needs of all students.	4: Effective Curriculum  Integration: Providing Diversity, Excellence and Equity	
Technology over \$5,000	\$16,000.00	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	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	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	\$6,300.00	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 led by students and presented at an end-of-program symposium. This program includes nighttime astronomy experiences, dormitory lodging, and all on-site meals.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: PD	\$1,000.00	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
Transportation	\$800.00	Transportation to allow 20 students to participate in U of A Sky School 4 day/3 night Flagship Research program in Mount Lemmon		
Employee Benefits	\$73,596.00			
Total Budget 2019-20 SY	\$411,514.00			
<b>Total FTE:</b>	<b>6.0</b>			

<b>Palo Verde HS Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
2.0 FTE Teacher Title I	\$87,054.00	Differentiate Tier I, Tier 2, and Tier 3 instruction; Targeted intervention for elementary grades for identified students	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
ESI Subs (for Title teachers)	\$4,000.00	Substitute teacher for Title 1 teachers.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE School Community Liaison	\$26,400.00	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	\$45,000.00	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	\$45,000.00	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 – CTTs to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction  4: Effective Curriculum	Title 1
Added Duty PLC-CTTs	\$2,000.00	Added duty for off-contract time spent working in PLC – Collaborative Teacher Teams.	2: Effective Teachers and Instruction  4: Effective Curriculum	Title 1
Added Duty Tutoring	\$2,000.00	Added duty for tutoring.	2: Effective Teachers and Instruction	Title 1
Supplies Instructional	\$3000.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$61,836.00			
Total Budget 2019/20 SY	\$276,290.00			
<b>Total FTE:</b>	<b>5.0</b>			

**Roskruge K8 Magnet School Plan 2019-20 SY**  
**Magnet Theme: Dual Language**  
**Principal: Yvonne Torres**  
**Tucson Unified School District**

Roskruge K-8 Dual Language school is currently racially concentrated that earned the Arizona State letter grade C. The mission of the school is to produce bilingual, bi-literate, and bi-cultural students with a seal of bi-literacy at graduation. All students participate in the Two Way Dual Language Program. The program balances the number of native English speakers and Spanish native speakers into one class and are integrated for instruction so that both groups of students serve in the role of language models and language learners. The program begins in Kindergarten with 90% Spanish and 10% English and the Spanish portion lowers to 50% by 5<sup>th</sup> grade. At the middle school level, the program is taught 50% in English and 50% in Spanish. The school gives students the opportunity to earn three high school credits in Spanish with a pathway to take high school Advance Placement classes.

<b>PROGRAMS</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>X</b>	<b>Targeted School Improvement Students w/ Disabilities</b>	<b>Comprehensive Support &amp; Improvement</b>	<b>D or F Status</b>	

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>					
<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>



## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, ROSKRUGE WILL MAKE PROGRESS TOWARDS BECOMING AN INTEGRATED SCHOOL.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: ROSKRUGE WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)****Integration: Providing Diversity, Excellence, and Equity**

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Roskruge K-8 was racially concentrated with student enrollment of 649 students, at 6% White, 3% African American, 81% Hispanic, 7% Native American, 0% Asian American and 3% Multi-racial.

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**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.
- Roskruge will be part of the District Communication Department deployment of commercial media including television, print, and social media.

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

1. Create a partnership with Bloom ES to support intergration objective.
2. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to the school.

3. 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].
4. Staff will create partnerships with community members that assist in recruitment events and school magnet visibility.
5. 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.
6. 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.
7. 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>· Calendar of Events</li> <li>· Attendance Documents and Agendas</li> <li>· Meeting Notes.</li> <li>· Synergy Reports</li> <li>· Magnet Reports</li> <li>· IAP, Leadership Team, and Site Council Attendance</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> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**GOAL 2: ACADEMIC QUALITY****A. Data Analysis, Trends, and Objectives****2019 SCHOOL LETTER GRADE: C****SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade students was 31.4% proficiency; 2.6% above the district K-8 proficiency rate of 28.8%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase at least 3%, moving from 31.4% proficiency in 2018-2019 to 34.4% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade students was 31.7% proficiency; 7.1% above the district K-8 proficiency rates of 24.6%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase by at least 3%, moving from 31.7% proficiency in 2018-19 to at least 34.7% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm students was 40% proficiency; 12.8% above the district AfAm K-8 proficiency rate of 27.2%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students will increase at least 3%, moving from 40% proficiency in 2018-19 to at least 43% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm students was 55.6% proficiency; 35% above district AfAm K-8 proficiency rate of 20.6%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm student will increase at least 3%, moving from 55.6% proficiency in 2018-19 to at least 58.6% in 2019-20.

**HISPANIC PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade Hispanic students was 31.8% proficiency; 4.7% above the district Hispanic K-8 proficiency rate of 27%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase 3%, moving from 31.8% proficiency in 2018-19 to at least 34.8% in 2019-20.
<b>MATH AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students was 29.9 %; 6.8% above the district Hispanic K-8 proficiency rate of 23%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least 3%, moving from 29.9% proficiency in 2018-19 to at least 32.9% in 2019-20.

**B. Actions to Improve Academic Quality**

**CMP Level of Support for 2019-20 SY: Elementary Level 2 (Monthly Purposeful Visits) and Middle Level 3 (Weekly Purposeful Visits) due to the following data points:**

- Letter grade of a C
- High ELA and Math Proficiency Levels
- Achievement Gaps
- Integration status

Roskruge has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)**

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

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- 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.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.

- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data to identify strengths and refinements. 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.
- Use the District Classroom Walkthrough Rubric that utilizes the Danielson Framework of Instruction and the Essential Elements of Instruction (EEI), along with the Two-Way Dual Immersion Room Environment Checklist to support teachers with Tier 1 instruction.

### **Critical Focus Area 1: 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.
2. 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.
3. Instructional leaders will maintain an observation log with identified action steps for each teacher to implement in their daily practices.
4. 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.

#### **Evidence of Progress**

- Instructional Focus Calendar
- Walkthrough Data
- Two-Way Dual Language Immersion Environmental Checklist

**Critical Focus Area 2: Daily Lesson Plans to Support Tier 1 Instruction**

**Critical Focus Area Action Steps:**

1. 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.
2. Dual language lessons will be written in Spanish and delivered in Spanish.
3. Printed lesson plans will be on each teacher’s desk by Monday of each week.
4. Teachers will submit (IFC) Instruction Focus Calendar to Administration with assessment results and how and when Enrichment and Reteach will take place.
5. Lesson plans with all required information for a dual-language program will be planned and implemented.

**Evidence of Progress**

- Lesson Plans
- Enrichment and Reteach Plans
- Instructional Focus Calendar



**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 Academic Goals and Objectives:**

- Intervention and Supplemental Services (Math, Spanish, 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).
- Principal and school leadership teams will use structured systems for monitoring the efficiency and effectiveness of PLC Colloborative Teacher Team grade level/course team work
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collobortive Teacher Teams strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- The Magnet Coordinator will meet monthly with the Magnet Department to focus on Tier 1 instruction and the work of PLC Colloborative Teacher Teams.

- Students who have not met the standards as determined by benchmark assessments will be referred for before/after school tutoring.
- At the elementary level, intervention groups will be determined and documented in teacher lesson plans.
- At the elementary level, 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.
- 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 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

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

1. School schedule will embed a 25 minute time block where students can receive supplemental Tier 2 instruction or academic enrichments.
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:**

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

#### **ELA:**

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

**Elementary:**

- 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 2: High Functioning Professional Learning Communities Collobortive Teacher Teams**

**Critical Focus Area Action Steps:**

1. Elementary PLC Collobortive Teacher Teams (CTTs) meet during the school day each week for at least 60 minutes.
2. Middle School PLC CTTS meet daily as afforded by the 7 period day school schedule. Teachers will meet in content CTTs to complete the CTT Team Cycle and Grade level teams for Kid Talks. Intervetnions for students to meet standards of the curriculum will be schueled two days a week.
3. PLCs-CTTs 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.

**Evidence of Progress**

- PLC-CTT Schedule
- PLC-CTT Binders and Data Notebooks
- Analyzed CFA and Benchmark Data

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- 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 implemet the TUSD Curriculum using the Two Way Dual Language Model 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. PLC-CTTs 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. PLC-CTTs 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 PLC-CTTs in planning instruction, common formatives, re-teaching lessons, analyzing formal 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
- Walkthrough Data
- PLC -CTTs 365 Documentation

### **SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**

#### **Family Engagement Objectives:**

- By the end of the 2019-20 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 Family Engagement Objectives:**

- 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 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.
- 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. Roskruge 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. Continue established community partnership that include U of Arizona, Brooklyn Pizza, U City Church, and Vinyard Church.

**Evidence of Progress**

- |                                                                                                                                    |                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Parent Attendance Sheets</li> <li>· Letters of Support from Community Partners</li> </ul> | <ul style="list-style-type: none"> <li>· PTA Meeting Agenda and Transcripts</li> <li>· Parent Volunteer Attendance Sheets</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

**BUDGET AND 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)
- 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)
- 0.5 FTE Instructional Data Intervention Specialist (0.5 Deseg )
- 1.5 FTE Math or ELA Specialist (Title 1)



- 0.5 FTE Instructional Data Intervention Specialist (Title 1)
- 1.0 FTE School Community Liaison (Title I)
- 0.5 FTE Guidance Counselor (Title 1)
- 1.0 FTE Behavior Intervention Specialist (Title 1)

<b>Roskruge Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 FTE Teacher Spanish/ Interventionist	\$43,527.00	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
0.5 FTE Teacher Math	\$21,763.00	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	All 6th-8th graders at Roskruge 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 Roskruge 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	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	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 Roskruge. The Roskruge 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	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
0.5 FTE Specialist	\$21,764.00	So PLC-CTT can review data and provide supplemental Tier 2 interventions	2: Effective Teachers and Instruction	Deseg

Teacher-Technology			4: Effective Curriculum	
Mariachi Teacher	\$43,527.00	To support PLC/CTT at elementary level	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitute Teachers	\$6,002.00	Substitute pay for Magnet teacher sick leave	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Summer Hourly	\$36,330.00	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	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	\$60,000.00	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	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	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	Instructional supplies for summer school programs.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Supplies: Family Engagement	\$500.00	Provide supplies as needed for Family Engagement events.	6: Family and Community Engagement	Deseg
1.0 FTE Magnet Site Coordinator	\$43,527.00	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	Provide information regarding dual language program to prospective families.	Integration: Providing Diversity,	Deseg

			Excellence and Equity	
Substitutes: PLC	\$1,500.00	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	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 19-20 SY during PLC and summer training.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: PD, PLC-CTT	\$12,485.00	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, reducing achievement gap between subgroups and increasing the number of ELLs who reclassify. In their PLCs-CTTs, teachers will design instructional strategies that are systematic, timely and focused on specific needs.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
1.0 FTE Librarian	\$43,527.00	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	2: Effective Teachers and Instruction	Deseg

		students while targeting the L25% Support to teachers with Spanish materials for dual language integration within the classrooms.	4: Effective Curriculum	
Classified Summer Hourly: Office	\$3,700.00	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	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
Out of State Travel	\$2,000.00	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	Deseg
Registration: Magnet Schools of America	\$6,000.00	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs	2: Effective Teachers and Instruction	Deseg

(MSA) National Conference			4: Effective Curriculum 6: Family and Community Engagement  Integration: Providing Diversity, Excellence and Equity	
Employee Benefits	\$129,762.00			
Total Budget 2019-20 SY	\$725,357.40			
<b>Total FTE:</b>	<b>14.2</b>			

<b>Roskruge K8 Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.5 FTE Math or ELA	\$67,550.00	Reduce class sizes.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
ESI Substitutes	\$2000.00		2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
Added Duty	\$18,000.00	Added duty for teachers to participate in summer school or tutoring	2: Effective Teachers and Instruction	Title 1
District Supplies	\$5,595.00	District Supplies for school resources.	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
Technology	\$8,000.00	Tech Related Hardware & Software	2: Effective Teachers and Instruction	Title 1
0.5 FTE Instructional Data Intervention Specialist	\$22,000.00	Instructional Data Intervention Specialist supports student achievement by supporting principals, teachers and other site staff in	2: Effective Teachers and Instruction	Title 1



		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)	4: Effective Curriculum	
Added Duty	\$10,400.00	Added duty for teachers to participate in summer PDs	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
Added Duty - PLC-CTT	\$6,000.00	Added duty for teachers to participate in off-contract PLC-CTTs	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
Other Books, Periodicals & Media	\$2,000.00	Instructional and student resources	2: Effective Teachers and Instruction	Title 1
Technology	\$2,000.00	Tech Related Repairs	2: Effective Teachers and Instruction	Title 1

District Supplies	\$2,135.00	District Supplies for school resources.	2: Effective Teachers and Instruction	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
0.5 FTE Guidance Counselor	\$20,500.00	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
1.0 FTE Behavior Intervention Specialist	\$22,000.00	Behavior Specialist is essential in supporting student achievement through academic and behavior intervention practices aligned with	5: Conditions, Climate, and Culture	Title 1

		PBIS and MTSS including, but not limited to, facilitating 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.		
Employee Benefits	\$46,515.00			
Total Budget 2019/20 SY	\$262,695.00			
<b>Total FTE:</b>	<b>4.5</b>			

**Tucson HS Magnet School Plan 2019-20 SY**  
**Magnet Theme: Natural Science and**  
**Fine and Performing Arts**  
**Principal: Shawna Rodriquez**  
**Tucson Unified School District**

Tucson High Magnet School earned the Arizona Department of Education letter grade of B and meets the requirements of the Unitary Status Plan to be deemed an integrated magnet high school. The school is currently over-subscribed with two successful magnet strands. Magnet Schools of America has recognized Tucson High Magnet School as a Magnet School of Excellence (2019) and a Magnet School of Distinction (2016) as determined by its academic achievement, innovative curriculum, community and family partnerships, and college and career readiness.

The Tucson High Magnet School Fine and Performing Arts magnet strand consists of four Visual Arts teachers, two Drama teachers, nine music teachers, and four dance teachers. Our highly qualified and professionally affiliated Fine Arts faculty affords students the chance to explore self-definition and self-validation. Presently 979 students attend THMS as Fine Arts magnet students.

The Tucson High Magnet School Science strand consists of 20 teachers, offering the traditional high school science classes and further offers science classes not offered elsewhere. The THMS science strand includes numerous Advanced Placement and college dual-enrollment offerings as well as multiple partnerships with the University of Arizona and Raytheon Engineering. These classes provide students opportunities to address eternal and evolving questions. Presently 615 students attend THMS as Science magnet students.

**PROGRAMS**

<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>X</b>	<b>Targeted School</b>  ELL_FEP and Students w/ Disabilities	<b>Comprehensive Support &amp; Improvement</b>	<b>D or F Status</b>

**TIMELINE FOR PLAN SUBMISSION AND MONITORING**

<b>Mar. 15, 2019</b>	<b>Oct. 4, 2019</b>	<b>Dec. 20, 2019</b>	<b>March 13, 2020</b>	<b>May 20, 2020</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>

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, TUCSON HIGH WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: TUCSON HIGH WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

On the preliminary 40th day of 2019-2020, Tucson HS was integrated with student enrollment of 3300 students, at 16% White, 9% African American, 66% Hispanic, 5% Native American, 2% Asian American and 3% Multi-racial.

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

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

- Magnet Coordinator, Magnet Counselor, and family liaison will attend community events to pass out brochures to interested families.
- Magnet Coordinator, Magnet Counselor, and other staff will create recruitment events and attend those set up through the district and plan activities to attract families.
- Magnet Coordinator and the Magnet Counselor will continue to have articulation with middle schools as a recruitment strategy highlighting programs and having Tucson High teacher’s present workshops to students.
- 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.
- Student Placement reports received to keep THMS informed of integration progress.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Magnet Coordinator and Magnet Counselor (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.
7. Attendance at TUSD middle and K-8 High School Information Nights (emphasis on targeted middle schools that will assist in USP integration goals).
8. Attendance at private and charter K-8 schools High School Information Nights (emphasis on targeted charters and private schools that will assist in USP integration goals).
9. Workshops at targeted middle schools given by Fine Arts and Science teachers.
10. Magnet Open House advertised to all TUSD and non-TUSD 8<sup>th</sup> grade families; teachers, counselors, student leaders, and administration on site.
11. New Student Information Night for incoming students to assist with course selection; teachers, student leaders, counselors and administration available on site.



**Evidence for Progress**

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

**GOAL 2: ACADEMIC QUALITY****A. Data Analysis, Trends, and Objectives**

- 1. Improve the academic performance of all students** *Note: The District no longer requires AzMERIT testing of students in grades 9-12. All 11th grade students will be assessed using the ACT beginning in the 2018-19 school year.*

<b>ELA AzMERIT</b>	2018	ELA achievement for students was 25.4% proficiency; 3.2% below the district proficiency rate of 28.6%.
<b>ELA ACT</b>	2019	ELA achievement for 11 <sup>th</sup> grade students was 16.8% proficiency; 0.1% below the district proficiency rate of 16.9%.
	2020	<i>Objective: TBD</i>
<b>MATH AzMERIT</b>	2018	Math achievement for students was 21.7% proficiency; 2.1% above the district proficiency rate of 23.6%
<b>MATH ACT</b>	2019	Math achievement for 11 <sup>th</sup> grade students was 17.8% proficiency; 0.2% below the district proficiency rate of 18%.
	2020	<i>Objective: TBD</i>

- 2. Improve the academic performance of African American students to narrow or eliminate achievement gaps**

<b>ELA AzMERIT</b>	2018	ELA achievement for African American students was 19.3% proficiency; 2.3% above the district proficiency rate of 17.0% for African American students.
<b>ELA ACT</b>	2019	ELA achievement for 11 <sup>th</sup> grade African American students was 15.4% proficiency; 0.8% above the district proficiency rate of 14.6% for African American students.
	2020	<i>Objective: TBD</i>
<b>MATH AzMERIT</b>	2018	Math achievement for African American students was 16% proficiency; 3.7% above the district proficiency rate of for 12.3% for African American students.
<b>MATH ACT</b>	2019	Math achievement for 11 <sup>th</sup> grade African American students was 17% proficiency; 0.9% above the district proficiency rate of 16.1% for African American students.
	2020	<i>Objective: TBD</i>

**3. Improve the academic performance of Latino students to narrow or eliminate achievement gaps**

<b>ELA AzMERIT</b>	2018	Math achievement for Latino students was 20.2% proficiency; 1.3% below the district proficiency rate of 21.5% for Latino students.
<b>ELA ACT</b>	2019	ELA achievement for 11 <sup>th</sup> grade Latino students was 15.9% proficiency; 0.1% below the district proficiency rate of 16%.
	2020	<i>Objective: TBD</i>
<b>MATH AzMERIT</b>	2018	Math achievement for Latino students was 17.4% proficiency; 1.2% below the district proficiency rate of 18.6% for Latino students.
<b>MATH ACT</b>	2019	Math achievement for 11 <sup>th</sup> grade Latino students was 17% proficiency; 0.2% above the district proficiency rate of 17.3% for Latino students.
	2020	<i>Objective: TBD</i>

**B. Actions to Improve Academic Quality**

**CMP Level of Support for 2019-20 SY: Level 1 (Monthly Purposeful Visits) due to the following data points:**

- Letter grade of a B
- Achievement Gaps

Tucson High has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.3 and 2.7)**

**SIAP Indicator 2.3: Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- 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.
- 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 document next steps with the principal.
- The District's Support & Innovation Team (Title 1) along with the Magnet Department and District Leadership will gather classroom instruction trend data that will provide feedback to inform further instruction refinements. 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).
- 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. Teachers to develop lesson plans that are not "one size fits all"- various Lesson plan templates will be provided for teachers and accessible to them on the Public Folder. Teaching actions will be aligned to standards and learning objective must include verbs/actions of student engagement.
2. Classroom observations and walk-throughs will be performed and conducted by Admin Team, ILT, and in accordance with District walk-throughs (Title I and Magnet).
3. Teachers will incorporate an Exit Ticket aligned to the daily learning objective to inform instruction.
4. ILT will focus on gathering walkthrough data that supports learning objectives aligned to Exit Tickets and the analysis of Exit Tickets to inform instruction.
5. Teachers will receive training on Instructional Focus Calendars and will develop an Instructional Focus Calendars quarterly. IFCs will be submitted quarterly to the Leadership Team.

**Evidence for Progress**

- |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Walkthrough Data</li> <li>· Lesson Plans with Learning Objectives and Exit Tickets</li> <li>· Walkthrough Scripts</li> <li>· Danielson Evaluation</li> <li>· Benchmark Data</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> |
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**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- 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 Collaborative Teacher Teams (CTT) grade level/course teamwork (mutually developed with teachers, structured systems for CTT team support).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams 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 PLC Collaborative Teacher Teams.
- "Safety Nets" (including Curriculum Service Provider, Instructional Data Intervention Specialist, Magnet Coordinator, alpha counselors, and, Success Specialist, and Magnet Counselor will all work with teachers, CTTs, 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 receive 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, and Trauma/Crisis) 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 1 : Intervention and Supplemental Tier 2 Services (Math and ELA)**

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

1. RTI sections will be scheduled, including five sections of Algebra I, three sections of Geometry and 1 section of Algebra 2 to address minimally proficient students on district benchmarks and AzMERIT in math.
2. Students minimally proficient on AzMERIT/benchmarks in ELA will be invited to attend tutoring in the Writing Lab here on campus and conference period every week.
3. CSP and Instructional Data & Intervention Specialist will use School City to develop supplemental supports including online resources.
4. ILT, mathematics and ELA teachers will use AzMERIT, district benchmark and gradebook data to identify minimally proficient students and refer to Student Success Specialist and MTSS Team support.

5. Students identified by formative assessment data will attend targeted interventions embedded within school hours (intervention conference period).
6. Students targeted by achievement gap data will receive academic interventions in Algebra 1 embedded within school hours.
7. Students identified as being on the CUSP of being College and Career Ready on the ACT will be enrolled in a Targeted Learning Session (TLS) to boost skills and test familiarity.
8. Add additional co-teaching sections where Ex-Ed students will be provided the core curriculum in general core classes,
9. ELL classes will utilize technology in order to differentiate the unique needs of students.

**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> <li>· ACT Tet Prep Analysis</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 2: High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. Collaborative Teacher Teams (CTTs) will plan, implement, and analyze CFAs aligned to state standards and ACT structure.
2. PLC - CTTs will plan and implement next steps for student intervention and enrichment.
3. PLC - CTTs work will be 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?
4. PLC - CTTs will incorporate Culturally Relevant Instruction (SPARKS rubric) and THMS Magnet Themes in Lesson Plans.

**Evidence of Progress**

- |                                                                                   |                                                                               |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Benchmark Data and Assessment</li> </ul> | <ul style="list-style-type: none"> <li>· PLC - CTT Agendas/Minutes</li> </ul> |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|



- |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>· Teacher Lesson Plans</li><li>· PLC- CTT Schedule</li><li>· PLC - CTT Binders and Data Notebooks</li><li>· Analyzes of Student Work</li><li>· 21<sup>st</sup> Century Attendance Records</li></ul> | <ul style="list-style-type: none"><li>· CFA and Benchmark Data Analysis</li><li>· PLC - CTT Identified Strengths and Weakness</li><li>· Walkthrough Data</li><li>· School City Usage Reports</li><li>· RTI Class-load Analysis</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- Teaching TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC Collaborative Teacher Teams).
- 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 Collaborative Teacher 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. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
2. Instructional leaders will work with CTTs 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.
3. 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.
4. 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.

5. Instruction leaders will work with teachers who show misalignment in their planning and daily instruction to ensure alignment.

**Evidence of Progress**

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

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****Family Engagement Objectives:**

- By the end of the 2019-2020 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 Family Engagement Objectives:**

- 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.
- Teachers will meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information that supports student's needs. 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.**

1. Parenting (parent teacher conferences) 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.
2. Communicating (Magnet Open House/New Student Information Night) Prospective families are given opportunities to tour campus and speak with teachers, counselors and administration regarding enrollment at Tucson High Magnet School.
3. Volunteering (example includes Muscular Dystrophy Walk attended by THMS administration, faculty, students and families; also numerous Booster Clubs associated with Fine Arts classes).
4. Learning at Home (example: FAFSA workshops to assist parents with college financial aid forms).
5. Decision Making and Collaborating with Community (example: Tucson High Site Council).
6. Engage more parents in PTA through Facebook Live.
7. 21<sup>st</sup> Century Community Learning Centers parent classes (21<sup>st</sup> Century Site coordinators participate in District trainings to encourage and enhance parent participation in before and after school support classes).
8. Fine Arts Booster Clubs; (staff will participate in District training to ensure parents feel welcomed and needed as partners in enhancing their children's learning).

9. Badger Foundation (alumni organization supporting current students).

**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> <li>· Site Council Minutes and Progress Monitoring of Committees</li> <li>· Sign-In Sheets for Volunteers</li> <li>· Review of Facebook account and PTA minutes</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>· Parent and Community Outreach Data</li> <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> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**BUDGET AND 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 Instructional Data and Intervention Specialist (Data Coach) (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 23.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Magnet Counselor (910G, 202)
- 0.5 FTE Assistant Curator (910G, 202)
- 1.0 FTE Student Success Specialist (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)
- 3.6 FTE Teachers (Title 1)
- 1.0 FTE Guidance Counselor (Title I)
- 1.0 FTE Dean of Students (Title 1)
- 1.0 FTE Curriculum Service Provider (Title 1)

<b>Tucson High School Magnet Budget 2019-20 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
23.0 FTE Magnet Teachers	\$1,001,121.00	To maintain a wide range of course offerings that attract students to THMS, continue to fund 23 FTE in Fine/Performing Arts and Science	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitute Teachers	\$23,000.00	Substitute pay for Magnet teacher sick leave	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classroom Supplies	\$20,000.00	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	Accompanist (3) / Educational Enrichment Instructor	2: Effective Teachers and Instruction 4: Effective Curriculum	
Instructional Aids	\$4,000.00	Classroom resources	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Family Engagement	\$15,000.00	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	Deseg



			4: Effective Curriculum	
1.0 FTE Instructional Data and Intervention Specialist	\$42,700.00	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 2.0 Coordinator	\$57,200.00	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	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	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 Service Provider	\$43,527.00	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-CTT groups to assess and utilize School City data within their curriculums.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: PLC-CTT	\$16,724.00	To continue to the work of PLCs-CTTs, teachers will participate in off contract PLC-CTT 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	THMS has many extra duty assignments which our 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	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	\$10,000.00	PD-off contract.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Planning	\$20,000.00	Teachers will spend time during the summer creating cross-curricular lesson plans that support student achievement, theme development and address the needs struggling students in math and English.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Substitutes: PLC-CTT	\$3,000.00	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 PLC-CTTs 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	\$3,555.00	Supplies for teachers and staff to use during PD	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Transportation	\$500.00	Targeted Middle School students need transportation to THMS in order to learn about, and participate in, our	Integration: Providing	Deseg

		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.	Diversity, Excellence and Equity	
1.0 FTE Magnet Counselor	\$43,527.00	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 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 are receiving interventions and meets with students and parents to strengthen any academic needs.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

1.0 FTE Student Success Specialist	\$37,000.00	Coordinates and develops student/family mentor programs to increase student academic and social achievement.	2: Effective Teachers and Instruction 4: Effective Curriculum	
Registration: Magnet Schools of America (MSA) National Conference Registration	\$3,000.00	Travel, lodging, transfers and per diem will be provided for the 3 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
Out of State Travel	\$9,000.00	Travel, lodging, transfers and per diem will be provided for the 3 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			
Total Budget 2019-20 SY	\$1,711,847.00			
<b>Total FTE:</b>	<b>27.5</b>			

<b>Tucson HS Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY19 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
Added Duty	\$12,500.00	Added duty for certified staff to support student achievement and the work of PLC-CCTs	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
3.6 FTE Teacher	\$173,640.00	Class Size of 27:1 is used to support differentiated instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
ESI Certified	\$3,000.00		2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
ESI Substitutes	\$4,000.00		2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE Guidance Counselor	\$49,900.00	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	2: Effective Teachers and Instruction 5: Conditions, Climate, and Culture 6: Family and Community Engagement	Title 1

		community members; Assists students and families w/ school related problems; conducts and facilitate conferences with teachers, students and parents; provides opportunities for parent education programs.		
1.0 FTE Dean of Students	\$45,000.00	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	\$49,400.00	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 in planning and driving the district's curriculum and the school's Continuous Improvement Plan/IAP.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
District Supplies	\$4,632.00	District Supplies for school resources.	2: Effective Teachers and Instruction	Title 1
Employee Benefits	\$97,862.00			
Total Budget 2019/20	\$439,934.00			
<b>Total FTE:</b>	<b>6.6</b>			

**Tully ES Magnet School Plan**  
**Magnet Theme: Gifted and Talented**  
**Interim Principal: Nora Jaramillo**  
**Tucson Unified School District**

Tully Magnet Elementary School is an integrated school with earned the Arizona State letter grade of C that teaches gifted and talented education (GATE) for all students. GATE instruction is designed to expand student’s thinking by providing lessons that offer depth and complexity in their everyday instruction.

All of our students participate in music, art, coding, and ecological activities such as composting, and maintaining our garden as part of their school day. We offer a plethora of programs that reinforce lessons taught in school with tutoring math and ELA, gardening, student council, and track to name a few. Alongside our academic curriculum, our students also receive exposure to social-emotional programs through Sanford Harmony lessons and Positive Behavior Intervention and Supports (PBIS). Sanford Harmony is a teaching program that cultivates strong classroom relationships between all students. The goal of Harmony is to incorporate specialized teaching strategies into classroom activities in an effort to reduce bullying, and help develop the youth into tolerant, compassionate, and caring adults for the future. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

<b>PROGRAMS</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>X</b>	<b>Targeted School Improvement Students w/ Disabilities</b>		<b>Comprehensive Support &amp; Improvement</b>		<b>D or F Status</b>

<b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b>					
Mar. 15, 2019	Oct. 4, 2019	Dec. 20, 2019	March 13, 2020	May 20, 2020	<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>

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2019-20 SY, TULLY WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: TULLY WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2019-20 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.



**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Integration Status:** On the preliminary 40th day of 2019-2020, Tully ES was integrated with student enrollment of 275 students, at 15% White, 13% African American, 61% Hispanic, 4% Native American, 4% Asian American and 3% Multi-racial.

**Objective:** Continue to recruit all students.

**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 Communication Department will provide marketing materials appropriate to support the school's branding and activities.
- Tully will be included in the District-level 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 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 2019.
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 quarterly 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. Students are recognized three times per year for perfect attendance in school-wide assembly and for character through Student of the Quarter.
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 preschools 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>· Calendar of Events</li> <li>· Attendance Documents and Agendas</li> <li>· Meeting Notes</li> <li>· Synergy Reports</li> <li>· Magnet Reports</li> </ul> | <ul style="list-style-type: none"> <li>· 40th Day Data</li> <li>· Application Data</li> <li>· School Surveys</li> <li>· Meeting Agendas / Minutes</li> <li>· IAP, Leadership Team, and Site Council Attendance Documents</li> </ul> |
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**GOAL 2: ACADEMIC QUALITY****A. Data Analysis, Trends, and Objectives****2019 SCHOOL LETTER GRADE: C****SCHOOL PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was 29.9% proficiency; 11.2% below the district elementary school proficiency rate of 41.1%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase at least by 11.23%, moving from 29.9% proficiency in 2018-19 to at least 41.1% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was 31.5%; 7.5% below the district elementary school proficiency rate of 39.0%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase at least 7.5% moving from 31.5% proficiency in 2018-19 to at least 39% in 2019-20.

**AFRICAN AMERICAN PROFICIENCY RATES**

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was 29.6% proficiency; 5.6% below the district AfAm elementary school proficiency rate of 35.2%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least by 5.6%, moving from 29.6% proficiency in 2018-19 to at least 35.2% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was 25.9%; 4.0% below the district AfAm elementary school proficiency rate of 30%.

	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students increase at least 4.0%, moving from 25.9% proficiency in 2018-19 to at least 30.0% in 2019-20.
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### HISPANIC PROFICIENCY RATES

<b>ELA AzMERIT</b>	Spring 2019 AzMERIT	ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was 28.2% proficiency; 9.2% below the district Hispanic elementary school proficiency rate of 37.4%.
	2019-20 SY Goal	ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 9.2%, moving from 28.2% proficiency in 2018-19 to at least 37.4% in 2019-20.
<b>Math AzMERIT</b>	Spring 2019 AzMERIT	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was 29.7%; 6.5% below the district Hispanic elementary school proficiency rate of 36.2%.
	2019-20 SY Goal	Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least 6.5%, moving from 29.7% proficiency in 2018-19 to at least 36.2% in 2019-20.

## **B. Actions to Improve Academic Quality**

### **CMP Level of Support for 2019-20 SY: Level 3 (Weekly Purposeful Visits) due to the following data points:**

- Letter grade of a C
- ELA and Math Proficiency Levels
- Achievement Gaps

Tully has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

### **SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4 and 2.7)**

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

##### **Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

- Principal and school leadership team follow a structured system for monitoring daily instruction.
- 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).
- Daily quality Tier 1 instruction to include research based practices, such as EEI, and GATE strategies as evidenced in lesson plans and observations. Lesson plans will be available for review during classroom walkthroughs.

- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.
- The District's Support & Innovation Team (Title 1, Magnet Dep't, and Regional Leadership) will gather classroom instructional trend data each semester that will identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.
- Curriculum Service Provider will support classroom instruction through observation and coaching.
- Teachers will be provided with ongoing professional development on quality Tier I instructional strategies.
- 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.

### **Critical Focus Area: Structured Systems for Monitoring Daily Instruction**

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

1. Teachers will develop and implement lesson plans that are aligned to the District's Scope and Sequence that include the learning objective, one engaging activity, and an exit ticket.
2. Teachers will post and communicate the daily learning objective as identified in the District's curriculum units.
3. Teachers will ensure that checks for understanding are implemented during Tier 1 instruction.
4. Teachers will implement quality Tier 1 instruction to include research-based practices, such as EEI, and GATE strategies as evidenced in lesson plans and observations.

#### **Evidence of Progress**

· Lesson Plans

Classroom Walkthrough Log

**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 Academic Goals and Objectives:**

- Offer intervention/supplemental services (Math/ELA) during the school day to support students through Tier 2/3 instruction.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Use structured systems for monitoring the efficiency and effectiveness of PLC Collaborative Teacher Teams.
- Magnet Coordinator meets monthly w/Magnet Dep't to focus on data-driven instruction/PLC Collaborative Teacher Teams.
- Teachers use Guided Reading, small-group instruction for ELA; Tier 2/3 students meet daily for guided reading lessons.
- 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 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

1. Math Specialist and reading interventionist will provide supplemental Tier 2 and Tier 3 interventions in collaboration with classroom teachers. Students in need of Tier 2 and Tier 3 instruction will receive additional services through the math

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. CSPs will provide Tier 2 and 3 interventions in collaboration with and coaching of teachers in instructional practices.

#### **Evidence of Progress**

- |                                                                                                     |                                                                                                                         |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>· Master Schedule</li> <li>· Guided Reading Group</li> </ul> | <ul style="list-style-type: none"> <li>· MTSS Schedule and Meeting Notes</li> <li>· Student achievement Data</li> </ul> |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

#### **Critical Focus Area 2: Highly Functioning Professional Learning Communities Collaborative Teacher Teams**

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

1. PLC Collaborative Teacher Teams (CTTs) will meet weekly, during the school day, for a 90-minute block.
2. PLC-CTTs will establish pacing calendars, create common formative assessments and review the data, discuss instructional strategies, set goals and maintain a PLC-CTT notes and Data binder.
3. PLC-CTTs 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. PLC-CTTs will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery.



5. The principal and CSPs will guide and monitor PLC-CTTs, including review of common formative assessment data and strategies for intervention and enrichment.

**Evidence of Progress**

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

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**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 Academic Goals and Objectives:**

- Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CTTs).
- Lead teacher will help provide PD for teachers to ensure teachers know how to access and implement TUSD Curriculum.
- Teachers will meet in PLC-CTTs to plan lessons that provide opportunities for students to 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. 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.
2. Teachers will review unpacked highly-leveraged standards to support lesson planning/implementation of TUSD curriculum
3. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.

4. PLC-CTTs will meet weekly to plan instruction aligned to TUSD Curriculum and implement curriculum standards with fidelity.
5. Instruction leaders will work with teachers 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-CTT Binders and Data Notebooks</li> <li>· TUSD Curriculum Unpacked Standards</li> <li>· School Task Analysis Guides</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### **SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**

##### **Family Engagement Objectives:**

- By the end of the 2019 – 2020 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 Family Engagement Objectives:**

- 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.
- Families will be included as participants in school decisions, governance, and advocacy through Site Council.
- Tully will coordinate resources to support students and families with basic needs.

- The Magnet Coordinator will coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
- Tully principal and leadership team will establish lines of communication to families, community members, and organizations.
- 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.
- 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 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 will collect, monitor, and document data related to parent and community involvement with activities implemented.
3. 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> </ul> | <ul style="list-style-type: none"> <li>· Parent and Community Outreach Plan Quarterly Monitoring</li> <li>· Leadership Team Meetings Agendas/Minutes</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

## **BUDGET AND 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 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 Reading Interventionist (Title 1)
- 1.0 FTE Math Interventionist (Title 1)
- 1.0 FTE MTSSF (910G, other)
- 0.5 Counselor (Title I)
- 1.0 FTE Teacher Assistant (Title 1)

<b>Tully Magnet Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum FY 20 (\$)</b>	<b>Purpose</b>	<b>Magnet Plan Principle #:</b>	<b>Source of Funding</b>
1.0 Curriculum Service Providers	\$42,800	Curriculum Service Providers (CSP) will serve to provide professional development to teachers in GATE practices, lead PLC-CTT 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 PLC Collaborative Teacher Teams to plan intervention and enrichment. Each CSP-CTT will focus on grade level bands, collaborating with one another, in the development and implementation of curriculum and student and staff success within the GATE model.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
2.0 FTE Magnet Teacher	\$85,600	Gifted and Talented programs require attention to education of the whole child and include intellectual, creative, and artistic fields. According to the National Association for Gifted Children and the foundation upon which this association's philosophy is based, "arts are essential to a balanced education, with specific benefits for the cognitive, affective and psychomotor development of all students." The elective Art teacher will aid in fostering the development of skills critical to students in a GATE model in respect to innovation, cultural appreciation and fine and gross motor skills essential for early learners through collaborative lesson design with grade level teachers. Also a recruitment and retention strategy: Tully will produce	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

		Visual Arts Exhibitions and send invitations to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.		
1.0 FTE Magnet Site Coordinator	\$42,800	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 community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of Collaborative Teacher Teams	Integration: Providing Diversity, Excellence and Equity	Deseg
Substitute Teachers	\$500	Substitute pay for magnet teacher sick leave	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Certified Added Duty: Family Engagement and Recruitment	\$1,500	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
Classified Added Duty: Family Engagement and Recruitment	\$1,500	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

Certified Added Duty for Sky School	\$1,000.00	Certified teachers will accompany students to multi-day overnight field trip on Mount Lemmon and will be compensated for off-duty work.	2: Effective Teachers and Instruction 4: Effective Curriculum	
Mileage	\$200	Supplemental monies for travel to magnet events to promote our school for integration.	Integration: Providing Diversity, Excellence and Equity	Deseg
Certified Added Duty: PLC-CTTs	\$7,200	PLC-CTT 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 Collaborative Teacher Teams also includes reflection of instructional practices through data desegregation and collaborative instructional design.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Professional Education Consultant	\$27,650	Support Tier 1 quality instruction and the PLC-CTT Cycle.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
Classified Added Duty	\$1,800	Summer support for clerical staff.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg

Furniture	\$10,000	(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.	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg
U of A Sky School	\$13,500	Urban Research (4th grade) and Daytime Field Course (60 students) / Exploring the Sky Islands (5th graders) (40 Students)	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg.
Transportation for Sky School	\$1,000	Urban Research (4th grade) and Daytime Field Course (60 students) / Exploring the Sky Islands (5th graders) (30 Students)	2: Effective Teachers and Instruction 4: Effective Curriculum	Deseg.
Registration: Magnet Schools of America (MSA) National Conference Registration	\$3,500	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,	Deseg



			Excellence and Equity	
Out of State Travel Magnet Schools of America Conference	\$6,000	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
Instate Travel	\$1,200	Will allow for in-state travel to GATE conference.	2: Effective Teachers and Instruction 4: Effective Curriculum	
Employee Benefits	\$57,450			
Total Budget 2019-20 SY	\$305,200			
<b>Total FTE:</b>	<b>4.0</b>			

<b>Tully ES Title 1 Budget 2019-2020 SY</b>				
<b>Description</b>	<b>Sum of FY20 (\$)</b>	<b>Purpose</b>	<b>SIAP/ Magnet Plan Principle #</b>	<b>Source of Funding</b>
1.0 FTE Reading Interventionist	\$43,000	Supports students with reading foundational skills and Tier 2 interventions.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE Math Interventionist	\$43,000	Supports students with math foundational skills and Tier 2 interventions.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
1.0 FTE Teacher Assistant	\$25,000	Assists teachers in performing their classroom teaching responsibilities.	2: Effective Teachers and Instruction 4: Effective Curriculum	Title 1
5.0 FTE Counselor	\$24,000	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 and 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 5: Conditions, Climate, & Culture	Title 1
Technology	\$15,000	Tech Related Hardware & Software less than \$5,000, Technology Related Repairs	2: Effective Teachers and Instruction	Title 1

Instructional Aids	\$9,000	Scholastic, CKLA, Manipulatives for Reading and Math	2: Effective Teachers and Instruction	Title 1
Supplies	\$2,238	Supplies to support classroom instruction and Tier 2 supplemental student support.	2: Effective Teachers and Instruction 5: Conditions, Climate, & Culture	
Employee Benefits	\$40,500			
Total Budget 2019 – 20 SY	\$201,738			
<b>Total FTE:</b>	<b>3.5</b>			