

# **APPENDIX II - 16**

**Tucson Unified School District (TUSD) MSAP Project Narrative**

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## Introduction

Tucson Unified School District (TUSD) is the second largest school district in Arizona with a student population of approximately 44,000. Encompassing over 200 miles, the District is comprised of 82 comprehensive schools and three alternative schools. The District is overwhelmingly Hispanic with a student population of 61%, followed by White/Anglo students (20%), African American students (10%), Native American (4%), Asian Pacific Islanders (2%), and Multi-race (4%).

The District is currently under a court-ordered desegregation plan – the Unitary Status Plan (USP) (see Appendix A. Desegregation Plan, MSAP Board Agenda Item, and Tables). Approved in 2013, this plan covers nine functional areas, including magnet schools and programs. The USP identifies magnet programs as a primary strategy for integrating schools within TUSD by attracting diverse students from all over the District to enroll in a specific academic program, a particular career, or a specialized learning environment.

The District first established magnet schools in the early 1980's. Today, the District manages 14 magnet-themed programs at 13 individual school sites. Site magnet themes include Traditional Academics, Gifted and Talented Education, Fine and Performing Arts, Dual Language, and STEM.

In 2014, the District developed a Comprehensive Magnet Plan (CMP) that included provisions for adding, improving, and eliminating magnet programs. Following a subsequent court order in 2018, the CMP was revised in 2019 (see Appendix B. Comprehensive Magnet Plan). The CMP provides the approved criteria that all magnet

schools and programs must meet with respect to integration and academic achievement in order to retain their magnet status.

The District selected three magnet schools for this MSAP Grant Project. The sites are Bonillas Traditional Magnet Elementary School, Tully Elementary Magnet School, and Palo Verde High Magnet School. These sites were selected because they are struggling to provide a high-quality rigorous magnet-themed academic program that can attract diverse enrollment and sustain student achievement. These schools are potentially at risk of losing their magnet status for failing to meet the academic criteria laid out in the CMP<sup>1</sup>.

<b>Project Schools Magnet Focus</b>		
<b>School</b>	<b>Type of Magnet</b>	<b>Magnet Theme</b>
Bonillas Elementary Magnet	Whole school	Traditional Academics
Tully Elementary Magnet	Whole school	Gifted and Talented Education (GATE)
Palo Verde High Magnet School (PVHMS)	Magnet program within comprehensive high school	STEAM with academic/CTE pathways in Computer Science, Engineering, Mechanical Drafting, and Film and Television

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<sup>1</sup> Under the CMP, the District must assess annually whether each magnet school is meeting the integration and academic requirements to remain a magnet. In SY 2017-18, the District Court order the removal of magnet status from 6 District schools for failing to meet goals for integration and academic achievement.

Central components of the MSAP project at each site include: (1) multi-faceted marketing and recruitment plan for each school; (2) evidence-based curricula, pedagogical instructional approaches, with aligned enrichment activities, (3) professional development and coaching for teachers, instructional staff, and administrators, (4) inclusive activities for engaging students, families, and the community, (5) rigorous formative and summative program evaluation, and (6) integration with existing District infrastructure and programs.



**Competitive Preference Priority 1: Need for Assistance**

Through the MSAP grant, TUSD seeks to revitalize three magnet schools into high achieving schools with challenging curricula, innovative instructional practices such as project-based learning (PBL) and strong community interaction and engagement. The three schools are Bonillas Traditional Magnet Elementary school with a focus on core academic subjects and character education, Tully Magnet Elementary School, an “open access” Gifted and Talented Education school, and Palo Verde Magnet High School with academic and career pathways in STEAM subjects. All three schools require support in improving student academic achievement, providing teacher professional development and educational resources, and increasing parent and community involvement in order to develop a strong school culture of achievement, and collaborative partnerships. Funding from the MSAP will support these three magnet schools in addressing the following critical needs:

**Need 1: Increase Student Enrollment**

The decline in student enrollment at the MSAP project schools over the past three years can be seen in Table 1 below. Enrollment losses range from 12 percent at Bonillas to 37 percent at Palo Verde. By contrast, overall District enrollment declined by 7 percent.

Table 1. MSAP Project Schools – Percentage of Enrollment Loss Between SY 2016-17 and SY 2019-20

School	2016-17	2019-20	% Loss
Bonillas	404	354	-12.4%
Tully	357	275	-23.0%
Palo Verde	1255	791	-37.0%
District	46904	43875	-6.5%

TUSD faces two challenges with respect to increasing student enrollment: The first is Arizona’s open enrollment law which allows students to open enroll across District lines to other districts, as well as across attendance boundaries within a district (ARS § 15-861.01). The second is that state law authorizes tuition-free charter schools within the geographic area of the District (A.R.S. § 15-181 et seq). The District recently completed an analysis of charter school trends in Pima county using data from the National Center for Education Statistics (NCES)<sup>2</sup>. The report found that while TUSD enrollment (which accounts for approximately 40% of public school enrollment in Pima County) declined by 7%, charter school enrollment in Pima county increased by 9.8% (65% of charter schools are located within the TUSD boundaries) between SY 2013-14 and SY 2017-18.

As a result, competition for students is intense. This means that TUSD magnet schools must be more competitive to retain their students and increase enrollment. This

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<sup>2</sup> TUSD report: “Impact of Charter Schools on the Enrollment of Tucson Unified School District Schools – Revisited” 2019

requires schools to adopt new strategies in attracting diverse families from all geographic areas. With the support of MSAP, the District will be able to undertake an assessment of all existing marketing and recruiting strategies utilized by the MSAP project schools and identify the messages and activities that are the most effective in attracting diverse families from across the District. In addition, the District, through targeted investments, will be able to improve the themed magnet programs at each site in order to offer families a strong and unique experience.

*Need 2: Reduce Minority Group Isolation by maintaining a racially/ethnic integrated school as defined by the district's desegregation plan and a socio-economic diverse campus*

The District's USP sets forth the goal that "students of all racial and ethnic backgrounds shall have the opportunity to attend an integrated school" and defines the definition of racial/ethnic integration as:

*"Any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment."*

In a majority Hispanic community, schools with 71 percent or higher Hispanic student enrollment are considered "racially-concentrated." As described in more detail in Selection Criterion (a) all three MSAP project schools - Bonillas, Tully, and Palo Verde - currently meet the USP definition of integration. However, the ability to maintain a diverse campus when enrollments are declining means that these schools must remain

focused on meeting targeted sub-group enrollment objectives through marketing, and outreach and recruitment activities.

*Need 3: Improve Student Academic Achievement*

Improving the student academic achievement is a major goal for the three MSAP project schools. As described in more detail in Selection Criteria (b), none of the three MSAP project schools currently meet the academic criteria for maintaining a magnet program as defined in the CMP criteria (see Appendix C. Comprehensive Magnet Plan). According to the Arizona State Board of Education School Letter Grades, all three schools are labeled as C schools. Table 2 shows the spring 2019 AzMERIT proficiency rates for the two elementary MSAP schools in English/Language Arts (ELA) and mathematics.

Table 2. Spring 2019 AzMERIT ELA and Math Proficiency Rates by Race/Ethnicity

AzMERIT Test Scores - Spring 2019	Subject	White	AA	Hispanic	NA	API	MR	Total	Achievement Gap	
		Percent Passing	Percent Passing	Percent Passing	Percent Passing	Percent Passing	Percent Passing	Percent Passing	Percent Passing	African Am. vs White
<b>All Elem</b>	<b>ELA</b>	<b>55.5%</b>	<b>35.2%</b>	<b>37.4%</b>	<b>25.5%</b>	<b>49.4%</b>	<b>47.2%</b>	<b>41.1%</b>	<b>-20%</b>	<b>-18%</b>
Bonillas	ELA	50.0%	43.3%	37.6%	50%*	75%*	50%*	41.3%	-6.7%	-12.4%
Tully	ELA	35.0%	29.6%	28.2%	27.3%	33.3%*	66.6%*	29.9%	-5.4%	-6.8%
<b>All Elem</b>	<b>Math</b>	<b>51.9%</b>	<b>30.0%</b>	<b>36.2%</b>	<b>20.9%</b>	<b>53.6%</b>	<b>44.6%</b>	<b>39.0%</b>	<b>-22%</b>	<b>-16%</b>
Bonillas	Math	41.2%	23.3%	34.2%	50%*	50%*	50%*	34.3%	-17.8%	-7.0%
Tully	Math	50.0%	25.9%	29.7%	27.3%	33.3%*	33.3%*	31.5%	-24.1%	-20.3%

\*n&lt;10 students

The shaded cells highlight the areas where the students are underperforming relative to their elementary peers. With the exception of ELA at Bonillas (African American students and Hispanic students met or exceeded the elementary proficiency rate for their subgroups), student achievement failed to meet the required academic criteria for each school and subject area. In addition, the achievement gaps between African American and Hispanic students were negative and, in some areas, relatively large.

As explained in Selection Criterion (b), comparable academic data is unavailable for Palo Verde since they did not take the AzMERIT state assessment. However, the school accountability letter grade of a C is derived from underlying proficiency data. The three MSAP schools have the experience and the infrastructure to improve students' academic performance. By refocusing their efforts on 1) providing high quality instruction with a rigorous curriculum, 2) adopting student-centered instructional strategies such as PBL and capstone projects, and 3) developing high quality summer programs and magnet-themed extracurricular options, these schools can move their magnet programs and students to a higher level.

*Need 4: Increase Family Engagement to Develop a Collaborative School Community*

In SY 2018-19, TUSD revised its family engagement guidelines for schools (Appendix C. Family Engagement Guidelines). Based on Dr. Joyce Epstein's framework of six types of family engagement, the guidelines now provide more information on two-way communication, community collaboration, school website improvements, and family engagement professional development. As part of this process all school sites are

required to create a family engagement team and provide monthly reports to FCO on activities.

The three MSAP schools are implementing these guidelines with mixed success. Bonillas for instance hosted at least 25 unique parent events prior to the closure of the schools due to COVID-19 in March. By contrast, Tully and Palo Verde held one. Under the MSAP project, each school will develop a collaborative culture that promotes communication and interaction among school staff, students, parents, community members. Family and community interaction will sustain a shared vision of academic success, strengthen the school culture and reinforce the learning opportunities that each school can provide for their students. (See Selection Criterion (b) for a description of the parent engagement strategies to be used.)

**(1) The costs of fully implementing the magnet schools project as proposed**

Sustaining an educational vision that supports the needs of every student to meet increasingly higher standards is a challenge. The bulk of the costs to implement the MSAP project will be borne by the District. The District will cover all core-personnel costs with the exception of two specific grant-related positions - an MSAP Grants Coordinator and a part-time MSAP Project manager. In addition, the District will bear all day to day operational costs.

The MSAP grant funds will cover the specialized services and resources that the District cannot provide through a series of strategic investments. The total cost of the proposed TUSD MSAP project is approximately \$5 million over the five-year period. These funds will serve an estimated 1420 students at the three revitalized magnet

schools at a cost of \$3700 per student over five years, or an average of \$740 per student annually.

The majority of these funds will be used to provide professional development training and job-embedded coaching on how to plan and to implement project-based learning (PBL) in all MSAP school classrooms, as well as to strengthen teacher instruction theme-based areas (see Selection Criterion (b) Project Design for more details).

**(2) The resources available to the applicant to carry out the project if funds under the program were not provided**

TUSD is committed to providing its students rigorous high-quality magnet programs and schools and invests heavily in their operations. TUSD currently operates six (6) whole school elementary magnet schools, three (3) whole school K-8 magnet schools, two (2) middle schools, and three (3) magnet programs within two (2) District high schools. District funds are used to support the operational infrastructure for these programs. This funding will continue if MSAP grants are not provided. However, the District will be unable to provide the targeted investments effectively or in a timely manner that these schools need to support student achievement and diversity.

MSAP is necessary to help reinvigorate three magnet schools in order to ensure appropriate staffing and extensive professional development to implement best practices, to design engaging and rigorous curriculum to align to state and federal standards, to provide materials and program design, and to cover promotional costs to inform the public of the new programs and opportunities at each campus.



**(3) The extent to which the costs of the project exceed the applicant's resources**

In order to meet the goals of increasing enrollment, achieving racial/ethnic and socioeconomic integration and improved student achievement, funding is needed to support innovative programs that attract parents and students to the project schools. The funding requested are for targeted investments in each school's magnet program that will elevate their magnet programs to a new level. These selected investments are currently outside the scope of the District's financial resources which supports the magnet school's operational infrastructure.

**(4) The difficulty of effectively carrying out the approved plan and project for which assistance is sought, including consideration of the design of the magnet schools project**

TUSD has an ambitious plan to revitalize the magnet programs at three schools: a traditional education with a strong foundation of core and ethical values (Character Counts); a STEAM education with a focus on engineering and computer science with a strong foundation to attract and to retain students; and a GATE education with a strong foundation of teacher expertise in planning and implementing GATE strategies to support student achievement and retention. All three magnet schools will utilize project-based learning as a key component to enhance student engagement and interest in learning along with thematic curricular units of study throughout all content areas. Another key factor for each school will be to strengthen and to extend parent and community partnerships in order to have a positive impact on

student achievement. The scope exceeds the financial resources and expertise of specific practices and curriculum development of TUSD and cannot be implemented without additional funding.

To revitalize the magnet programs, developing thematic curriculum will be a top priority. The District curriculum team provides curricular maps and curriculum scope and sequences, however, thematic units for magnet programs do not exist at the District level. Each campus needs adequate time and support to develop a thematic, standards-aligned curriculum and integrate it with the core curriculum. Teachers and school leaders need to be trained and guided to become experts in their specific school magnet theme and to effectively promote the school to students and families. Even as the District will be able to build upon its significant experience in magnet schools, it needs to guide the teachers and school leaders to become experts and sustain this learning. Teachers must be supported and prepared to succeed in developing and implementing theme-based magnet curriculum with high quality Tier 1 instruction and the incorporation of project-based learning. This will require a commitment to attend additional professional development and to work with consultants and coaches regarding chosen methodologies. Experts are necessary to bring relevance and consistency to each campus theme. Each magnet school will need strategies and staff support to reach out to the community to build partnerships and to engage parents in theme related activities and as volunteers to advance the goals and objectives of the magnet program.

**Competitive Preference Priority 2: New or Revised Magnet Schools Projects**

**The extent to which the applicant proposes to carry out new magnet schools projects or significantly revise existing magnet schools projects and Strength of Evidence to support them**

Tully Elementary Magnet School is the only MSAP project school that is revising its magnet theme to become an “open access” Gifted and Talented Education (GATE) K-5 school. As an “open access” GATE magnet school, all students who enroll at the school have access to a GATE certified teacher, GATE curricula, and GATE pedagogy in their classrooms without having to qualify through traditional GATE testing requirements.<sup>3</sup>

Studies have demonstrated the benefits of gifted education programs on students’ self-esteem, social behaviors, and academic achievement. A study by Katherina Volga and Franzis Preckle found that GATE can have a positive impact on a student’s social self-concept of assertiveness and attitude towards learning (Volga & Preckle 2013). They concluded that children in gifted classes exhibited more interest in school and reported better student–teacher relationships than their counterparts in regular classes. Another study found that students who experienced accelerated learning programs in elementary school averaged six (6) months ahead in achievement

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<sup>3</sup> The District traditionally has offered two types of GATE services at the Elementary level: 1) a full-time self-contained GATE model where students receive a full day of GATE instruction provided by a GATE certified teacher, and 2) a pull-out program where students receive 90 minutes of GATE enrichment weekly taught by a GATE certified itinerant teacher. These services are only available to students who meet a minimum test score on the Cognitive Abilities Assessment (CogAT).

when compared their age peers during the same year. These students also showed improvement in socialization and self-esteem (Rogers, K. B. 2002).

Tully began its transition to the GATE magnet theme in SY 2016-17. Since that time, Tully has experienced three administrators and has struggled to keep faculty on its campus. It has struggled in meeting the requirement that GATE curriculum and instructional practices are followed in all classrooms, and that teachers, instructional staff, and school administrators need to be GATE endorsed.

Under the MSAP grant, Tully will build an inclusive community through a strong interdisciplinary GATE program in order to retain and to draw students from diverse neighborhoods of varying socioeconomic status. Tully will fully implement GATE standards school-wide through a rigorous curriculum that is fully embedded within Language Arts, math, science and the arts and in collaboration with families and community partners. The academic focus will be on differentiated instruction using an interdisciplinary approach with a high interest curriculum to promote student interest and increase family and community engagement.

Targeted professional development will ensure a staff that is fully capable of accommodating the acceleration and enrichment of a curriculum that aligns to published standards and challenges students. Teachers will receive training and support in specific GATE strategies as well as strategies for differentiation, collaboration, and supporting student self-assessment and goal setting.

### **Competitive Preference Priority 3: Selection of Students**

#### **The extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination**

Under existing District policies and procedures, students can attend a magnet school as a neighborhood student or by submitting a magnet/open enrollment application. No testing is required. In the instances where a magnet school has more applications than school capacity allows (known as oversubscription), the District uses a weighted lottery that takes account of the following criteria:

- Students residing within a designated preference area. (No more than 50% of the seats.)
- Siblings of students currently attending the magnet school or program
- Any students from racially concentrated schools, whose enrollment will enhance integration at the magnet school or program
- Students residing in the District

(see relevant policies in Appendix D. Governing Board Policies and Regulations)

**Competitive Preference Priority 4: Increasing Racial Integration and Socioeconomic Diversity**

**The extent to which the applicant proposes to increase racial integration by designing and implementing magnet school programs**

Under the District's Unitary Status Plan (USP), the District is required to improve and maintain the racial integration of each TUSD school to the greatest extent possible (see Appendix A Desegregation Plan, MSAP Board Agenda Item, and Tables). To that end, the creation and operation of magnet schools and programs is a fundamental strategy in meeting this objective. With school choice any student from the community can attend and take advantage of a fully rounded school experience.

Under the MSAP grant, each MSAP project school will create a detailed marketing outreach and recruitment plan using data collected from parents/guardians, students and other stakeholders. These plans will incorporate recommended design elements from the MSAP technical center's Student Recruitment Toolkit and will be updated annually (MSAP Center and G&D Associates, 2013). In addition, the District will address racial integration both within and outside the classroom. All MSAP project schools will offer an academic and enrichment summer program, as well as outside-school extracurricular activities that are related to project school's magnet theme. These activities will provide additional opportunities for student collaboration outside of classroom settings. For more detail please see Selection Criterion (a) (2).

**Competitive Preference Priority 5: Spurring Investment in Qualified Opportunity zones.**

**(1) Provide the Census Tract number of the QOZ(s) in which it is proposing to provide services in the QOZ(s)**

Tully Elementary Magnet School is located within census tract 04019001200. The neighborhood attendance boundary for Palo Verde Magnet High includes census tract 0401900411 and census tract 04019004067. The neighborhood attendance boundary for Bonillas Elementary Magnet School extends into census tract 04019003501 (partial). These census tracts are all included by the Treasury Department as designated qualified opportunity zones (<https://cdfi.fund.gov/pages/Opportunity-zones.aspx>).

**(2) Describe how the applicant will provide services in the QOZ(s)**

Any student living within designated QOZ census tracts will be able to take full advantage of the MSAP grant services provided at the MSAP project schools as neighborhood students. Any K-5 neighborhood student living within the census tract 04019001200 will be able to take full advantage of the GATE educational services offered in Tully's GATE magnet program. Similarly, any K-5 student living within Bonillas' attendance boundary can receive the full benefits of its focus on traditional academics and its character education program, as an enrolled neighborhood student. In addition, as residents within these areas, non-enrolled children and families are eligible to participate in all community events, receive material items through community drives, and provide input and feedback in grant activities as community members.

As neighborhood students, any high school student living in QOZ tracts within Palo Verde's attendance boundary, will have the opportunity to attend Palo Verde's STEAM magnet and receive the full benefits of the MSAP project services. As well as, families will have the opportunity to participate as members of the Palo Verde community in MSAP activities such as meetings, workshops, as well as receive material resources.

In addition, the District will seek to work with each school to identify and to establish community and business relationships with the QOZ that will benefit students and families within these areas.



**(a) Desegregation**

TUSD has encountered challenges in integrating schools. In 1974 a lawsuit was filed in Federal District Court on behalf of African-American students followed a few months later by a similar suit on behalf of Mexican-American students, contending that the District was failing to provide equal educational opportunities to African-American and Mexican-American students. Consolidated into one case in 1975, the District Court ruled in 1978 that there were limited vestiges of a past segregated system and ordered the District to eliminate discrimination in nine (9) of the District's schools. The subsequent Settlement Agreement included a desegregation plan for the nine schools, and a multi-phase plan to integrate more than ten (10) other sites.

The creation of "magnet" schools was a critical strategy to create racially diverse schools through voluntary student transfers under the 1978 Settlement Agreement. Six magnet schools were quickly established in Tucson Unified School District (TUSD) followed by at least seven others by 1985. The intention of the magnet schools was to eliminate the vestiges of the previously segregated dual school system by providing the opportunity for students to attend an integrated school. Over the ensuing years, the concept of magnet schools expanded as District schools adopted whole school thematic programming that would attract diverse students from all over the District to these sites.

In 2004, the District petitioned the District Court and received unitary status in 2008. However, the decision was overturned by the Ninth Circuit Court of Appeals and remanded back to the District Court for further proceedings in 2011. The District Court then appointed a Special Master and approved a new Unitary Status Plan (USP) in 2013 (see Appendix A. Desegregation Plan, MSAP Board Resolution, and Tables). This

plan covers nine (9) areas of District functions, including operations (technology services, facilities, transportation, human resources, and student assignment) and multiple student and community services provided to TUSD students and families (e.g. quality of education, discipline, family and community outreach, and extracurricular activities). In 2018, the District Court found that TUSD had complied with the USP in many respects and set a timetable for completion of the remaining issues. One of the outstanding areas still to be satisfied concerned the operations of the District magnet schools. At this time, the legal process is on-going and the District remains under the desegregation order.

Following the adoption of USP, the District developed a Comprehensive Magnet Plan (CMP) in 2014 that provided guidelines for the establishment, implementation, improvement, and elimination of magnet schools or programs. The plan also established criteria for evaluating successful magnet schools or programs with respect to diversifying its population (integration) and academic quality (academic achievement). The CMP was revised in 2019 to comply with a subsequent court order (see Appendix B. Comprehensive Magnet Plan).

#### Racial/Ethnic Minority Group Isolation

Under the USP, the District is required to improve the racial integration of each TUSD school to the greatest extent possible. Currently, all three of the MSAP project

schools are considered integrated under the USP definition.<sup>4</sup> Table 3 shows the student enrollment breakdown for each project school by race/ethnicity and attendance status.

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<sup>4</sup> The USP defines an integrated school as “any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school’s enrollment.

Table 3. SY 2019-20 Student Enrollment by MSAP Project School, Race/Ethnicity and Attendance Status

School	Status	W	% W	AA	% AA	H	% H	NA	% NA	API	% API	MR	% MR	Total
<b>Bonillas</b>	<b>Total</b>	<b>56</b>	<b>16%</b>	<b>43</b>	<b>12%</b>	<b>226</b>	<b>64%</b>	<b>6</b>	<b>2%</b>	<b>6</b>	<b>2%</b>	<b>17</b>	<b>5%</b>	<b>354</b>
	Neighborhood	23	17%	14	10%	91	67%	2	1%	3	2%	2	1%	135
	Non-neighborhood	33	15%	29	13%	135	62%	4	2%	3	1%	15	7%	219
<b>Tully</b>	<b>Total</b>	<b>41</b>	<b>15%</b>	<b>36</b>	<b>13%</b>	<b>168</b>	<b>61%</b>	<b>12</b>	<b>4%</b>	<b>11</b>	<b>4%</b>	<b>7</b>	<b>3%</b>	<b>275</b>
	Neighborhood	26	16%	25	16%	96	60%	4	2%	3	2%	7	4%	161
	Non-neighborhood	15	13%	11	10%	72	63%	8	7%	8	7%	0	0%	114
<b>Palo Verde</b>	<b>Total</b>	<b>205</b>	<b>26%</b>	<b>157</b>	<b>20%</b>	<b>359</b>	<b>45%</b>	<b>12</b>	<b>2%</b>	<b>25</b>	<b>3%</b>	<b>33</b>	<b>4%</b>	<b>791</b>
	Neighborhood	120	26%	84	18%	213	47%	7	2%	13	3%	21	5%	458
	Non-neighborhood	85	26%	73	22%	146	44%	5	2%	12	4%	12	4%	333
District	Total	8756	20%	4276	10%	26778	61%	1578	4%	951	2%	1536	4%	43875

Although located in a predominantly Hispanic neighborhood, Bonillas moved from being racially concentrated (with 71% Hispanic enrollment in SY 2016-17) to becoming integrated by attracting non-Hispanic students (particularly White and African American families) from outside its attendance boundary. Over 55% of Bonillas' enrollment comes from outside of the neighborhood. In contrast, Tully is also located in a heavily populated Hispanic area but has maintained integration status by attracting White and African American students from within its attendance boundary. As one of only ten comprehensive high schools in the District, Palo Verde has a much larger attendance boundary than an elementary school. Both the neighborhood and non-neighborhood enrollments are racially and ethnically diverse.

Under the MSAP grant, all three MSAP project schools will need to maintain integration annually. For Bonillas and Tully this means reducing minority group isolation for Hispanic students from both within and outside of neighborhood attendance boundaries. By contrast, Palo Verde is very racially/ethnically diverse, with a high percentage of White and African American students compared to the overall District. Under the USP definition of integration, Palo Verde needs to attract additional Hispanic students.

#### Socio-economic Minority Group Isolation

Using the Census Bureau's American Community Survey (ACS) 5-year estimates, the District completed an analysis of the census tracts where each MSAP project school's student population lives. The analysis looked at several factors including median income, educational attainment, and linguistic diversity and revealed the following about each school.

Bonillas: Bonillas is located within a diverse socio-economic community. It draws students across diverse income, education, and linguistic neighborhoods both within and outside its attendance boundaries. An analysis of 12 census tracts representing over 75% of Bonillas enrollment shows that median income ranges from \$29,500 to \$56,000. Educational attainment is diverse as well with some students coming from census tracts where almost 45% of those 25 years or older have a bachelor's degree or higher compared to other communities with 13%. Linguistic diversity is also represented with non-English speaker representation between 18 % to 45% across these census tracts.

Tully: Almost 60 percent of Tully's enrollment is drawn from its neighborhood boundary that encompasses one census tract – a designated quality opportunity zone. The median income is just above \$29,000. Sixty-three (63%) percent of the population (25 years and older) has a high school degree or higher, and 66% are non-English speakers. By contrast, Tully's non-neighborhood population comes from a diverse set of neighborhoods, including tracts where the median income level is above \$50,000 and 90% or more have at least a high school diploma. To maintain its socio-economic diversity while increasing its enrollment, Tully will need to attract students from outside its neighborhood boundaries.

Palo Verde: Palo Verde draws more than 65% of its population from its attendance boundary. An analysis of 11 neighborhood census tracts reveals that there is relatively little socio-economic diversity within these neighborhoods. Median income ranges from \$37,000 to a high of \$53,000 with a mode of \$43,000. Similarly, across all 11 census tracts, more than 80% of the population has at least a high school diploma.

There is more variation in terms of who has completed a college degree. Linguistic diversity too is narrower ranging from 16% to a high of 30%. In contrast, the non-neighborhood students are more socio-economically diverse both within the group as well as with respect to the neighborhood student profile. Non-neighborhood students reside in areas where median income varies from \$29,000 to \$63,000; the percentage of residents who have at least a high school diploma range from 66% to 95%; and linguistic diversity ranges from 10% to 65%. To increase enrollment and maintain a socio-economic diverse community, Palo Verde needs to focus on reaching and attracting students outside of its attendance area.

Beginning in SY 2020-21, the District will supplement census data by collecting socio-economic indicators, such as median income and educational attainment, directly from families through an annual survey. The use of multiple sources will provide a richer picture of each school's socio-economic profile, thereby allowing a deeper analysis (National Form on Education Statistics (2015)).

**(1) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools**

The MSAP project school marketing, outreach and recruiting plans (MOR) will be effective because (a) the MSAP school MOR plans are embedded in an overall District communication plan, and student assignment strategies that include school site and on-line registrations, (b) the plans will be based on the results of comprehensive survey and analysis of students, parents, staff, and community stakeholders at each school site, and (c) the plans will use targeted marketing and recruitment strategies that are

individualized for each school, each target sub-population, and are implemented at strategic points in time.

### Marketing, Outreach and Recruitment of Students to Magnet Schools

As described above, increasing and maintaining integrated enrollment at all the MSAP school sites is essential to ensure that students have the opportunity to attend a high performing integrated magnet school. Currently, all MSAP project schools are involved in District-supported marketing and recruiting campaigns, as well as their own individual school -based outreach and recruitment activities.

Recognizing the specific needs of magnet schools, the District has developed centralized marketing campaigns for magnet schools and programs. Spearheaded by the District Communications and Media Relations (CMR) department, the Magnet department works with the Family and Community Outreach (FCO) department, departments of Student Services (including African American and Mexican American studies), Transportation, and School Community Services (SCS) to actively recruit students at family centers and local events, and to strategically market each magnet school's unique brand. This overall District level plan incorporates the following elements:

- “Brand Promotion” – emphasizing the need to create brand awareness - including site and central marketing kits (outreach, marketing and recruitment logo, brochures, materials).
- Use of Multiple Platforms – using as many platforms as possible to promote the schools and their programs. Current magnet marketing strategies utilize a variety



of platforms, including billboard advertising, recruitment events, and a website and social media presence.

- Timeliness – aligning outreach and marketing campaigns with key enrollment time periods. The District plans and implements current magnet marketing strategies to coincide with school enrollment windows to maximize brand exposure and to disseminate information throughout the community.

The following communication strategies are used to raise community awareness of magnet schools in general and specific school sites in particular:

- Advertising: The District uses its media budget judiciously but follows a multi-channel, multi-touch point strategy. In addition to television and limited radio advertising (in both English and Spanish), the District uses movie theater promotions, print and digital advertising to increase community awareness of magnet schools, as well as billboard advertising, and bus signage to promote brand awareness.
- District and Community Events: The District and individual magnet schools participate in a variety of Tucson community events, including Love of Literacy, “This is Tucson” School Fair, and Boo at the Zoo, as well as District events, including the High School Expo and Health Fair, Level Up Middle School Bash, and Kinder Round-Up.
- Informational Materials: The District has developed standardized marketing and information recruitment kits for each magnet school that are branded with the school and magnet theme logos.

- Targeted Mailings: The District uses geo-targeting to attract potential non-TUSD families to its magnet schools.

Since 2014, the District has expanded its use of social media platforms to include Twitter, Facebook, YouTube, and LinkedIn. Using a variety of platforms allows the District to regularly inform parents and community members about school/District events and important announcements while also providing information to non-District social media users. Beginning in SY 2018-19, the District began a multi-year update of both the central District website as well as individual school sites to highlight school programs. Each school, including all magnet schools, now have trained personnel who maintain and update their own websites.

While the District provides large-scale marketing and recruitment activities for each magnet school, the schools conduct many of their own outreach and recruitment activities. Table 4 presents the primary marketing and outreach and recruiting activities conducted in SY 2019-20 for each MSAP project school.

Table 4. SY 2019-20 Existing Marketing, Outreach and Recruitment Activities

<b>Primary Site</b>	<b>Bonillas</b>	<b>Tully</b>	<b>Palo Verde</b>
<b>Outreach and Recruitment Activities</b>			
Conducted outreach to pre-schools and attended pre-school recruitment fairs	X	X	NA
Completed follow-up phone calls with prospective families	X	X	X
Sent emails to prospective parents after recruitment events	X	X	X

Conducted school tours for prospective families	X	X	X
Hosted on-site recruitment events for families and community: Meet the Teacher, Open House, Star Party, Cultural Literacy Night, Future Freshman	X	X	X
School produced monthly newsletter		X	
Updated Social Media (Facebook, etc.) information			X
Attendance at feeder school events			X
Direct outreach through material distribution	X	X	X

Despite these tremendous efforts, the District and the school sites have not been successful in preventing enrollment decline at the three MSAP project schools. Consequently, each school site needs to re-examine its existing strategies, and develop plans specific to their targeted markets. These plans will be developed in the first year of the MSAP grant and implemented in subsequent years.

Using the MSAP technical guide, “Student Recruitment Toolkit,” the District and MSAP project schools analyzed and identified some key areas where improvements need to be made to existing approaches (The MSAP Center and G&D Associates 2013):

- Defining the audience and the brand: The CMR department provides each magnet school a marketing and recruiting kit that includes branded items such as brochures, banners, flyers, and other items for distribution. However, there have

been few efforts to systematically collect information from parents, students, and other stakeholders with respect to “brand awareness”, messaging, or other aspects of school outreach and recruitment efforts. The collection and analysis of this information from stakeholders as a first step will allow each school to better identify the factors that appeal to diverse audiences and create the appropriate messages in marketing and outreach and recruitment materials. In addition, each school will be better able to determine which elements are or are not supporting them to meet their objectives of their existing plans.

- Defining recruitment objectives and targets: Based on the information collected above, each MSAP project school will revisit its existing market, outreach, and recruitment strategies to see where improvements can be made. Each plan will also establish some measurable and reasonable objectives for each activity. While the schools record the number of responses or participants from each outreach event, there are currently no defined benchmarks in their plans.

District enrollment data and projections are used by each MSAP project school to identify their primary target racial/ethnic subgroups and to set enrollment targets based on the USP definition of integration. For District magnet schools and programs, entry level grades (Kinder, 6<sup>th</sup>, and 9<sup>th</sup> grade) are given the most attention with respect to meeting enrollment targets. However, little attention is spent looking at retention trends by cohort and its impact on overall school enrollment. This is particularly important at the high school level where student attrition can have negative consequences and contribute to low enrollment.

- Collect and Analyze Data to Inform Future Campaigns: Each MSAP project school conducts marketing campaigns that are aligned to the District's open enrollment calendar and the larger District campaigns. However, there is very little analysis as to what worked or not when creating the following years' plan. Data tracking strategies and post assessment surveys will be incorporated into each sites' marketing and outreach and recruiting activities wherever possible.
- Action strategies for Recruiting Families: Parents and students can serve as major advocates for each school. Each site MOR plan will define a role for parents, students, and collaborative partners to participate in creating the MOR plan and implementing action items.

#### The MSAP Project Schools MOR Plans

The District will work with the three MSAP project schools to develop comprehensive MSAP school MOR plans that will be implemented in SY 2021-22. At the beginning of this process, the District and MSAP project teams will conduct a comprehensive assessment of students, parents, staff, and community stakeholders in order to better understand how each MSAP school is perceived and what school factors are seen to be positive or negative. The scope of the assessment will range from the condition of the facilities to the awareness of the school's magnet theme. This information will be used to refine "messaging" and dispel possible misperceptions for each school site. In addition, the information gathered will allow each MSAP school to identify gaps in existing marketing and recruiting strategies in order to better target potential families and to be more successful in reaching their recruitment objectives (Objectives 1.1., 1.2). The analysis will include looking at market segments such as

race/ethnicity, socio-economic factors, and attendance status (neighborhood, non-neighborhood, magnet, and out of District) in order to support targeted recruitment.

Each site MOR plan will include but is not limited to the following elements:

- The messaging that will be used in promotional and recruitment materials are based on the findings of the comprehensive assessment
- A description of how data will be collected through recruitment tracking and stakeholder feedback
- The identification of targeted opportunities for how prospective families and students can visit the school site
- The incorporation of how current families and school parent organizations will be used in outreach and marketing events and activities
- The identification of targeted opportunities for staff and students to participate in outreach activities
- The collaborative partnerships that can support outreach and recruiting activities by “spreading the word” about each school site and its magnet program
- The forging of collaborative links with MSAP pipeline schools that result in joint outreach and recruiting efforts
- The identification of the outreach strategies that will be used to retain as well as to attract new students

The school administrators and the Magnet Coordinator at each MSAP project school will work with the designated District marketing specialist and the MSAP Grant Coordinator in completing these plans which will be assessed at the end of each grant year and revised according. This continuous improvement cycle will allow the schools to

identify the most effective outreach and recruiting strategies that successfully attracts diverse students to their campus.

Much of the marketing and recruiting efforts will be funded through District resources. There are no anticipated financial costs associated with developing and implementing comprehensive MOR plans, outside of the initial comprehensive stakeholder assessment. The implementation of MOR efforts are already managed by each school's Magnet Coordinator and that will continue under the MSAP grant. Budget line items in this category are primarily to improve magnet theme visibility with interior and exterior signage, bulletin boards, and replacement marquees.

**(2) How it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools**

The District will foster interaction in the classrooms by adopting and supporting the implementation of the following collaborative student instructional practices through professional development and coaching as described in Selection Criterion (b).

- Project-Based Learning (PBL) will provide an authentic experience where students work together to investigate and to resolve real-world challenges. PBL will require teachers to integrate the intentional use of cooperative group learning into classroom instruction as a pedagogical strategy for fostering positive interactions among students.
- Discussion Strategies will involve all students in deep conversations using protocols that promote equitable participation among all students and allow English

Language Learners, disengaged students, and historically marginalized students to feel more confident in participating. Examples include Think Time, use of open-ended questions, four corners, and fish-bowl discussions. High level discussion strategies involve students initiating discussion with each other and limiting the exclusive teacher to student interactions.

- Collaborative Learning Structures or specific strategies that promote respectful interactions between students by focusing on team building, social interaction and communication, and thinking skills.

The District will foster interaction outside of the classrooms by offering well-aligned and supportive theme-based extracurricular activities and strong summer programs at each school. The District currently has two Extracurricular Specialists (one dedicated to elementary and K-8 schools and one who works with middle and high schools) that work with the schools on identifying specific extracurricular activities that can engage students outside of the classroom. These positions not only support the schools' efforts to provide extracurricular activities that are of interest to students, but they regularly monitor student participation to ensure that all students have an opportunity to participate, and that participation is reflective of overall student enrollment. During the first year of the grant, the specialists will meet with the MSAP Management team quarterly to review the extracurricular activities offered, student participation statistics, and identify any issues with implementation or barriers to participation. In subsequent years, these regular meetings will drop to three times a year.

In addition to extracurricular, each MSAP project school will offer individualized theme-based summer academic enrichment programs – an activity that the District has



been unable to afford for several years. These summer programs will reinforce student learning and increase student self-efficacy and motivation to learn.

Recruitment efforts will be monitored to ensure that all students can participate.

Attendance will be tracked by student demographics such as race/ethnicity, socio-economic status, and English Language status to ensure that these activities are representative of the student population as a whole.

**(3) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school**

To ensure participation in all MSAP project classes and activities that mirrors school enrollment characteristics, school enrollment data as well as activity participation data in all magnet-themed classes and activities will be tracked and disaggregated by demographic and socio-economic characteristics. If any disparities are found, the MSAP Management team will conduct an analysis to identify the root causes of these discrepancies and to address the findings. Information will be collected from District sources, students and families in completing the analysis.

In addition, the MSAP grant project will be monitored by the District MSAP Project Committee. Representatives on this committee include the Student Equity Support Services departments (African American, Mexican American, Native American, Pan Asian American, and Refugee services) and the Advanced Learning Experiences (ALE) department whose roles are to ensure diverse participation in all school academic and non-academic school activities. At the school level, each MSAP project school will

establish a School MSAP Advisory Committee whose members will include site staff, parents and community representatives. This group will provide guidance and support for the project.

**(4) The effectiveness of all other desegregation strategies that are proposed regarding MGI**

In addition to the implementation of magnet schools, other desegregation strategies include attendance boundary adjustments, feeder pipelines, transportation, and the student assignment lottery.

Attendance Boundary Adjustments: The District conducts a review of school boundaries on a regular basis and must review the boundaries for any oversubscribed school annually. Any proposed school boundary change must go through an internal review process and be accompanied by a desegregation impact analysis (DIA) that analyzes the effect of the change on any affected school. Recent proposals have included grade reconfigurations (Drachman K-8 Magnet) and the elimination of the attendance boundary (Roskrug K-8 Dual Language Magnet). It is not anticipated that the District will propose school boundary adjustments for the three MSAP project schools.

Feeder Pipelines: The creation of feeder pipelines allows students to automatically move from one school level to another without difficulties. This is particularly important for magnet schools where students can continue their specialized academic course of study as they transition from elementary to middle to high school. All three MSAP project schools are part of a magnet pipeline. Students graduating from

Bonillas are automatically offered enrollment at Dodge Magnet Middle School where they can continue with a traditional academic focus. Similarly, Tully students can transition from the elementary GATE program to the middle school open access GATE program at Roberts-Naylor which serves 6<sup>th</sup>-8<sup>th</sup> grade. Palo Verde serves as the magnet pipeline for students who attend the math and science magnet program at Booth-Fickett K-8 Magnet School and the STEM magnet program at Mansfeld Middle Magnet School. The MSAP project will allow each school to build stronger relations with their pipeline schools that not only supports student learning but can assist with marketing and recruiting efforts to promote their academic magnet themes.

Transportation: The ability for students to attend the school of their choice and to participate in school activities is often contingent on adequate transportation. Under existing TUSD policies, all students within TUSD boundaries who attend a magnet school and live outside a walk zone (usually 1.5 miles) are eligible for District transportation. This allows students to attend any magnet school or program within the District. In addition, due to the magnitude of the geographic size of the District, TUSD has initiated a “transfer” system that allows students to travel to a transfer point from where they can take a bus or a shuttle to their school. This provides a significant impact on reducing the travel times for students. All three of the MSAP project schools are part of a transfer system. Finally, the District provides “activity buses” to schools to support student participation in afterschool activities. Currently both Tully and Palo Verde utilize this option for their students.

**(b) Quality of Project Design**

The District's Comprehensive Magnet Plan (CMP) outlines the academic criteria that magnet schools must meet to maintain their magnet status (see Appendix B. Comprehensive Magnet Plan). The criteria are based on student academic performance on the State assessment (AzMERIT):

- a. The state accountability measure Letter Grade – Magnet schools must earn and maintain an A or B letter grade
- b. Proficiency rates for students in ELA and mathematics – Magnet schools must have an overall proficiency rate that exceeds the school level (Elementary, K-8, Middle, High) proficiency rate in ELA and mathematics
- c. Achievement gap between White-African American students and White-Hispanic students - Magnet schools must eliminate the academic gap between these populations in ELA and Mathematics within two years

Each Magnet school that does not meet the criteria has two years in which to make substantial progress towards these objectives before they could potentially lose their magnet status. As 'C' rated schools in the Arizona Department of Education (ADE) accountability model, all three MSAP schools need to show academic progress.

**(1) The manner and extent to which the magnet school program will increase student academic achievement in the instructional area or areas offered by the school, including any evidence, or if such evidence is not available, a rationale based on current research findings, to support such description**

The TUSD Magnet department has developed an academically focused funding and support structure to assist magnet schools that need additional instructional support. In this process, the District uses achievement data to identify each magnet school's academic needs and then allocates funding and support services based on these needs. The Magnet department focuses on providing support for best practices required of all magnet schools and collaborates with magnet school principals to define and detail the specific support needed by each school.

The District academic supports include purposeful school visits and uses coaching-feedback protocols to strengthen instructional infrastructure through a cycle of observation, evaluation, and reflection to support school leadership teams with the day-to-day tasks that are essential to student achievement. The primary academic support provided to schools by the Magnet department is to work side-by-side with school leaders (principals, assistant principals, Curriculum Service Providers, Magnet Coordinators and other who support teacher expertise) with a focus on practices that yield results for academic excellence. The Magnet department conducts purposeful school-visits that are focused on the following instructional related practices that have the most impact on student learning: (a) the quality of Tier 1 core instruction; (b) the delivery of a guaranteed and viable curriculum aligned to the magnet theme, (c) the effectiveness of the Professional Learning Community (PLC) and Collaborative Teacher Teams (CTTs); and (d) the delivery of supplemental Tier 2 interventions. Table 5 below provides additional detail with respect to District curriculum and instructional-focused standards

Table 5. District Curriculum and Instructional Standards

The following District curriculum and instructional focused standards are mandated by the Magnet department to support academic achievement for all students attending magnet schools.

**Quality Tier 1 Core Instruction:** Quality Tier 1 core instruction focuses on the planning and implementation of high quality, researched-based classroom instruction. To ensure that underachievement is not due to a lack of appropriate instruction, District leaders have the responsibility to develop a system that reassures, supports, and recognizes teacher expertise. Kim Marshall notes in *Rethinking Teacher Supervision and Evaluation* that “*the quality of instruction is the single most important factor in student achievement.*”

Research from Robert Marzano, Tony Frontier, and David Livingston show that there is a strong correlation between teacher expertise and student achievement. They maintain “*one incontestable fact in the research on schooling is that student achievement in classes with highly skilled teachers is better than student achievement in classes with less skilled teachers*” (*Effective Supervision: Supporting the Art and Science of Teaching*)

Based on the work of Paul Bambrick-Santoyo, *Leverage Leadership* (2012), that focuses on how principals should use their time to drive excellence in schools, TUSD magnet school leaders receive professional development on how to provide systematic observations and feedback sessions to develop teacher expertise through an “Observation and Reflection Cycle” (OR cycle). Through this process, teachers receive frequent observations followed by timely feedback, teacher reflection, and practice that focus on one or two specific classroom strategies and behaviors during a set time frame.

Receiving feedback through the OR cycle provides teachers with up to 30 opportunities a year to reflect, practice and implement strategies to improve their delivery of quality instruction, which equals to as much as most teachers receive in 20 years.

**Tier 2 and Tier 3 Student Supports:** Students who have difficulty mastering academic standards through Tier 1 Instruction receive interventions outside of the classroom to allow additional time for learning. Each magnet school utilizes the Multi-Tiered System of Support (MTSS) to provide interventions in Tiers 2 and 3 to support students with academic and behavioral issues. MTSS is a team-based process where every school site collaborates as a cohesive team to identify the individual needs of students using diagnostic data. The MTSS team also identifies appropriate interventions and monitors the effectiveness of interventions. All individual MTSS interventions are tracked through a dedicated system in Synergy – the District’s student management software.

**Professional Learning Communities and Collaborative Teacher Teams (PLC-**

**CTTs):** To support academic achievement and quality instruction, a District priority is that all schools function as a professional learning community (PLC) to provide high levels of learning for both students and teachers. Research shows *“the most promising, strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community and the path to change in the classroom lies with and through professional learning communities (qtd. In Many & Sparks, chap 4).* Within each school framework of a PLC, lies the work of collaborative teacher teams (CTTs). Scholars have proposed that “the path to change in the classroom lies within and through more collaborative professional communities among teachers” (McLaughlin & Talbert, 1993: 18).

The work of each CTT is to focus on critical aspects of core instruction and formative assessment. Teachers work collaboratively to ensure that the following steps are effectively applied in their classrooms: 1) clearly define essential student learning outcomes; 2) plan and provide effective Tier 1 core instruction; 3) assess student learning and the effectiveness of Tier 1 core instruction; 4) identify students in need of additional time and support to master the essential learning and; 5) plan and provide supplemental Tier 2 interventions for students who have not mastered the essential learning.

As described in the Comprehensive Magnet Plan (CMP), the frequency and intensity of support that each magnet school receives varies according to level of need (Appendix B. Comprehensive Magnet Plan). For instance, magnet schools identified with Level 3 needs are visited each week by Magnet departmental staff while magnet schools at Level 2 are visited monthly and those at Level 1 are visited quarterly. In SY 2019-20, Tully was identified with Level 3 needs, while Bonillas and Palo Verde were at Level 2. Prior to the closure of schools due to the coronavirus, all magnet schools were receiving direct in-school visits from Magnet Program Coordinators as determined by their level of support.

#### MSAP Project Common Academic Focus

A well-rounded education does not only consist of mastery of core studies but also of training in critical thinking and problem-solving. Providing a rigorous and relevant student-centered curriculum aligned to each school magnet theme and grounded in hands-on learning will provide instructional building blocks and collaborative learning environments to develop lifelong learners and 21<sup>st</sup> century global citizens.



The MSAP project schools have great promise to successfully maximize existing programs by developing excellent magnet-themed programs in which students can gain high academic proficiency. Through each of the three MSAP school projects, students will gain the content knowledge, interest, confidence, and life skills necessary to propel them forward academically to succeed in college and career. MSAP will facilitate innovative educational methods and practices that appeal to a more diverse population of students and through a recruiting program that empowers parents to make choices among a set of truly unique education experiences. These ways and means support the improvement of student achievement and are reflected in the design of this project and its goals and objectives.

In order to supplement and to strengthen the existing academic support structure, the District will use MSAP grant funds to provide training and support to all three project schools on a student-centered learning approach - project-based learning (PBL). This instructional approach was selected to create a shift from classroom practices of short, isolated teacher-centered lessons to one that engages students in the learning process and allows them to make cross-curricular connections to the content they learn. By moving away from teacher-centered classroom practices, teachers will achieve greater success at captivating student interest and keeping them engaged. Research has shown that engaging students in a topic or a task can also result in less classroom disruption (Lambros, 2002). Integrating an inquiry and project-based approach with interdisciplinary thematic curricula fosters student development of important 21<sup>st</sup> century skills and increases student's opportunities for success by connecting discrete content topics into projects that address challenging questions or

issues. Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes toward learning (Strobel & Van Barneveld, 2009; Walker & Leary, 2009).

An additional benefit of PBL is that it allows for differentiation for students who require accommodations or modifications. PBL can be modified at every stage of the design process; teachers can differentiate the content, process, and product of the assignment, according to the student's readiness, interests, and learning profile (Buck Institute for Education, n.d.).

In the application of PBL approaches, the MSAP project schools will integrate the intentional use of cooperative group learning as a pedagogical strategy for fostering collaboration and positive interaction among students. Collaborative learning techniques are student-centered and are designed to promote collaboration among all students involved in the activity. According to Slavin and Cooper (1999), *"Because cooperative learning groups encourage positive social interaction among students of diverse racial and ethnic backgrounds, they have great potential to facilitate the building of cross ethnic friendships and to reduce racial stereotyping, discrimination, and prejudice."*

TUSD recognizes that teachers cannot become experts in PBL overnight. Transition from traditional instruction to PBL is a journey that necessitates sufficient training and coaching to ensure quality PBL experiences in the classroom. Therefore, teachers will receive ongoing training, support visits for classroom coaching, and unit

planning review from engage2learn (e2L). e2L will follow-up with each school by providing coaching and modeling to support teachers through the implementation of their first planned project. Further training in research-based practices will address challenges towards successful implementation of PBL. For example, teachers will receive training on grouping strategies and how to establish effective and genuine collaboration among all students to encourage extended and frequent opportunities for interactions with those from different racial and ethnic backgrounds.

All three MSAP project schools have committed to implementing PBL in their schools' project plan. The scope and schedule for the training on PBL is described below in Selection Criterion (b) (2).

In addition to training on PBL strategies, MSAP will support additional professional development training based on individual site needs. These trainings will focus on high quality, differentiated, culturally responsive core academic and behavioral instruction, as well as developing systematic accountability processes for monitoring implementation in the classroom. This ongoing professional development will include reinforcement of Tier 1 instructional strategies such as effective questioning, modeling, development of common formative and summative assessments, and grouping strategies. Training sessions will also focus on strengthening the PLC-CTT work to support the planning and implementation of learned strategies. The training conducted by educational specialists will the use and practices of project-based learning, differentiated instruction, professional learning communities, inquiry, and character education. Details of these trainings are provided in Selection Criterion (b) (2).

## **Magnet School Designs**

While implementation of PBL will be the shared pedagogical focus, each MSAP project school will have its own unique focus based on their individual school needs and magnet theme. The following description of each school's MSAP project design summarizes the specialized curriculum and instructional approaches, professional development plans, extracurricular and summer programs, collaborative partnerships, and proposed family engagement initiatives.

### Bonillas Traditional Magnet Elementary School

Established as a magnet school in 1985, Bonillas Traditional Elementary Magnet School embraces a magnet theme of traditional academics devoted to helping all students consistently achieve the highest possible competence in basic skills. This traditional magnet theme is supported by Character Counts – a character education program that inspires students to become good citizens and to assume responsibility for personal behavior. Through a learning environment that employs a sequentially structured academic program, Bonillas students develop basic skills and gain confidence by applying those skills to real-world problems. To empower students to become proficient readers by the time they enter middle school, phonemic awareness is taught in kindergarten then reviewed and scaffolded as each student progresses through grades one through five. Math competency is supported by teaching students to break-down math problems into comprehensible steps and then use those steps and procedures to analyze and to solve real world problems. To promote comprehension and enable students to make connections between core subjects, teachers focus on an interdisciplinary approach to teaching the core subjects. Research has shown that using

this interdisciplinary integration in the primary grades has a positive effect on student learning (Denemea, 2012). Therefore, MSAP will provide Bonillas with the capacity to provide training and support to expand teachers' skill sets to create opportunities for authentic application of math and language arts concepts and skills through project-based learning.

Traditionally, a high performing magnet school, Bonillas has faced challenges in recent years. Teacher turn-over has been high with more than one third of its teaching faculty leaving in SY 2018-19. A new principal, Mr. Frank Schiavione, was appointed in SY 2019-20. Rated as a 'C' school in SY 2018-19, Bonillas raised student academic proficiency in English Language Arts (ELA) to 41% - an 11% increase from SY 2016-17. While meeting the academic criteria to exceed the elementary school level proficiency rate for ELA, this success came at the expense of increasing the academic achievement gap between African American and White students (the gap grew from a -6% in SY 2017-18 to -17.8% in SY 2018-19) and between Hispanic and White students as illustrated in Table 6.

Table 6. Bonillas Three Year Gap Analysis

Bonillas	Total ELA		Achievement Gap (ELA)		Total Math		Achievement Gap (Math)	
	N Tested	% Proficiency	African Am. vs White/Anglo	Hispanic vs White/Anglo	N Tested	% Proficiency	African Am. vs White/Anglo	Hispanic vs White/Anglo
2016-17	195	30.30%	4.20%	1.10%	195	37.90%	-4.20%	0.50%
2017-18	183	32.20%	12.70%	3.10%	183	44.80%	-5.90%	5.00%
<b>2018-19</b>	<b>179</b>	<b>41.30%</b>	<b>-6.70%</b>	<b>-12.40%</b>	<b>178</b>	<b>34.30%</b>	<b>-17.80%</b>	<b>-7.00%</b>
2018-19 vs 2016-17	11.10%		-10.80%	-13.50%	-3.70%		-13.70%	-7.50%
2018-19 School vs Elem level	0.20%					-4.70%		

In contrast, math proficiency rates in SY 2018-19 fell to their lowest point in three years to 34% - 5% lower than the elementary school proficiency rate of 39%.

Achievement gaps also grew. As a result, Bonillas failed to meet the required academic criteria for a magnet school.

Under the MSAP project, Bonillas will expand on effective practices that build student academic skills and increase their self-efficacy as well as provide additional opportunities for family and community engagement. Bonillas will reinforce academic achievement through the creation of a robust summer program by adding extracurricular activities that allow students the opportunity to overcome gaps in their learning and to deepen their understanding by applying core concepts in real world situations. These activities will also strengthen student engagement and reinforce lessons learned in the classroom by connecting the school with community partners such as the University of Arizona, Pima Community College, and local businesses; and through events such as the Southern Arizona Research, Science and Engineering Fair, and The River of Words competition sponsored by The University of Arizona Poetry Center. MSAP funds will allow the school to invest in technology to support student learning in grades 3-5 and to provide computers for parent classes. The purchase of Chromebooks will provide personalized learning opportunities for students, expand their critical thinking skills, and promote personal responsibility. The MSAP project will enrich Bonillas' magnet emphasis on character education through the addition of multi-cultural materials to the library and classrooms which will be utilized to raise student cultural awareness and to provide resources for student projects that will be displayed and presented at school community events. In addition, these resources will help the school to expand on the

fall festival, "*Bonillas Meet Yourself*" to include more student interdisciplinary projects around multi-cultural themes. This will allow the school to promote multi-cultural awareness in its school community and to celebrate the diversity of its students and community members. Finally, MSAP will help build effective parent-school partnerships by providing evening seminars for parents and families on academic strategies to reinforce student learning and on character education through Love & Logic parenting strategies. The awareness of the parenting strategies will allow parents to provide positive parenting and teaching techniques that build healthy relationships with children.

Interwoven within the fabric of the school is an emphasis on student character education, which can positively affect student cognitive competencies and socio-emotional well-being, leading to higher academic success and a reduction in behavioral disruptions (Berkowitz, 2006). Strong student 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, collaboration, and social competence. While the school has integrated the Character Counts Six Pillars of Character into its Positive Behavioral Intervention Support (PBIS) system and utilizes the Character Counts lesson plans in the classrooms, it has not designed nor implemented a comprehensive character education program that goes beyond the adoption of a core set of values as reflected in Principle 1 of the Character Education Partnership (CEP) *Eleven Principles of Effective Character Education* (Lickona, 2007). In a review of the program, some of the less developed program components include opportunities for students to engage in service learning, teacher and staff modeling of positive behaviors, and inclusion of families in the process. The MSAP project will allow



Bonillas to fully implement its character education program in support of meeting its academic objectives. Because of the promise of character education programs to support student academic competencies and learning, the District selected this topic as the subject of its impact study.

Bonillas will use MSAP grant funds to:

- Implement PBL strategies school-wide.
- Provide professional development and job embedded coaching to build teacher and staff capacity and to use research-based instructional practices that support student literacy skills and strengthen PLC-CTTs.
- Create personalized learning opportunities for students by purchasing additional computer tablets.
- Offer summer academic enrichment programs. The school will offer an annual summer math camp for 3<sup>rd</sup> through 5<sup>th</sup> graders to address student's low achievement in mathematics. The two-week camp will strengthen core skills through engaging, interactive activities. In addition, a summer Jump Start program will enable incoming third graders to gain skills and strategies to be successful in upper level grades and to remediate any deficiencies in math and ELA that will be assessed for the first time on the Arizona State Assessment (AzM2).
- Provide extra-curricular activities for students outside of the classroom. These extracurricular programs will provide opportunities for students to overcome gaps in their learning and apply core concepts in real world situations. For example, the school will host a chess team that will enhance problem solving skills, as well as a speech and debate club which will reinforce reading

### Tully Magnet Elementary School

Tully K-5 Magnet Elementary school is an elementary “open access” Gifted and Talented Education (GATE) magnet school and the only one in the state of Arizona. As an “open access” school, Tully Magnet Elementary School’s staff and administrators believe all students are uniquely gifted and deserve the opportunity to access gifted education instruction and pedagogy. Tully teachers strive to inspire a passion for life-long learning that is nurtured through a whole-child approach and is targeted toward each child’s individual strengths and needs. Students are encouraged to celebrate who they are as individuals, while embracing their role in a global society.

The Tully GATE magnet program ensures that all students receive gifted instruction and strategies embedded in their daily instruction, in a self-contained classroom environment taught by a GATE endorsed teacher. This is sustained through the implementation of an instructional model where teachers work directly with experienced GATE teachers who model effective instructional strategies. Ideally, teachers are also provided time to collaborate and to create integrated thematic units using inquiry-based approaches.

Obstacles, such as declining student enrollment and principal and teacher turnover, has hindered the capability for Tully to build a sustainable successful magnet program Tully has experienced a 23 percent decline in enrollment in the past few years. Additionally, since the transition to a GATE magnet, Tully has had three different principals with varying levels of commitment and understanding of GATE education. Spearheaded by a new principal in SY 2019-20, the current administration is fully

committed to improving the GATE magnet, refining academic instruction and opportunities for all students, and supporting teachers in learning the skills that they need in order to expand their expertise to be effective GATE teachers. Therefore, the emphasis going forward is to build the capacity of the administration and staff to deliver high quality GATE instruction through a strong interdisciplinary GATE program in order to retain students and to draw students from diverse neighborhoods of varying socioeconomic status. These efforts are supported by the District's GATE department as well as the Magnet department.

Rated as a 'C' school in SY 2018-19, Tully has seen little improvement in student proficiency in ELA and math over the past three years. Student proficiency in ELA is well below the elementary ELA proficiency rate of 41%. Student proficiency in mathematics has fallen by 7% since 2016-17 and remains below the elementary math proficiency rate of 39%. Achievement gaps between African American/White and Hispanic/White are negative. The decrease in the ELA achievement gaps between African American/White and Hispanic/White is primarily a result of a drop in the performance of White students, as illustrated in Table 7.

Table 7. Tully Three Year Gap Analysis

Tully	Total ELA		Achievement Gap (ELA)		Total Math		Achievement Gap (Math)	
	N Tested	% Proficiency	African Am. vs White/Anglo	Hispanic vs White/Anglo	N Tested	% Proficiency	African Am. vs White/Anglo	Hispanic vs White/Anglo
2016-17	164	31.1%	-26.9%	-22.1%	168	38.7%	-15.4%	-16.4%
2017-18	171	31.6%	-22.0%	-17.1%	175	30.9%	-11.6%	-6.5%
<b>2018-19</b>	<b>177</b>	<b>29.9%</b>	<b>-5.4%</b>	<b>-6.8%</b>	<b>178</b>	<b>31.5%</b>	<b>-24.1%</b>	<b>-20.3%</b>
2018-19 vs 2016-17	-1.2%		21.6%	15.3%	-7.2%		-8.7%	-3.9%
2018-19 School vs Elem level	-11.2%				-7.5%			

With this level of academic achievement coupled with the state letter grade, Tully has failed to meet the required academic standards established for magnet schools for the past two school years.

In order to improve academic achievement and to increase its educational appeal to families, Tully will expand and solidify its GATE focused theme to encompass the entire school community through a rigorous curriculum that is fully embedded within Language Arts, math, science, and fine arts and through collaboration with business and community partners. In addition to core subjects, electives will be offered to extend learning and opportunities for student engagement through high interest activities such as: robotics, 3d printing, Creative Spirit games, as well as through extension programs such as Genius Hour where students explore any subject of their choosing. This student-led, inquiry-based approach allows students to make connections to academic content as they investigate a topic they are passionate about and provides them with the opportunity to think critically, to demonstrate creativity, and to problem-solve.

As a result of the school's emphasis on GATE instruction and assessment that meets the unique and diverse educational needs of its students, teachers will receive substantive and ongoing training on a variety of instructional strategies to help all students reach their full potential and to ensure each student is fully capable of accommodating the acceleration and enrichment of a curriculum that aligns to published academic standards and challenges students. The strategies will include differentiated instruction based upon students learning strengths and needs using an interdisciplinary approach, collaborative grouping, project-based learning, and applying curriculum compacting to ensure a high interest curriculum that attracts students from diverse

backgrounds. Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities (Reis & Renzuli, 2015). Additionally, teachers will receive training and support on specific GATE strategies such as; assessing GATE learning styles, techniques for promoting critical thinking skills, the Habits of a Scholar, and Depth and Complexity for All, a curricular model developed by Dr. Sandra Kaplan that seeks to increase rigor into the general curriculum by promoting skills for approaching and analyzing new information (Haberlin, 2020). MSAP funds will not only support the extensive professional development opportunities for teachers, but will go towards creating a professional GATE resource library where teachers have access to professional GATE reference materials and hands-on materials and manipulatives for their classes to utilize on a regular basis.

Tully will also implement a math intervention system that screens students for deficits in basic skills and provides targeted support to develop those skills. Math competitions are a useful means to reinforce math skills, to develop math proficiency, and to develop critical thinking and problem-solving skills. Therefore, Tully will provide coaching and support for students to participate in competitions such as: the Noetic Learning Math Contest, a biannual math problem-solving contest for elementary students in grades 2 through 6. The goal of this competition is to encourage young students' interest in math, to develop their problem-solving skills, and to inspire them to excel in math.

Tully will also implement a robust summer program to essentially extend the school year for its students, targeting those students most in need of academic support but not limiting student participation. The summer program will be a full-day program to provide a wide variety of learning opportunities for students in ELA, math, fine arts, STEM and physical activity. The goal of the summer program is to continue to eliminate learning gaps identified for students and to extend and enrich their educational experiences. Tully will also provide a variety of experiences in the community for students to apply their learning in 'real world' situations through field trips.

In order to build academic capacity among K-3 students and to lay the groundwork for GATE instruction, Tully will implement the Primary Education Thinking Skills program, or PETS™, a systematized enrichment and diagnostic thinking skills program that will further develop students' critical thinking skills. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Bloom's Taxonomy.

MSAP funds will support the creation of personalized learning environments for student collaborative work. MSAP funds will provide additional funding to complete a library update that includes new technology and collaborative learning spaces that allows student to research and to create projects of their own design with the guidance of certified staff. MSAP funds will also support the redesign of a classroom space into a collaborative learning lab/Maker's Space where students can develop hands on projects over an extended period of time. Through the use of these collaborative spaces, students will be able to access resources and work together on interdisciplinary

projects. Additionally, students will be able to pursue self-selected and self-directed projects to extend their core learning.

Tully will provide opportunities for parents and community members to be engaged in the magnet program. Tully already has a fairly robust parent program that supports parents in learning English, but the school seeks to extend academic engagement opportunities for its families. Primarily, the school will host quarterly evening symposiums where families and community members engage in “demonstration of learning” presentations that showcase student work. Guest speakers, school staff, and students will give presentations on student learning and classroom activities to keep parents abreast of what is happening in their child’s classroom. CommunityShare will provide access to community partnerships to provide off campus opportunities for internships and field trips.

Tully will use MSAP grant funds to:

- Implement PBL strategies school-wide
- Provide professional development training on specific GATE strategies such as: assessing GATE learning styles, techniques for promoting critical thinking skills, the Habits of a Scholar, and Depth and Complexity for all
- Create personalized learning environments through a GATE Collaborative Learning Lab and Library renovation
- Implement the Primary Education Thinking Skills program, or PETS™, a systematized enrichment and diagnostic thinking skills program that will further develop students’ critical thinking skills



- Develop student creativity by hiring a Maker's Space instructor to guide student inquiry into hands on project building and creative interdisciplinary work
- Offer a full day summer academic enrichment program as an extension of the school year. Camp Tiger will reinforce student learning
- Implement Creative Spirit – a Physical education program that provides a variety of activities that involve cooperative and leadership opportunities for students without competition
- Continue to provide extracurricular activities after the end of the 21<sup>st</sup> Century Collaborative Learning Centers grant in 2021-21.
- Engage Families and Community members by offering symposiums that showcases student projects and informs parents and community members as to what is gifted and talented education.

#### Palo Verde High Magnet School

Founded in 1963, Palo Verde High Magnet School (PVHMS) is a diverse, integrated, urban high school in the Tucson Unified School District. The school's magnet STEAM (Science, Technology, Engineering, Arts, and Math) academic and career pathways are implemented through a variety of course offerings and programs that can lead to industry certification and/or dual credit at a college or university. Palo Verde's magnet 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.

Studies have found that STEAM education is important to facilitate students' interests and understandings about science and technology and to develop their

abilities in integrated thinking and problem solving (Bequette & Bequette, 2012; Wynn & Harris, 2012; Yakman, 2012). Research also points to the benefits of integrating content; “By weaving big ideas and important skills from different disciplines, teachers can maximize classroom time and reinforce concepts and skills across subjects” and foster cross-curricular collaborations (Park & Abell, 2007, p. 58). Research on integration also suggests that, “a number of K–12 studies sustain the notion that integration helps students learn, motivates students, and helps build problem-solving skills” (Czerniak, 2007, p. 545).

Palo Verde’s STEAM Program includes the following Career and Technical Education (CTE) Programs: Engineering, Computer Science, Film and Television, Digital Communications, and Sports Medicine. Students in the Engineering Program have an excellent opportunity to combine knowledge and skills acquired in both electrical and embedded software design by utilizing a robotics theme to apply mobile robot design techniques. During Computer Science courses, students learn fundamentals of computing, including problem-solving, working with data, understanding the Internet, cyber security, and programming. The school’s Film and Television program prepares students to work in a variety of positions within the broadcast news, film, and television industries. Through all the magnet academic/ career pathways, students experience and refine important 21<sup>st</sup> century skills such as: teamwork, learning-by-doing, collaboration and learning from one’s peers.

To complete the STEAM program, Palo Verde offers many Fine Arts options. Some of these courses include Theater Arts, Orchestra, Band, Jazz Band, Studio Art, Clay, Piano, Choir, Drawing and Painting, Stage Management, and Dance. Students

can also enroll in classes ranging from Marine Biology, Forensics, Chemistry, Biology, Anatomy, and Earth Science. The school emphasis is on ensuring that every student graduates PVHMS well prepared for college or a career by offering Advanced Placement (AP) courses, dual credit options, and through its strong partnership with JTED career and technical education.

Although implementing a STEAM approach has great promise towards promoting academic achievement, in recent years, declining enrollment and lack of academic rigor have prevented PVHMS from meeting its primary goal of offering student's high quality and engaging academic programs within a safe and nurturing environment.

In SY 2018-19 TUSD high schools, including Palo Verde, were no longer required to take the annual AzMERIT state assessment and could opt to take the ACT and end of course exams instead as a measure of student proficiency in core subjects. As a result, there is currently little detailed academic performance data available for PVHMS. Instead, the primary focus has been on college and career readiness indicators, such as performance on the ACT or SAT, successful completion of dual credit courses, or earning a CTE certification or license. The state collects this data for the senior cohort that are expected to graduate that year. Each indicator is weighted through a point system. Table 8 shows the number and percentage of the cohort that met the selected CCRI indicators while Table 9 shows the overall points earned. While there was improvement in many areas (e.g. AzMERIT Algebra 2 or ELA 11 proficiency rates), other indicators, such as meeting the proficiency criteria on the ACT did not.

Table 8. Selected CCRI indicators for Palo Verde

CCRI Indicator	Number of Students	% of Senior Cohort	Number of Students	% of Senior Cohort
	SY 2017-18		SY 2018-19	
Passing Score on AzMERIT Algebra 2 or ELA 11	33	16%	55	21%
Meets Cut Score ACT English $\geq$ 18, Reading $\geq$ 21, Math $\geq$ 22 , Science $\geq$ 20	65	32%	64	24%
Meets Cut Score SAT	26	13%	21	8%
Meets Cut Score $\geq$ 3 on AP Exam	13	6%	24	9%
Passes a College Level English, Math, Science, Social Studies or Foreign Language Course	2	1%	63	24%
Passes a CTE Course for which College Credit can be Earned with an A, B, or C	25	12%	35	13%
Completes a CTE Course with an A, B, or C (Outside of Complete Sequence)	161	79%	182	68%

Earns Industry Recognized Credential, Certification or License See State Board Approved List	13	6%	22	8%
CTE Sequence and Passes Technical Skills Assessment	14	7%	56	21%

Table 9 below shows that overall Palo Verde is achieving at a lower academic than other TUSD high schools.

Table 9. Overall CCRI Points Earned

School Name	Palo Verde	Palo Verde
Year	FY 2017-2018	FY 2018-2019
Total Number of Students	205	267
Total Points	14.2	14.3
Mean Points - all HS	17.0	17.1
Point Range - all HS	14.2-21.3	13.6-21.9

As table 9 shows, Palo Verde earned a total of 14.3 points out of 20 in SY 2018-19 – virtually unchanged from the 14.2 points earned in SY 2017-18, and well below the high school average of 17 points.

There are several approaches that PVHMS will apply through the MSAP project to turn around the academic and enrollment decline. One of the factors in successfully implementing STEAM is through an integrated approach that requires an intentional connection between standards, lesson design/implementation, and assessments.

Collaboration, inquiry, and an emphasis on project-based learning are at the center of a successful STEAM approach; therefore, through the MSAP grant, PVHMS teachers will receive materials and professional development to refine these skills. Teachers will have opportunities to collaborate on designing integrated unit plans during unit design days facilitated by engage2 learn as described in part b (Quality of Project Design) regarding curriculum design.

Cross-age Peer Mentoring: PVHMS students will benefit from experiences outside the classroom to foster social and academic skills, to build connections and community on campus, and to reinforce their learning. One way this will be achieved is through the implementation of a cross-age peer mentor program. Cross-age peer mentoring programs focus on supporting the safety, connectivity, and social-emotional well-being of freshman during their first year of high school by pairing an upperclassman as a peer mentor. The transition from middle school to high school involves tremendous change, new challenges, and a new school culture to navigate. Incoming freshman frequently feel disconnected, unprepared for the social, academic, and emotional changes of high school. Programs such as Link Crew provide the structure, training, and supervision required to run an effective cross-age peer mentoring program at the high school level for the benefit of incoming freshman. PVHMS will implement such a program to connect juniors and seniors with freshman groups of mentees for the purpose of guidance, friendship, and academic and social emotional support.

Research by Michael Karcher supports the positive impact mentoring has on all participants (Karcher, 2005). According to Karcher, mentees benefit from experiencing

greater self-efficacy and academic achievement, improved social skills, increased connection to school and peers, decreased behavioral problems including engaging in risky behaviors, improved attendance, and a greater rate of continuing education. For the mentors, there are also many positive benefits such as: improved reasoning skills, improved communication skills and ability to relate to parents, greater connection to school, increased self-esteem and empathy, greater patience, improved organizational skills and conflict resolution skills, and an increase in cultural capital which enables mentors to understand themselves and their challenges at a higher level.

Judith Harris in *The Nurture Assumption* also discusses peers as socializers and cultural ambassadors of younger children, and that “they tailor their behavior to the norms of their group, and that groups contrast themselves with other groups and adopt different norms” (1998, p. 264). In a high school setting, creating that positive social group that will support and define the climate and culture for the school will assist freshman on their journey toward high school and post-secondary success. Research by Jennifer Reents, *Isolating 9<sup>th</sup> Graders*, shows that in schools which transition programs are fully operational, researchers saw a dropout rate of 8%, while schools without transition programs averaged 24% (2002). Ninth grade is the key time to intervene and to provide support because it is such a pivotal year in the success of a high school student. Researchers at Johns Hopkins University found that up to 40% of ninth grade students in cities with the highest dropout rates repeat ninth grade, but only 10-15% of those students continue on to successfully graduate high school (Balfanz & Letgers, 2004). Additionally, according to the EPE Research Center (2006), ninth grade attrition is far more pronounced in urban, high poverty schools with 40% of the dropouts

in low-income high schools leaving after ninth grade versus 27% in low poverty districts. High school dropouts have been shown to fail at least 25% of their ninth grade courses, while only 8% of successful high school graduates fail freshman classes (Letgers & Kerr, 2001).

Increased connectivity, improved attendance, decreased behavioral issues and fostering current and future leadership in students are some of the benefits PVHMS students will receive as participants in a cross-age peer mentoring program. In order for this to become a reality and to develop an effective program, campus administration, teachers and counselors will participate in training along with student leaders who will serve as mentors. The MSAP grant will provide the funds for these initial trainings.

Personalized Learning through Technology: Another area of need that PVHMS has identified is to support its Tech-4-Success initiative that begun in SY 2019-20. This program was developed to transform classrooms into 21<sup>st</sup> century learning environments where students are actively engaged in the learning process through the use of 1-1 technology. This program provided a laptop computer for every student, with the goals to increase student-to-teacher collaboration in an online environment and to provide increased access to lessons and curriculum support in and out of the classroom. In order for this initiative to deepen the quality of teacher-to-student instruction and to develop the skills that teachers need for creating technology-infused blended lessons, PVHMS will provide teachers ongoing training and coaching support through the funds provided by the MSAP grant. The MSAP grant funds will also provide technology upgrades that will allow students and teachers to collaborate in real time using a wide variety of classroom tools.



Student Internships through Collaborative Partnerships: Part of fully implementing a STEAM curriculum and fulfilling the potential of Tech-4-Success involves the development and maintenance of community partners so that students have further opportunities to integrate their learning through hands-on experiences and exposure to industry. The following PVHMS community partners will provide internships for students in the Engineering and Computer Science magnet programs in order for them to engage with a variety of industries, professionals, and careers.

- SAMP (Southern Arizona Manufacturing Partners)
- Chapman Honda
- JTED (Joint Technical Education District)

In addition to focusing on the climate and culture of PVHMS and its full implementation of technology through upgrades and training, the MSAP grant will allow the school to provide high quality summer enrichment programs and extracurricular activities to reinforce students' academic skills through hands-on learning and allow them to make real-world connections to content learned in the classroom. In addition to campus offerings, PVHMS will connect students to the University of Arizona's summer enrichment camps. These enrichment programs will provide an opportunity for students to be exposed to accomplished role models; whether they are professors, college students, or other professionals, and to expose them to a variety of career options.

Capstone Projects: PVHMS will implement a capstone project for three of their academic/career pathways under the MSAP grant project. Capstone projects will enable students to apply their learning through the experience of planning, completing, and presenting a culminating project regarding a topic they are passionate about exploring

fully. The structure of the interdisciplinary projects requires students to demonstrate their integration of learning and apply skills across many different subject areas and then connect their projects to community issues or problems. The nature of the project can take many forms to align to each student's magnet focus. For example:

- Computer Science: Design an app or video game on a topic of interest or build a website for an organization
- Engineering: Build a robot that can help your community with a particular problem or serve an Internship in a local business or organization
- Film and Television: Create a documentary on a topic of interest

In developing their capstone project, PVHMS will work with CommunityShare, Tucson, in order to connect students and teachers to professionals in the community to serve as mentors, content-area consultants, guest speakers, and field trip sponsors to support the development of student projects.

Students will be required to participate in a project showcase at the completion of their capstone projects. Capstone project showcase events will provide students an authentic venue to demonstrate their learning by presenting their projects to teachers, students, community, and family members. These events will help expand parent engagement by providing opportunities to focus on their student's accomplishments. Research shows that parents enjoy supporting their children by attending events in which they were involved (Boyle, 2019). Additionally, capstone presentations will promote communication skills as students prepare to speak and to present ideas effectively in a variety of media within and across disciplines. The Common Core State Standards address the importance of establishing an authentic audience for students.

The English Language Arts Standards ask students to “produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.” The Common Core Standards also expects students to write for “a range of discipline-specific tasks, purposes, and audiences.”

Family and Community Engagement: Strengthening the school’s connections to families and community is another area of focus for PVHMS under the MSAP grant. Community and family engagement are critical to establishing an inclusive school community and promoting PVHMS magnet theme. Therefore, PVHMS will establish meaningful and ongoing engagement of families and community members in the following ways: first, by hosting family-community engagement nights to showcase student learning; second, by expanding its access to community partners to provide students with more opportunities for internships and to connect their learning to the real world; and finally, by hosting parent workshops such as FAFSA nights, PVHMS will provide an additional bridge between school and parents.

Palo Verde High Magnet School will use MSAP grant funds to:

- Implement PBL strategies school-wide
- Upgrade hardware and software to provide additional capability for advanced certifications in Swift, Oracle Java, AutoCad and dual credit options in Engineering and Computer Science
- Purchase additional equipment to expand the Film and Television academic/career pathway to move beyond its news operations in a studio setting to documenting and filming in other locations

- Implement capstone projects for the Engineering and Computer Science academic/career pathways
- Institute a cross-age peer mentoring program to support incoming 9<sup>th</sup> graders
- Offer two Summer Bridge Programs in Engineering and Computer Science for 8<sup>th</sup> graders from feeder middle schools to transition successfully to 9<sup>th</sup> grade. Provide scholarships for 11<sup>th</sup> and 12<sup>th</sup> graders to attend University of Arizona summer engineering and computer science programs.
- Provide enhanced theme-based extracurricular activities such as Girls who Code club, Computer Science and Engineering club
- Engage families in student learning through showcase presentations in Engineering, Computer Science and Film and Television

**(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services**

TUSD is committed to providing equal access to innovative, evidence-based academic programs to the three MSAP project schools. To support teachers in delivering quality Tier 1 instruction, the MSAP grant project will be grounded in a high-quality professional development plan that will develop teachers' academic content and pedagogical skills to both deliver rigorous academic content and to develop students as critical thinkers. Improving the quality of instruction and the implementation of new innovative programs will require extensive professional development for teachers in the areas of effective teaching practices, project-based learning, inquiry, and problem

solving at all three project schools. The MSAP grant will allow TUSD to provide teachers with ongoing job embedded professional development workshops and support and guidance through the implementation of newly learned methods into the classroom.

### **Professional Development Training Workshops**

#### Project-Based Learning and Curriculum (Unit Design)

In order to develop teacher and instructional leaders in Arizona Academic Standards (AAS) to support building and developing content area units, TUSD project schools will participate in unit design days. During unit design PD, engage2 learn (e2L) will facilitate teachers and campus leaders in understanding how to design project-based learning (PBL) units aligned to the AAS and MSAP theme. e2L has a specific unit design process that aligns to the design of the TUSD MSAP PBL Innovation Framework units. This design begins with clustering the AAS, determining a real-world connection to the AAS, developing a standards-aligned rubric based on the clustered AAS, aligning resources to each level of the rubric, creating a challenge, and developing formative and summative assessments aligned to the AAS. This design process results in a differentiated personalized learner experience based on a relevant challenge and demonstrates individual mastery of the learning standards by the completion of the project.

The trainings will be collaborative; involving a sharing of knowledge among educators; and a focus on teachers' communities of practice rather than on individual teachers. In addition, the training will be sustained, ongoing, and intensive; and supported by modelling, coaching, and the collective solving of specific problems of practice.

### Increasing Student Engagement through the Use of Collaborative Structures

Kim Gunn Educational Consultants LLC will train teachers on how to deliver lessons with high-quality student engagement activities and how to provide effective feedback to students to clarify and to support learning. Kim Gunn will first provide an introductory 2-day workshop on “Collaborative Structures and Effective Feedback to Students.” By using collaborative structures, teachers can set the parameters for greater student-to-student interaction and increase the understanding of new and/or complex content. Once teachers have mastered the implementation of collaborative structures, they will be introduced on how to provide effective feedback to students to give them the tools to assess areas of misunderstanding or areas that are lacking mastery of needed skills.

This initial 2-day training will be the foundation for a 5-year cycle that includes follow-up PD and coaching. By year three (3), teachers will be selected as lead teachers. These teachers will be given the tools, resources, and support to sustain the Student Engagement/Feedback journey after year five (5).

### Structures to Support Professional Learning

To ensure that professional development trainings are effective in fostering changes in teacher practices and student learning, TUSD will support teachers through one-on-one coaching and by means of Professional Learning Communities to enable teachers to transfer the knowledge and skills learned in workshops to classroom practice. Research shows that teachers are often unwilling to try new practices. Therefore, they must have the support needed to tackle the challenges of changing classroom practice during the implementation stage. Without adequate support and

encouragement, teachers may abandon a newly taught skill and revert to practices they know. (Huberman, 1981; Guskey, 1984). It is only when they can see success with students that teachers are more willing to adopt new strategies (Guskey, 2002), and a teacher will not see this if they do not practice the skill. Therefore, all three project schools will receive the following support to strengthen and sustain their magnet programs.

### Coaching to Support Professional Learning

In order to create and to sustain a high-performance culture in which: (1) behaviors are aligned with core beliefs, (2) everyone is engaged, and (3) everyone is growing toward personal and team goals, e2L will support District leaders, teacher leaders, campus leaders, and campus leader supervisors on how to intentionally and collaboratively define the ideal culture, clearly align strategies to that vision, and coach people toward that vision through instructional leadership.

Professional development and coaching provided by engage2 learn will build capacity and sustain transformational change through the following deliverables:

- 1) Teacher coaching to ensure growth in instructional best practices aligned to the Magnet theme using a performance-based model that includes:
  - Modeling best practices
  - Assisting teachers in setting goals for improved instruction
  - Guiding teachers in effective lesson development
  - Observing instruction and providing feedback
- 2) A Leadership Academy which will provide training and coaching for campus administrators to shift culture and create systems to support magnet programs

- 3) Instructional Coach training to build capacity and sustainability of the magnet project. e2L will train lead teachers on effective coaching for improving teacher practice using a turnaround model that allows the campus coaches to shadow e2L coaches and debrief with them before they begin coaching teachers of their own.

The proven system of coaching, using the e2L eGROWE© Coaching Model, creates a collaborative, collegial conversation focused on personalized, attainable growth for teachers. The power of goal setting, self-reflection, and performance-based coaching is utilized, following an individualized coaching timeline that ensures a targeted intentional plan for improvement is developed and ultimately documented as growth for each and every teacher.

#### Professional Learning Communities

A critical element of the professional development plan will be to revisit the fundamental tenets of Professional Learning Communities (PLC) and Collaborative Teacher Teams (CTTs). The MSAP grant will allow for all schools to receive ongoing support, coaching, and guidance as PLC-CTTs work collaboratively towards continuous improvement to improve teacher and student learning.

The MSAP grant will support PLC-CTTs to effectively focus on enriching teacher practice through curriculum development, project-based instruction, and applying newly learned teaching strategies. Through the work of the PLC-CTTs, teachers will develop a rigorous academic program of interdisciplinary instruction. Instructional units that will be developed during the course of the MSAP grant will adhere to Common Core Standards (CCSS) and Next Generation Science Standards (NGSS). Collectively, professional



development, coaching, and PLC-CTTs are the gears that will move MSAP project schools towards quality instruction, academic achievement, and a viable curriculum.

Kim Gunn, Educational Consultants LLC, will provide training and coaching services to ensure that each school establishes the foundation of a PLC and that the CTTs within each school are high functioning. Teachers, instructional staff, and leadership will receive a two-day professional development, “The Nuts and Bolts of Professional Learning Communities”, to build the foundations that support the best practices to increase student achievement through teacher collaboration. Throughout the five-year grant project, PLC-CTTs will receive coaching that will scaffold the learning for the adult educator so they can feel confidence and competence as they begin their journey to become a true PLC and a high-functioning CTT.

Over the course of the five-year grant, Kim Gunn will provide instruction and coaching to all core content, engineering/computer science, and elementary grade level PLC-CTTs. By year three (3), leadership, selected teachers, and school Curriculum Service Providers will receive support and training in how to coach the PLC-CTTs on their campus. The tools, resources, and support that will be provided will allow sustainability of highly functioning PLC-CTTs. This ongoing support will ensure authentic collaboration and collective responsibility for student learning that aligns with PLC school goals and with the District’ Professional Learning Community Guide (see Appendix E TUSD Professional Learning Community Guide).

Research shows that educators are more likely to change their teaching practices when professional development is directly linked to the program they are teaching (AERJ Research Points, 2005). Therefore, TUSD will partner with the following

professional development service providers to provide specific trainings related to each school's distinctive magnet focus:

Gifted and Talented Education (GATE) at Tully

Dr. Jason McIntosh, the Gifted Services Coordinator at Washington Elementary School District, Glendale Arizona will provide extensive training on GATE strategies for teachers and staff at Tully. Topics will include quality instruction and best practices for gifted learners; differentiated instruction, and specific strategies for rigorous instruction that addresses critical thinking skills; the Habits of a Scholar; and depth and complexity for all students. To ensure learned practices are transferred to the classroom, Jason McIntosh will conduct quarterly onsite visits and classroom observations with accompanying coaching. Additional support will be provided through follow-up professional development on topics related to observation and feedback data obtained through debrief sessions with teachers and campus leaders. At the end of each academic year, Jason McIntosh will meet with the principal and campus leaders to debrief, set future goals, and devise an action plan that addresses needed refinements to classroom instruction or the implementation of new strategies.

Dr. McIntosh has worked with Tully for the past year and developed a three-year implementation plan for integrating GATE school-wide. Dr. McIntosh works closely with the TUSD GATE department on supporting the implementation of GATE services district-wide.

Literacy Training at Bonillas

Scholastic Education is the largest publisher and distributor of children's books and a leading provider of literacy curriculum and professional development. Over the

duration of the grant, Scholastic Education will work with Bonillas Elementary School to provide job-embedded professional learning for teachers, leaders, and coaches to build capacity in research-based instructional practices that support reading achievement. Through these trainings, teachers will acquire strategies that provide a more in-depth understanding of assessing students reading abilities, selecting appropriate text for all students, and creating small guided reading and comprehension lessons that support students based on their instructional reading levels. The principal and Curriculum Service Provider will also participate in these trainings to ensure their understanding of the practices and reinforce expectations of teachers on planning and implementing these practices.

Scholastic coaches will provide ongoing support as they work with teachers during PLC-CTT meetings to apply learned strategies as they create lessons targeted to support identified student needs. In addition, teachers will receive one-on-one coaching regarding classroom observations during the implementation of the lessons they created. The Scholastic coach will provide critical feedback on their lessons as well as model specific reading strategies with the teachers own students so that they become comfortable with the strategies.

In addition, Bonillas will participate in three workshops provided by Character Counts, a character education program, housed at Drake University in Des Moines Iowa. This training will support the school's implementation of this program. In addition, Tully will receive training from Creative Spirit, located in Tucson Arizona, on how to implement collaborative play as a technique for classroom and playground management.

Table 10. MSAP Grant Project Professional Development Services

School	Type of PD	Provider	Year	Year	Year	Year	Year
			1	2	3	4	5
All MSAP schools	Teaching Training (PD workshops)	e2L	X	X			
All MSAP schools	Job-embedded Teacher Coaching	e2L		X			
All MSAP schools	Principal Training	e2L	X	X			
All MSAP schools	Job-embedded Principal Coaching	e2L		X	X		
All MSAP schools	Coaches Academy (PD workshops)	e2L		X			
All MSAP schools	Job-embedded Coaches Coaching	e2L		X	X		
All MSAP schools	PD Workshop	Kim Gunn	X	X	X	X	

All MSAP schools	CTT Coaching	Kim Gunn	X	X	X	X	X
All MSAP schools	Train the Lead Teachers	Kim Gunn	X	X	X	X	
Bonillas	Literacy Training and Coaching	Scholastic	X	X	X	X	X
Bonillas	Character Education	Character Counts		X			
Tully	GATE	Jason McIntosh		X	X		
Tully	Collaborative Play	Creative Spirit	X	X			

**(3) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services**

To meet the objectives of the MSAP grant project, the District will draw upon the expertise of school and District personnel from the Curriculum and Instruction office.

Instructional Coaches: TUSD utilizes instructional coaches who model best practices to assist in setting goals for improved instruction and to guide teachers in effective lesson development and instruction. Research studies have shown that instructional coaching can have a positive effect on teacher effectiveness and student

achievement. One study revealed that teachers who participate in instructional coaching transfer new pedagogies in the classroom with higher implementation fidelity, improving student performance by up to 13 percentage points (Knight, 2003). Additionally, schools that implemented an instructional coaching model saw gains in student achievement. In one long-term study launched by the Edna McConnell Clark Foundation, Five Corpus Christi, Texas, middle schools that participated in an instructional coaching initiative found that between 22 percent and 35 percent of students increased their reading comprehension scores on the state test by more than three grade levels within a period of only three years (Galm & Perry, 2004). In one comprehensive study of the effects of instructional coaching on student achievement, researchers from the University of Maryland examined the performance of nearly 25,000 3rd, 4th, and 5th grade students on standardized mathematics assessments over a three-year period. The research design included five elementary schools across the Commonwealth of Virginia, including schools classified by the National Center for Education Statistics as urban, suburban, and rural, and compared the performance of students in an experimental group within the school with those of students who were not taught by a teacher working with an instructional coach. Research results indicated statistically significant, positive effects on student achievement over time. The researchers, Galm and Malkus noted that positive impacts were not evident after the first year of implementation, but rather "...emerged as knowledgeable coaches gained experience and as a school's instructional and administrative staffs learned and worked together" (2011, p.432).

Curriculum and Instruction: TUSD is committed to providing schools and teachers with a guaranteed and viable curriculum in order to ensure that every student has an equal opportunity to learn. Therefore, teachers will have support through ongoing professional development training and coaching to adapt and to design their lesson plans and projects to align to the school’s magnet program themes while following the TUSD curriculum and incorporating the TUSD Multicultural Framework provided by the Office of Curriculum and Instruction. Incorporation of these practices sets the conditions in the classroom for strong Tier 1 instruction.

<b>TUSD Multicultural Framework for Student Academic Success</b>	
<b>Curriculum 5.0</b>	
<b>Curricular Multicultural Content and Resources</b>	<b>Culturally Responsive Teaching Strategies</b>
<ul style="list-style-type: none"> <li>• Themes                             <ul style="list-style-type: none"> <li>• Identity</li> <li>• Diversity</li> <li>• Justice</li> <li>• Action</li> </ul> </li> <li>• Essential Questions</li> <li>• Enduring Understanding</li> <li>• Units</li> </ul>	<ul style="list-style-type: none"> <li>• Student-centered classrooms</li> <li>• Positive learning communities</li> <li>• Academic identity development through relevant content integration</li> <li>• Rigor through critical thinking integration</li> <li>• Knowledge co-creation</li> <li>• Student engagement through social justice</li> </ul>

Other collaborative departments housed under the Curriculum and Instruction umbrella that will support the MSAP project are:

- Language Acquisition department that supports English-language (EL) students
- Family and Community Outreach that provides training to school personnel on effective family engagement strategies; and operates the Family Resource Centers
- Student Equity departments (African-American, Mexican-American, Native-American, Pan Asian/ Refugee) that provide support services to students and families;
- GATE department supports the implementation of GATE services district-wide and will provide professional development support to support teachers at Tully Magnet Elementary School to earn an Arizona Gifted Education K-12 endorsement.

Engaging Families as Collaborative Partners: According to Joyce Epstein, one component of a school learning community is an organized program of school, family, and community partnerships with activities linked to school goals (Epstein & Salinas, 2004). TUSD will provide the necessary coordination, technical assistance, and support to assist project schools in planning and implementing effective community and parental involvement activities.

To support schools, TUSD created a resource handbook, *Guidelines for Family and Community Engagement at School Sites*, for campus leaders on research-based practices to engage families and communities. The guidelines utilize Dr. Epstein's Framework of Six Types of Family Involvement that identifies six types of involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Appendix C for Family Engagement Guidelines).



Activities at school campuses encompass all six areas of Dr. Epstein's Six Types of Family Involvement as well as staff development on strategies designed to encourage family engagement and to ensure that parents and other adult caregivers feel welcome and valued as partners in their children's education. Each campus receives training on specific practices to encourage and to facilitate two-way communication that include culturally relevant pedagogy and instruction, which addresses cultural awareness in communicating with students and families; parent-teacher conferencing, which includes actions teachers can take to facilitate and to encourage two-way communication during conferences and other face-to-face interactions.

Parent engagement is critical to sustaining the project school's theme over time and to recruit new students. In order to build capacity for schools to develop meaningful partnerships with families, the MSAP project schools will adopt a mindset that values and acknowledges the expertise that parents have about their own children. Having a shared vision of academic achievement between school and home will support student success. Therefore, each site will develop a formal School MSAP Advisory Committee with parent members. This committee will meet at least three times a year to monitor implementation of the magnet theme, review data, and provide recommendations for improvement.

## **Community Partners**

The following partners will enhance magnet themes and extend student learning by offering additional opportunities, academic supports, and enrichment. These groups will empower MSAP project schools to build strong school–community partnerships.

CommunityShare: Research shows that community connections are critical to a successful career and that real-world learning experiences can increase student engagement. (Melaville, 2006). Consequently, MSAP project schools will access CommunityShare, a Tucson nonprofit organization powered by educators, designers, researchers, and social entrepreneurs. This online network connects community members, industry professionals, parents, and organizations with teachers in order to create real-world learning opportunities for their students. Teachers connect with community partners by:

- Creating a personalized profile to share their interests and learning goals
- Connecting with people with similar skills, experiences, and interests
- Collaborating on activity ideas and lesson plans
- Scheduling classroom visits or on-site field trips

This network of community members will enhance PBL experiences for teachers and students by connecting the real world to the classroom. CommunityShare has connected over 6500 students to community partners in Southern Arizona since it launched in 2015.

UA Science Sky School: The University of Arizona Sky School Program provides project-based and inquiry-based science education programs to teachers and students at Palo Verde High Magnet School and Tully Magnet Elementary School.

University of Arizona Summer Programs: The U of A provides many summer enrichment programs to students in grades K-12. The schools will connect students to these opportunities to extend their learning beyond the classroom.

**(4) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework**

The District logic model lays out a conceptual framework that relates how the use of District resources can lead to the desired long-term outcomes. The activities, outputs, and outcomes are centered around four primary goals: 1) increase enrollment while maintaining racial/ethnic and socio-economic integration, 2) improve student academic achievement, 3) expand opportunities for families to engage with school and community, and 4) build strong collaborative partnerships to ensure project sustainability (see Appendix F. TUSD Logic Model)

Increasing Enrollment while Maintaining Racial/ethnic and Socio-economic Integration

As described in the proposal, each MSAP school has experienced significant enrollment loss. Decreased school enrollment means smaller District m/o contributions, the loss of District funded staff positions, and operational changes, such as the loss of a dedicated planning period. In addition, it means that fewer students experience the specialized activities and services offered by these unique academic and thematic programs. To address these losses, each MSAP school must find ways to market their schools to attract students. Developing and implementing a long-term comprehensive marketing, outreach and recruiting plan (MOR) that uses multiple communication and media strategies allows schools to identify, to monitor, and to assess for positive

outcomes. However, these magnet schools cannot simply bring in more students. They must expand enrollment in ways that reduces minority group isolation with respect to race/ethnicity as well as socio-economic status. This requires that each MOR plan identifies market segments and targets messaging and strategies accordingly. If these plans are implemented with fidelity, the expected outcomes would be an increase in the number of magnet applications from targeted population subgroups and an increase in overall student enrollment, leading eventually to a situation where these schools are over-subscribed. In addition, these schools will be integrated with respect to both race/ethnicity as well as socio-economic status.

#### Improve Student Academic Achievement

While improving student achievement can have a positive impact on student enrollment (a high achieving school is more likely to attract students than a low-performing one), raising student achievement is most important for ensuring that all students have the opportunity to learn, grow, and succeed. As described above, student learning is highly correlated with the knowledge and skills of teachers. As a result, teachers and instructional and administration staff at the MSAP project schools will participate in professional development that center around PBL and their specific magnet themes. Much of the professional development provided will be through job-embedded coaching rather than through workshops or seminars. As a result of this professional development and coaching, teachers will demonstrate greater competency with instructional practices, be better able to effectively differentiate instruction, and engage student interest at a higher level. If successful, the long-term outcome will result in an increase in the number of students who are high achieving.

The implementation of PBL strategies, the creation of personalized learning environments, and the provision of academically rich summer and extracurricular activities all support student learning directly. With adequate training and a high level of implementation with fidelity, students should be better able to identify problems, generate questions, and propose solutions leading to increased competency in critical thinking, creativity, and problem-solving. As a result, student test scores should improve on state assessments and national tests such as the ACT and AP. At the high school level, it is expected that graduation rates will improve and more students will be prepared for college and career opportunities.

#### Expanding the Opportunities for Families to Engage with School and the Community

As described in the proposal, engaging families in student learning can increase student attendance, interest, and achievement. In addition, high family engagement can support schools financially by supporting fundraising drives or non-financially (e.g. time) by participating in parent associations and site councils. Families can play a prominent role in meeting outreach and recruiting goals by attending events, or simply by “spreading the word” within their social environment. For this to occur, however, schools must actively seek to involve their families by soliciting feedback, recruiting them for positions in school organizations, and hosting seminars and events that are designed to engage them in the school’s mission and students. If accomplished effectively, this can result in parents and family members leading family engagement activities themselves.

#### Building Collaborative Partnerships for Sustainability

As with family engagement, building collaborative partnerships can assist schools in areas where they do not have the time or resources to implement on their own. Identifying appropriate partners and cultivating a mutual relationship can take time. However, such relationships can yield rewards, including financial and non-financial. An effective place to start is to build a relationship with the appropriate magnet pipeline or feeder schools. These schools have an interest in recruiting diverse students from high achieving schools. In addition, the better prepared their pipeline students are, the more successful they will be. Creating strong relationships with pipeline and feeder schools can help schools meet their recruitment, family engagement, and partnership objectives.

Establishing working relations with the business and community leaders within the respective QOZ is another fruitful avenue for collaboration, as schools can support and are supported by the goals for these QOZ areas. Finally, enlisting the support of organizations such as CommunityShare will help the MSAP schools identify partners who can specifically support their school academic objectives.

**(c) Quality of Management Plan**

The MSAP management plan provides an efficient and effective framework for administration of the project centrally and within each school. This section presents evidence that the plan will be well managed by a team of District and school-level leaders and staff who are highly qualified to carry out all aspects of the project. The plan takes into account: the landscape and key characteristics of the demographics; the mission, goals, and challenges facing TUSD; and, the goals, objectives, and yearly benchmarks that have been established to determine progress toward achieving the MSAP goals and project objectives. A timeline of management activities is presented, including detailed action steps for successful project implementation. Multiple departments and committees work to support TUSD magnet schools.

**(1) The adequacy of the Management Plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks**

MSAP Project Management Framework

The management plan for the TUSD MSAP initiative has several core elements that, in combination, will ensure the success of the project and the timely and cost-efficient attainment of all of the project's objectives and outcomes:

- A leadership and accountability structure in place within TUSD that fosters innovation and rigorous performance standards and provides mechanisms to integrate the new magnet pathways into the District's CMP

- An efficient staffing and management structure for the MSAP initiative within and across the three MSAP project schools, including reporting and accountability mechanisms to ensure the timely, effective, and efficient implementation of all key MSAP activities
- A detailed project implementation plan to achieve the project’s objectives and outcomes, supported by a reasonable and cost-effective budget and leveraged in-kind resources designed to promote capacity building and sustainability of the project beyond the federal funding period; and
- A continuous improvement process that engages MSAP stakeholders in ongoing feedback, assessment, and refinement of project activities.

Table 11 shows the management structure for the MSAP project. Each component is then described in more detail below.

Table 11. The MSAP Management Structure

<b>MSAP Management Structure</b>			
<b>MSAP District Management Team</b>	<b>District MSAP Advisory Council</b>	<b>MSAP School Project Team</b>	<b>MSAP School Advisory Committee</b>
Director, Magnet Schools	Regional Assistant Superintendents	Principal	Parent representative(s)
MSAP Grants Coordinator	Assistant Superintendent of Curriculum and Instruction	Curriculum Service provider	Community representative(s)



MSAP Grant Project Manager	MSAP District Management Team	School Magnet Coordinator	School staff representative(s)
Internal Evaluator		Instructional Data Interventionist	MSAP School Project Team
		Community Liaison (or related position)	

In addition, there will be an additional committee, the District MSAP Project Committee that will provide guidance and expertise on the multiple topical areas covered by the MSAP project schools.

A. MSAP District Management Team

TUSD has assembled a highly qualified MSAP District Management team consisting of the Director of Magnet Schools, the MSAP Grant Project Manager, the MSAP Grants Coordinator and the internal evaluator. This team will be responsible for the overall management of the plan. The members of the MSAP Management team bring a significant amount of experience in education (both teaching and administrative roles), curriculum development, desegregation strategies, program management, and evaluation (see Selection Criterion (d)).

To ensure the success of the project and the timely and cost-efficient attainment of all of the project’s objectives and performance measure, the MSAP District Management team will meet weekly to review and to discuss all management tasks that are monitored by the team. This includes weekly summaries of each magnet school’s

implementation of their MSAP plan from evidence collected during purposeful site visits and other assessments. Findings will be provided to each school's Assistant Superintendent and support will be sought as needed.

The MSAP District Management team will provide oversight that can leverage District support outside of MSAP to best utilize resources more effectively. All departments across the District will be linked to projects (activities) and are considered stakeholders. Project stakeholders can have direct involvement via SharePoint, and Teams, a Microsoft communication system.

By creating a District Management team, resources both from within the grant programs and within the District can be effectively leveraged to meet the needs of students, teachers, school leadership teams, and programs. This approach garners commitment beyond the schools involved in the MSAP initiatives and expands the commitment throughout the District and wider community.

District resources will be utilized to support the grant activity efforts. Key stakeholder departments include: Curriculum and Instruction, Grants and Partnership (School Improvement and Title 1), Family and Community Outreach, Equity and Diversity, Advanced Learning Experience (ALEs), GATE, and Transportation.

The MSAP District Management team will work directly with the magnet staff and planning teams at each project school to ensure that the magnet programs are developed and implemented in alignment with the purposes of the MSAP approved grant application and that they are using best practices that will ensure meeting the MSAP project objectives.

MSAP Project Director: The current Director of Magnet programs will serve as the MSAP Project Director, dedicating 30% of her time to the three MSAP project schools. In this role, the MSAP Project Director will perform the following responsibilities:

- Provide oversight on all aspects of the grant, including monitoring of all project expenditures Serve as the primary liaison to the USDOE MSAP Program Officer and ensuring compliance with all requirements laid out by the USDOE and the Office for Civil Rights
- Recruit, hire, and supervise the MSAP Grant Project Manager and the MSAP Grant Coordinator
- Chair the weekly meetings with project staff
- Lead the MSAP Advisory Council
- Attend MSAP professional conferences

The MSAP Grant Coordinator: Funded through the MSAP grant, the MSAP Grant Coordinator (1.0 FTE) is similar to a Magnet program coordinator and will work under the direction of the Project Manager. The MSAP Grant Coordinator (1.0 FTE) will work directly with the MSAP schools on ensuring that all grant activities are being implemented with fidelity and completed within timelines. The coordinator position has the following responsibilities:

- Document and report on the activities by school
- Provide weekly reports on each MSAP project with a focus on implementation fidelity and progress towards objectives

- Divide time between the school sites and communicate with school teams on a regular basis

MSAP Grant Project Manager: The MSAP grant will support a MSAP Grant Project Manager (.5 FTE) who will work under the direction of the Project Director. The Grant Project Manager will be responsible for ensuring that all MSAP District and school activities and strategies are implemented with fidelity, completed on time, and within budget. In this role, the MSAP Project Manager will perform the following responsibilities:

- Coordinate and facilitate the weekly meetings of the District Management team
- Coordinate and facilitate regular meetings with MSAP school site teams
- Coordinate District-wide and school-based staff training activities, including those facilitated by outside agencies
- Attend professional conferences to learn about MSAP grant procedures and technical standard

Internal Evaluator: As a member of the MSAP Management team, the internal evaluator is responsible for ensuring that assessment and evaluation findings drive project implementation throughout the life of the grant. The internal evaluator will ensure that:

- All implemented grant activities appropriately align to the overall goals and objectives of the grant;
- All appropriate collected formative data is reviewed and analyzed so that it can be used to make continuous improvements to project activities and implementation;
- and

- All appropriate collected annual summative data is collected, analyzed, and reviewed so that project outcomes can be evaluated according to the Evaluation Plan

#### B. MSAP School Project Team

The magnet school principals will be responsible for overseeing the implementation of the MSAP projects at their schools. Each school will establish a MSAP School Project team, consisting of the principal, school magnet coordinator, curriculum service provider, community liaison or related position, and instructional data interventionist specialist or related position. This team will meet weekly to review and to discuss the implementation of the MSAP school project under the leadership of the principal.

The MSAP District Management team will join the MSAP School Project team at each site at least twice a month during the first two years of the project. After that, they will meet once a month. These meetings will review the implementation of grant activities as well as progress towards project outcomes.

#### C. District MSAP Advisory Council

TUSD will form a District MSAP Advisory Council (DMAC) consisting of the Assistant Superintendent of Curriculum and Instruction, the Regional Assistant Superintendents who oversee the MSAP project schools, and the MSAP Management team. This team will meet quarterly to review the progress of the overall MSAP grant and the site-based projects during year one and during each semester in subsequent years. The DMAC will submit a report to the District Superintendent on the status of the MSAP grant project each semester.

#### D. MSAP School Advisory Committee

In addition to the District MSAP Project Committee described above, each magnet school will develop a MSAP School Oversight Committee that will consist of the MSAP School Project team members as well parents, the business community, and other community members who want to serve (6-8 representatives). This is another venue to engage stakeholders in developing, implementing, and sustaining the magnet program. During meetings, this committee will review the progress of the school's MSAP project, provide feedback, and support key activities for implementation. This committee will purposely strive to comprise members that represents the ethnicity of the school demographics and will meet twice during each school quarter. Although not formally part of the management structure for the MSAP grant, the following positions and organizations will play an integral part in providing guidance and support:

District Magnet Program Coordinators: In addition to their regular responsibilities of supporting all Magnet schools, including the MSAP project schools, the District Magnet Program Coordinators will provide supplemental support to the three MSAP project sites, particularly with respect to instructional support.

District MSAP Project Committee: In addition to the organizational structure listed above, the District will establish a committee comprised of a core set of departments including the Student Equity Support Services departments (African American, Mexican American, Native American, Pan Asian American, and Refugee services), MTSS, and Career and Technical Education (CTE) whose roles are to ensure that there is diverse participation in all school academic and non-academic school activities. This committee

will meet quarterly to review the progress of the MSAP schools in meeting their objectives.

School Site-Council: TUSD Board Policy (CFC) authorizes the establishment of a School Council at each school site to ensure that individuals who are affected by the outcome of a decision at the school site share in the decision-making process. The School Site Councils consists of parents or legal guardians of students enrolled in the school, teachers, noncertified employees, community members, students (mandatory at high schools), and the principal of the school. The school's MSAP project will be on the discussion agenda to ensure that the site stakeholders are updated on a regular basis and to seek their feedback and participation in community partnerships as elaborated in the project design. At the beginning of the MSAP project, the MSAP Project Manager will create a detailed project timeline and deliverables that will be shared with the District and school teams.

**(2) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate**

Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin. This policy prevails in all matters concerning Governing Board, District employees, students, the public, educational programs and services, and individuals with whom the Board does business (GBA -

Equal Employment Opportunity see Appendix D. Governing Board Policies and Regulations).

As described in section (1) above, the District has provided an organizational structure that allows for a diversity of perspectives to be included. This includes the District MSAP Project Committee, the School Advisory Council, and the School Site Council.

MSAP Project Parent Kickoff: A parent orientation will be held prior to the opening of school to introduce each school's theme, core curriculum, and special programs. Shortly after school opens, an open house will be held so parents can meet the faculty and staff, tour the school, and learn about the curriculum and the many programs and activities available at the magnet school. This will be done annually.

Other Activities (Magnet Nights): Each school will host quarterly Magnet nights to showcase student work and to provide an opportunity for family and community members to participate in magnet themed activities.

**(3) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long term success; or more than one of these types of evidence**

TUSD is committed to magnet schools which are an important tool for desegregation and academic achievement. The ultimate goal is to prepare youth with



the knowledge and skills to be competitive in today's global marketplace with high quality jobs. The District has a record of creating diverse, high achieving, and sustainable magnet schools.

MSAP grant funds are requested to support program components that are beyond the capacity of TUSD to provide. The infusion of federal funds will allow the District to fully implement high quality educational programs capable of attracting students of all racial, ethnic, and socioeconomic backgrounds to create diverse and dynamic school settings. Most of the funds requested from MSAP will cover one-time costs associated with strengthening of existing magnet programs.

As described in the Quality of Management Plan and Quality of Personnel, TUSD has allocated substantial leadership and staff time in-kind to strengthen magnet schools. Both during and after the grant period, the District will provide operating support for magnet programs equal to allocations for regular school programs. As with all schools in the District, MSAP magnet schools will continue to receive District allocation for staff salaries and benefits, public utilities and energy, materials and supplies, capital outlay, purchased services, and instructional budgets. The school budgets for each MSAP magnet school for the SY 2020-21 are included in the budget narrative. The total cost of the basic program will be the responsibility of the District. Per TUSD Board Policy JFB-R2, the District will also fund transportation costs so students can easily access the schools from around the District. Local funding for the program consists M&O funds, Magnet funds, Desegregation, Title 1 and many other sources. None of the items requested in the grant budget supplant committed funds.

The goal of this application is to request one-time boost funding to supplement existing District resources to provide the additional staff, teacher training, curriculum development, equipment and technology, instructional materials, and marketing materials necessary for the implementation and success of magnet programs. With MSAP support, TUSD is committed to the implementation and long-term sustainability of the magnet programs. After MSAP funding ends, TUSD will provide ongoing support to sustain the school programs. Assumed costs include: personnel costs, maintenance of equipment, curriculum, follow-up professional development, and recruitment of teachers. The District is committed to assuming in-kind costs for personnel (salary + benefits), including the Project Director, central and site level Magnet Coordinators, Magnet Budget Analyst, principals, and teachers; local travel of central office staff to and from schools; student busing, and some professional development. Principals participating in the MSAP will be trained and supported by the TUSD District Magnet department to effectively use annual planning and budget processes towards sustainability. The budget of each MSAP magnet (like all magnet schools) will be funded through a combination of District, state, and federal sources.

Community Support in Sustainability: A broad range of community partnerships will be sought to expand the current pool of partners. Partnerships will be nurtured so that these assets will extend beyond the period of federal financial assistance. These relationships will provide valuable resources including people, funding, materials, and ideas. National and local businesses and organizations, community members, and parents will participate in magnet events and classroom activities. Additionally, the

community will work closely at all points during the MSAP implementation, particularly the Site MSAP Leadership team and teachers.

The MSAP project will implement high-quality program activities that increase parent involvement at each school, especially efforts related to increasing student achievement. These activities will be coordinated with Title I and Family Centers, required in the USP, in order to leverage resources. When looking at the resources in totality, there is an immense force behind the success of this project: District leadership, school leadership, magnet leadership, magnet teams, teachers, resource staff, families and community members all acting together with a unified mission – to reduce minority isolation in order to improve student achievement.

**(d) Quality of Personnel**

**(1) Qualification of personnel in the TUSD magnet program**

TUSD grant personnel are experienced, highly qualified, professional, and are committed to the success of the District Magnet Programs (see appendix for resume of grant personnel).

The MSAP grant project will draw upon all of the TUSD's human resources. In addition to the MSAP grant personnel, the District will utilize the expertise of their internal resources in the best possible manner to ensure success of the MSAP project.

Because TUSD MSAP coordinates with the mission and initiatives of the Magnet, GATE, and other departments, contributions of time from existing staff will be leveraged as in-kind contributions to ensure appropriate oversight.

**(a) The project director is qualified to manage the project;**

Director (District-funded): Janna Acevedo, Director Magnet Schools and Programs, will serve as Project Director, devoting 30% time to daily implementation of TUSD MSAP. Mrs. Acevedo has served as the Director of TUSD Magnet Schools for the past four years. She has 17 years of administrative experience and is a former magnet school principal. Prior to that she served 17 years teaching students with exceptional needs and serving as an Exceptional Education Department Chair. In 2010, Mrs. Acevedo was appointed Turnaround Principal at Palo Verde High Magnet School and was able to lead the school to recognized success in less than three years. She demonstrated her commitment to the school improvement process at a District level when she was appointed to be the District Shepherd in 2014, overseeing the

school improvement process for six targeted schools in the turnaround process. Mrs. Acevedo's extensive experience with Magnet programs and curriculum development will guide her leadership and direction to the project, assist with its implementation, and monitor its effectiveness. The Project Director will chair the MSAP District Management team and play an integral role in the District MSAP Advisory Council.

**(b) Other key personnel are qualified to manage the project**

District MSAP Grant Coordinator (MSAP funded): The District will procure a MSAP Grant Coordinator to work directly with the MSAP schools on ensuring that all grant activities are being implemented with fidelity and completed within timelines. The coordinator will be responsible for documenting and reporting on the activities at the school level. The coordinator will divide time between the school sites and communicate with school teams on a regular basis.

District MSAP Grant Project Manager (MSAP funded): The District will procure a MSAP Project Manager to manage the planning, development, and implementation of all magnet program activities. This position will report to the Magnet Director and is responsible for the coordination, implementation, and management of the MSAP grant at both the District and the site level. This individual's time will be spent managing the budget, and working with staff from human resources, finance, purchasing, and grants department. This position will also communicate with school administrators, site grant personnel, and will coordinate and manage the MSAP Advisory Council and other stakeholder committees. The individual hired will have knowledge and experience of the District and will have expertise in project management. The Project Manager will be

responsible for providing guidance, support, and leadership to the school teams in planning and implementation processes at each magnet school.

District Internal Evaluator (District Funded): Dr. Juliet King is well versed in data analysis, program development, implementation, and assessment, and has solid communication skills. Dr. King will be responsible for ensuring that each component of the grant is implemented with fidelity and monitored for effectiveness. She will serve on the District MSAP Management team in addition to being a member of the Evaluation team.

Magnet Principals (District funded): School principals are talented administrators who are qualified to implement programs aligned to MSAP goals. They are District instructional leaders, responsible for day-to-day operations of their schools and for administering various District initiatives. All three principal positions are District-funded and 100% of their time is devoted to the success of their school and implementation of MSAP.

- Frank Schiavone is the second year principal of Bonillas Traditional Elementary Magnet School. Prior to that he served as an Interim Assistant Principal at Booth-Fickett Magnet K-8 School for one semester and the Dean of Students at Kellond Elementary for 1.5 years. He has extensive experience directing Child Care programs and serves on the Ott YMCA Board. He is skilled at facilitating collaborative communication and creating positive learning environments for students. He maintains strong leadership skills with high expectations for success. He will monitor the implementation of the project at Bonillas Traditional Elementary Magnet School.

- Sean Wilken is a veteran principal entering his second year as principal of Tully GATE Elementary Magnet. Tully is located in a low socioeconomic area and was designed as a magnet school for desegregation purposes and to increase educational opportunities for underserved populations. Prior to bringing his experienced leadership to Tully, Mr. Wilken was an elementary principal for 5 years, and an assistant principal for 2 years. Mr. Wilken is a visionary instructional leader who has the capacity to organize, initiate, support, and lead a change initiative on a school campus. He will monitor the implementation of the project at his school site.
- Eric Brock has served as the Principal of Palo Verde High Magnet School for the past six years. This has provided him with strong experience in the development and management of a School Improvement Grant, a 21<sup>st</sup> Century Grant, and the annual Magnet Grant. Prior becoming the principal, Mr. Brock served as the Assistant Principal for Curriculum and Instruction at Palo Verde High for three years and was the Magnet Coordinator at the school before joining the administrative team. Mr. Brock has demonstrated a strong commitment to providing students with a high quality of educational opportunities. He maintains high expectations for students, staff, and himself. He will monitor the implementation of the project at Palo Verde High Magnet School.

School Site Magnet Coordinator (District funded): Each magnet school will have a coordinator to facilitate the planning, development, and implementation of magnet program activities and the MSAP grant project. School site Magnet Coordinators will demonstrate capacity to plan, develop, and implement instructional program activities

and special program activities specific to their school sites and magnet themes. Additionally, the school site Magnet Coordinators will need to have excellent communication and public relations skills to promote their school, ensure that the magnet theme is represented and integrated into the curriculum, and to explore and engage community partners and additional grants to provide additional funding and resources. School site Magnet Coordinators leverage their excellent communication skills to engage all stakeholders in frequent correspondence through email, websites, social media, recruitment events, and other types of communication to provide information about site specific magnet programs, student enrollment and magnet events. School site Magnet Coordinators will complete quarterly reports detailing the impact and progress of the grant implementation and magnet themes on their respective campuses.

School Site Curriculum Service Providers (District funded): Curriculum Service Providers work directly with teachers to support the work of the Professional Learning Communities-Collaborative Teacher Teams, Tier I and II instructional practices, and the implementation of curriculum. Each school in the project has at least one Curriculum Service Provider to support the grant initiatives specific to each site, to provide job embedded professional development, and to serve as a bridge between the vision of the site administration and the execution of that vision on the part of the teachers. This position requires the ability to create and to deliver engaging and meaningful professional development, diagnose instructional needs and to provide direct support to teachers, and to continually guide teachers in accessing and using appropriate resources in their planning and instruction.



Assistant Superintendent of Curriculum and Instruction (District funded): Ms. Flori Huitt is the Assistant Superintendent of Curriculum and Instruction at Tucson Unified School District. She has extensive experience in working with District and school site administrators in planning and delivering effective curriculum. Her key areas of expertise include providing leadership to create and sustain an environment in which leadership, principals, and teachers support and expand instructional and organizational best practice experience. Ms. Huitt demonstrates her commitment to equity, excellence and diversity by serving as an advisor in the Superintendent's Leadership team and ensuring District-wide culturally responsive instructional strategies to enhance achievement of all students.

Regional Assistant Superintendent of Silverbell Region (District funded): Mr. Brian Lambert is a Regional Assistant Superintendent of Region 1 where Tully is located. Mr. Lambert has 13 years in the field of education, and he has extensive experience in developing, implementing, and evaluating effective programs. He is a quality leader with specific expertise in GATE integration and implementation, program development, leadership development, and organizational and instructional best practices to promote improved student achievement. Mr. Lambert also has extensive experience in creating and supporting programs targeted for at-risk or underserved students. He is an extremely collaborative and supportive leader who will provide oversight and guidance as needed to the elementary school in his region that is part of this grant project.

Regional Assistant Superintendent of Arcadia Region: Mr. Ernest Rose is the Regional Assistant Superintendent of Region IV oversees Bonillas and Palo Verde. Mr. Rose has twenty years of experience as an educator, educational leader, and

counselor. His specific expertise in project-based learning and the opening of three schools will lend itself nicely to this project as it works to improve the academic achievement levels of the three targeted schools through improving their magnet theme integration, implementing PBL, and building solid Tier I instructional systems to support all students. Mr. Rose also brings a wealth of experience through his work with the juvenile justice system, at-risk youth, and underachieving students. His understandings of youth mindset toward schooling is an asset as we seek to create programs that will enrich and improve school offerings in order to attract and retain a diverse student body that achieves academically at high levels regardless of race, socioeconomic status, or background.

TUSD District Superintendent: Dr. Gabriel Trujillo, Ed.D. is the Superintendent of Tucson Unified School District, the largest school district in Southern AZ. Dr. Trujillo is responsible for overseeing all programs, schools, personnel and functions of TUSD which serves about 45,000 students and their families in 89 schools and programs. Dr. Trujillo is a graduate of Arizona State University, where he earned a Master's Degree in Educational Supervision and Leadership, and Doctor of Education in Educational Leadership and Policy Studies. He is a lifelong educator entering into his 20th year of service in public education, starting as a teacher at both the elementary and secondary levels in the areas of English as a Second Language and English Language Arts and later moving into school and District level administration. Dr. Trujillo has served in numerous administrative roles including assistant principal, principal, human resources director, and as an assistant superintendent here in the Tucson Unified School District prior to becoming the superintendent in 2017. Dr. Trujillo or his designee shall monitor

implementation of the Student Assignment Plan included in the MSAP grant and shall make periodic reports to the Board regarding implementation of the Plan.

### **Additional Collaborative Personnel**

District Magnet Program Coordinators (District funded): These positions will continue to provide support to the MSAP project schools as part of their regular responsibilities to provide Level 3 support services. They will conduct weekly purposeful visits to support Tier I instructional practices, ensure that each school has highly functioning Professional Learning Communities, and that Tier II interventions are being implemented and assessed regularly. As the schools transition to Level 1 and 2 the intensity of academic support will be reduced.

District Level Media Marketing and Recruitment Specialist: Ms. Danika Kopec is the District Senior Graphic designer who provides support communication and media support to the TUSD Magnet schools. In this position she works closely with District and site staff on developing and implementing their marketing and outreach and recruiting plans. As a highly accomplished graphic designer with a clear understanding of the creative process and strong attention to detail, Ms. Kopec's creativity for projects from concept to delivery has supported magnet school marketing and recruitment goals.

District GATE Coordinator (District funded): Louise Till will continue to work with Tully to support the implementation of GATE as the school's magnet theme. Ms. Till will support implementation of the project, provide guidance for planning and access to resources, and assist the school site with the integration of GATE strategies campus-wide to build and strengthen their "open-access" GATE curriculum and school designation. She will also provide access to exemplar teachers and programs as

resources for Tully to build capacity on their site. Ms. Till is extremely well-versed in GATE strategies, research, professional development and resources, and will be an integral part of supporting Tully.

Career and Technical Education (CTE): Charles McCollum, District Coordinator of CTE, Mr. McCollum will continue to work with Palo Verde monitor the implementation of the grant, the appropriate use and upkeep of technology resources, and the alignment of curriculum with the CTE pathways. He will also provide access to community partners for internships. He has been involved in the budgeting priorities for the school and has assisted with the alignment of programs with District, magnet, CTE pathways and school initiatives.

**(c) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools**

All teachers in the magnet program must be highly qualified and willing to contribute the extra time and effort it will take to be part of the magnet school, by spending time in planning meetings and by participating in professional development and extra events.

All TUSD teachers must meet the following qualifications:

- Classroom teachers must hold a valid teaching certificate
- Secondary teachers must be “highly qualified” in the subject area

In addition, all classroom teachers have had the following fundamental training:

- SPARKS – site administrators CRPI.
- Restorative Practices – 4 sessions on restorative practices
- UBD Understanding by Design

- PLC – background
- Essential Elements of Instruction

Special attention will be given to recruitment practices in TUSD MSAP schools to ensure the staff at each magnet school includes minority representation and an appropriate gender balance.

All teachers will be required to participate in professional development to prepare them to effectively implement the special curricula of the revised magnet programs. Teachers will also be supported through their regular participation in school-based professional learning communities where they share effective practices; discuss and reflect on curricular and pedagogical strategies learned in professional development; collaboratively develop, revise, and reflect on new curriculum; discuss classroom and student-level issues; develop data-based strategies for accelerating student achievement for both individuals and groups of students; model teaching methods, share new resources; and identify local implementation issues to be surfaced to the principals and Project Director as they arise

**(2) Personnel qualifications, experience and training in fields related to the project objective, including knowledge of and experience in the curriculum development and desegregation strategies**

Table 12: Key Personnel and Relevant Experience Related to Project Objectives

Position	Name	Years	Curriculum	Desegregation	GATE	Traditional	Funding	%
Project Director	Janna Acevedo	34	X	X	X	X	District	0.3
MSAP Grant Project Manager	TBD	TBD	See Job Description				MSAP Grant	0.5
MSAP Grant Project Coordinator	TBD	TBD	See Job Description				MSAP Grant	1.0
Internal Evaluator	Juliet King	14		X	X	X	District	1.0
District GATE Coordinator	Louise Till	8	X	X	X	X	District	1.0
Media and Recruitment Specialist	Danika	5		X			District	1.0
Career and Technical Education (CTE) Coordinator	Charles McCullum	32	X	X			District	1.0

Bonillas Principal	Frank Schiavone	8	X	X		X	District	1.0
Bonillas Magnet Site Coordinator	TBD						District	1.0
Tully Principal	Sean Wilken	16	X	X		X	District	1.0
Tully Magnet Site Coordinator	Michelle McCullum	17	X		X		District	1.0
Palo Verde Site Principal	Eric Brock	15	X	X		X	District	1.0
Palo Verde Site Assistant Principal	Kevin Amadan	8	X	X			District	1.0
Palo Verde Magnet Site Coordinator	Jennifer Maynard	20	X		X		District	1.0
Assistant Superintendent of Curriculum and Instruction	Flori Huit	7	X	X		X	District	1.0

Regional Assistant Superintendent for Tully Magnet	Brian Lambert	13	X	X		X	District	1.0
Regional Assistant Superintendent for Bonillas and Palo Verde	Ernest Rose	20	X	X		X	District	1.0



**(e) Quality of Project Evaluation**

The evaluation of the MSAP project will be conducted by both an internal evaluator and a collaborative team of external evaluators<sup>5</sup> who will work collaboratively to collect and to analyze formative and summative evaluation data, monitor the progress of the evaluation plan, and report to both internal and external stakeholders. The Evaluation team will provide timely updates and reports to the MSAP Management team and others throughout the projects. The Evaluation team will complete all required APRs and GPRA reporting.

The external evaluators will be responsible for the completion of the impact study (described below) and for the collection and analysis of the qualitative data. The external evaluators will also be responsible for planning, implementing and analyzing data from surveys, observational rubrics and logs, interview protocols, and focus groups. In addition, the external evaluators will support the development of assessments (e.g., checklists, surveys, rubrics, protocols) created to assess classroom instructional strategies.

The external evaluators will meet quarterly with the District MSAP Management team to review the implementation and progress of the MSAP project in implementing

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<sup>5</sup> The external evaluators are composed of a collaborative team from the University of Wisconsin-Stout, and a local Tucson based firm – Viable Insights. To avoid confusion, this team is referred to as the external evaluators in the narrative. The ' Evaluation team' is comprised of the internal and external evaluators.

and meeting its objectives at all MSAP schools. Based on the evaluation findings, modifications to the MSAP implementation or evaluation plan will be made as necessary. The external evaluators will submit a detailed implementation and outcome report with recommendations at least once annually.

The District is planning to contract with Viable Insights, a Tucson-based firm that collaborates with research and evaluation partners across the country. The firm applies a participatory approach, in which they assess the readiness and needs of their clients, ensuring their investment is impactful to their mission. Viable Insights brings years of combined experience around both quantitative and qualitative methods, data visualization and reporting best practices, and organizational development and behavior to provide the necessary tools for stakeholders to make meaningful, data-informed impact on their initiatives.

Viable Insights will partner with Catalyst, a research organization established in 2007 at the University of Wisconsin-Stout. Catalyst also has extensive experience engaging in qualitative and quantitative research methodologies and strives to provide every client with sound, reliable data to answer evaluation questions, inform decision-making, and contribute to program planning. Viable Insights and Catalyst have been effectively partnering for over five years and believe a collaborative approach to the MSAP external evaluation will afford several advantages to the proposed project stakeholders.

Each of the external evaluators has formal training in evaluation studies, holds an advanced degree in the field and membership in the American Evaluation Association and have received training on the What Works Clearinghouse standards. The external

evaluators have over 50 years of combined experience in research and evaluation design, logic model and program theory of change development, and data collection strategies.

The internal evaluator, Dr. Juliet King, is a Research Project Manager in the Office of Desegregation and has extensive experience with all the existing data systems of the District. She has served as the internal evaluator for many of the District's multi-year grant projects and was the internal evaluator for the 2010 MSAP grant. As a member of the Evaluation team, Dr. King will be responsible for the ongoing internal data collection, including the reporting that is related to the District's data systems. She will also work closely with the school instructional data interventionists and magnet site coordinators at each site to ensure the fidelity of data collected and information provided.

#### MSAP Research Questions

The MSAP project will examine the following research questions:

- 1) To what extent have the MSAP schools been successful in attracting and retaining diverse racial/ethnic and socio-economic student populations at their sites? What were the most successful strategies and activities in achieving these improvements?
- 2) To what extent has the MSAP project fostered social and racial student interaction with respect to extracurricular and summer programs)?
- 3) To what extent has the MSAP project been effective in improving teacher instruction and practice in the classrooms?

- 4) To what extent has the MSAP project been successful in improving student achievement to meet the required academic criteria (proficiency, achievement gaps, and school letter grades)?
- 5) To what extent has the MSAP project been successful in engaging families and collaborative partners? What were the most successful strategies and activities in achieving these improvements?
- 6) To what extent has the MSAP been implemented with fidelity at each of the school sites?

Responses to these research questions will be answered with respect to all students as well as for individual student racial/ethnic and socio-economic subgroups.

**1) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise**

In alignment with the What Works Clearinghouse (WWC) Procedures and Standards Handbook, the impact study will be conducted to establish empirical evidence to support the implementation of character development programming in magnet elementary schools (key component) and its connection to student outcomes, including: (1) academic performance, (2) social and emotional learning (SEL), (3) school climate, and (4) overall performance and moral character development. The impact study of the character development initiative will build upon the foundational evidence and research showing the positive effect of such programs on student outcomes. Using a rigorous design, the study will produce evidence of promise that this model is an effective component of magnet programs in achieving the goals of the MSAP. The study

will also provide TUSD with valuable data to inform implementation and scaling of the model across the District.

The impact study will be informed by a mixed-methods design to measure implementation of early education character development activities. Through the use of both quantitative and qualitative data sources, TUSD will be able to triangulate findings across stakeholder groups and accurately measure impact. Informed by baseline data, the impact study will use a treatment-comparison group design to estimate the impact of the character development programming on intended student outcomes at different points in time. In order to compare the impact of character development activities on student outcomes, the external evaluators will focus on two TUSD schools. The first school, Bonillas (the treatment group), is a magnet school that has fully implemented character development programming. The second school (the comparison group) will be a school of comparable demographics within TUSD. Given a randomized controlled trial (RCT) design would not be feasible for this study, in accordance with the WWC guidelines, the external evaluators are proposing a quasi-experimental treatment-comparison group design.

Comprehensive institutional data will be complemented by qualitative data from several stakeholder groups, including families, teachers, and principals. Qualitative data (data that is not numbers, but data taken from interviews, journals, forums, or open-ended questions on surveys) are used in research at Viable Insights and Catalyst to achieve a deeper understanding of specific issues. Surveys using scaled responses are useful, and allow for statistical analysis of the data and comparisons across time, but

understanding of the response is limited to the questions asked, with no opportunity to ask additional questions or allow the respondent to further explain a response.

Although measures of validity and reliability are necessarily different in qualitative research vs. quantitative research, qualitative researchers have identified ways to reinforce the appropriateness of their methods. Patton (1990), Mathison (1988) and Healy & Perry (2000) all recommend using some method of *triangulation* to support the reliability and validity of data. Triangulation is the bringing together of data from different sources, from different researchers, different perspectives or multiple methods to support or disprove data. Creswell & Miller (2000) define triangulation as “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study”. Golafshani (2003) sees reliability and validity as “trustworthiness, rigor, and quality” in a qualitative paradigm. The qualitative data collected in the MSAP project will supplement the critical quantitative data and allow researchers to triangulate findings across all aspects of the evaluation process.

Data collection will begin at the end of the first year of the grant period (i.e. end of kindergarten year for treatment and comparison groups), as this will allow critical project infrastructure to be established, including all collection tools and protocols. This will serve as the baseline data to be used for comparisons across the remaining years of the grant period. Through the duration of the study, follow-up data will be collected at six additional time points at the end of each subsequent semester through fourth grade. Significant effort will be made to monitor baseline equivalence between groups.

Establishing baseline equivalence increases confidence that differences in mean scores between the treatment and comparison groups are due to the intervention. Baseline data will be collected and mean scores between the comparison and treatment will be compared to ensure that the groups were similar prior to any intervention. It is anticipated that some students will remain at the school for the duration of the study, while others are expected to leave or join at other time points. Students who leave the school will not be followed; however, those joining in later time points will be included in the treatment and comparison group samples. This study will use Hedges'  $g$ , an effect size index, to determine the degree in differences in mean scores between the two groups. Equivalence will be investigated for all quantitative outcome measures at baseline (where comparisons are made). Baseline equivalence will be evaluated according to WWC standards and any necessary corrections, up to and including a statistical adjustment, will be made according to these standards.

## Impact Evaluation Plan: Measuring Evidence of Promise

<b>IMPACT EVALUATION - CHARACTER COUNTS</b>			
<b>Objective</b>	<b>Performance Measure</b>	<b>Evaluation Method</b>	<b>Data Collection Interval</b>
4.1 Students engaging in Character Counts curriculum will experience a greater increase in academic performance	4.1.1 5% increase in student academic performance 4.1.2 Percentage of teacher reflections of academic performance change	4.1.1 District Student Management System (SMS) 4.1.2 Teacher Survey	4.1.1 Annually 4.1.2 Each Semester
4.2 Students engaging in Character Counts curriculum will demonstrate a greater understanding of social and emotional learning concepts	4.2.1 Decrease in the number of disciplinary referrals for student behavior 4.2.2 Observed emotional and social behaviors within the school environment	4.2.1 District SMS 4.2.2 Teacher Reports	4.2.1 Each Semester 4.2.2 Each Semester



<p>4.3 The Character Counts curriculum will lead to students, family members, and school staff reflecting a more positive school climate</p> <p>4.4 Students exposed to Character Counts curriculum will demonstrate greater character development (performance and moral)</p>	<p>4.2.3 Observed positive behaviors within the home environment</p> <p>4.3.1 Perceptions of overall behavior and attitudes related to school safety, conflict management, and equity</p> <p>4.4.1 Phenomenological Case Study to document intervention effectiveness in the classroom related to learning outcomes</p>	<p>4.2.3 Family/Caregiver Survey</p> <p>4.3.1 Family/Caregiver Forum</p> <p>4.3.2 Teacher Interviews</p> <p>4.3.3 Principal Interview</p> <p>4.4.1 Teacher Journaling</p>	<p>4.2.3 Each Semester</p> <p>4.3.1 Annually</p> <p>4.3.2 Annually</p> <p>4.3.3 Annually</p> <p>4.4.1 Bi-weekly Teacher Journal Entries Collected</p>
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**(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes**

Both formative and summative evaluations will be completed. Formative assessment will be conducted to ensure fidelity of program implementation and progress towards objectives. As part of a continuous improvement model, formative assessment data will be reported and used by project staff to make programmatic improvements to project activities and services as necessary. Examples of formative assessments will vary from classroom observational rubrics (performed by District personnel and e2L) to benchmark test data based on AzM2 standards (collected quarterly and reported through School City – TUSD’s assessment database). This continuous improvement cycle – plan, implement, adjust – will be critical in ensuring achievement of project objectives.

Summative evaluation will be conducted to determine the extent to which project goals and performance objectives are being met. Summative indicators, such as the increase in enrollment or student academic test scores, will be collected and summarized for internal purposes as well as for the Annual Performance Reports (APR) and GPRA reporting.

Both quantitative and qualitative data will be collected in the evaluation. Although many of the indicators used for evaluation purposes are quantifiable (see performance measures below), qualitative data will be collected through field observations, stakeholder (e.g., parents, teachers, staff, and students) surveys, interviews and/or focus groups. Assessments of classroom instruction will include checklists, rubrics, and observational feedback will be collected by multiple District departments [Curriculum &

Instruction, Title 1, Culturally Relevant Pedagogy and Instruction (CRPI)]. The Evaluation team will review and analyze this information to assess program fidelity (adherence, quality, responsiveness) and project outcomes. Collected qualitative data will be used to improve program services and make implementation adjustments. At a minimum, annual site visits to each school will be conducted by the external evaluators to assess the implementation of each location's MSAP project and progress towards their objectives.

### Objective Performance Measures and Outcomes

Goal 1: Increase Student Enrollment while Maintaining Racial/Ethnic and Socio-economic Integration.

- Objective 1.1. Reduce minority group isolation by maintaining an "integrated" racial/ethnic balance as defined by the USP at each MSAP project school.
  - *Performance Measure 1.1:* Each MSAP project school that is integrated in the baseline year will maintain the definition of "racially integrated" as defined by the USP each year of the project. Each MSAP project school that is not integrated in the baseline year will meet this objective within two years.
- Objective 1.2. Reduce minority group isolation by maintaining socio-economic diversity.
  - *Performance Measure 1.2:* Each year, the MSAP project school will reduce socio-economic isolation as measured by median household income and student attainment.
- Objective 1.3. Increase overall student enrollment.

- *Performance Measure 1.3.* Each year, the MSAP project school will increase its overall student enrollment by 5% from the baseline year.
- *Evaluation:* The District currently collects, analyzes and reports on student enrollment by school, race/ethnicity and other demographic factors. The District will expand its data collection to include household socio-economic variables including median income and educational attainment. This data will be collected directly from MSAP project families through an annual survey.
- **Objective 1.4.** Increase opportunities for student interaction through magnet-themed extracurricular activities and summer programs.
  - *Performance Measure 1.4:* The percentage of students participating in extracurricular activities and summer programs will mirror the percentage of enrolled students with respect to demographic factors including race/ethnicity and socio-economic characteristics.
  - *Evaluation:* Activity and participation data is currently tracked through the District's student management system. In addition, the District currently collects annual on-line survey information from high school students, including Palo Verde, with respect to student participation, barriers to participation, and extracurricular interest areas. Under the MSAP grant these surveys would be expanded to include elementary and middle school students at Bonillas and Tully. In addition, the MSAP project will collect survey data from parents, teachers and other stakeholders to determine stakeholder satisfaction with existing extracurricular options, barriers to participation, and additional interest areas for offered activities.

Student participation in school summer activities by demographic and other characteristics is currently collected through the District's student management system. Evaluation activities will be expanded to include satisfaction survey information from students, parents, and other stakeholders. Each site will use this information to make adjustments as necessary for the next year's summer program.

Goal 2: Improve Student Academic Achievement

- Objective 2.1. Provide rigorous, challenging, and engaging curricula with high quality instruction in the chosen magnet theme to improve student achievement at each MSAP project school.
  - *Performance Measure 2.1* The rigor of the curriculum will match the curricular activities with a DOK Level 3 or higher.
- Objective 2.2. All MSAP project schools will meet the academic quality criteria as defined in the Comprehensive Magnet Plan for magnet schools with respect to:
  - (a) Increase student academic proficiency rates in mathematics and ELA
  - (b) Eliminate academic achievement gaps for African American and Hispanic students
  - (c) Maintain a state accountability letter grade of an A or B
- *Performance Measure 2.2.* All magnet teachers at each MSAP school who receive professional development training and participate continuously through the grant cycle will demonstrate competency in the use of taught instructional strategies as measured by teacher competency assessments and classroom observations.

- Evaluation: Classroom observation, rubric, and checklist data will be collected from multiple District departments including the Curriculum & Instruction department, the Student Support Services departments (Mexican American, African American, Native American), the Culturally Responsive Pedagogy and Instruction (CRPI), Title 1, as well as feedback provided by the Arizona Department of Education and other external observers. Evaluation findings will be used to make adjustments to professional development options.
- *Performance measure 2.2.1. The proficiency rate in ELA and Math for each MSAP project school will be above the school level proficiency rate (Elementary, K8, Middle, High) in ELA and Math as measured annually by the state assessment AzM2.*
- *Performance measure 2.2.2. The AzM2 achievement gap between African American and White students, and between Hispanic and White students will be eliminated within two years at each Elementary and K-8 project school.*
- Evaluation: The Arizona Department of Education (ADE) provides student-level test scores for all eligible students. This data will be analyzed for student sub-groups including race/ethnicity and socio-economic status.
- Objective 2.3. Increase the number of high school students who are ready for post-secondary college and career opportunities.
  - *Performance measure 2.3.1. The graduation rate at Palo Verde will increase annually by 5% from the baseline year.*

- *Performance measure 2.3.2.* The percentage of students in the Palo Verde graduating cohort who meet the following College and Career Readiness Indicators (CCRI) will increase annually by 5% from the baseline year:
  - (a) Meets the cut scores on the ACT English, reading, math or science exam
  - (b) Scores a three or above on the AP Computer Science or related exam
  - (c) Earns CTE credit by successfully completing a dual credit course in the Computer Science or Engineering pathway

Goal 3: Expand the Opportunities for Family Engagement

- Objective 3.1. Provide additional opportunities for students and families to engage and participate in school events, activities, and organizations that will support student learning, student efficacy, and foster interaction among diverse groups.
  - *Performance Measure 3.1.* Increase the number of family engagement activities provided each year.
  - *Performance Measure 3.2.* Increase the number of families attending school activities each year by 5% annually from the baseline year.
  - Evaluation: The District maintains an electronic tracking system of family events and activities conducted at each school site. This data will be extracted to assess these performance measures.
  - *Performance Measure 3.3.* Increase the percentage of parents who demonstrate knowledge and understanding of the magnet theme as measured by parent survey.
  - Evaluation: An annual parent survey will be conducted at each MSAP school site to assess the perceived knowledge and understanding of parents with

respect to the magnet theme, their participation and involvement with the school, and their satisfaction with the creation and implementation of the magnet theme. The information collected will be used for both summative and formative purposes.

#### Goal 4: Build Collaborative Partnerships for Sustainability

- Objective 4.1. Develop and sustain collaborative partnerships to support the activities under the MSAP grant.
  - *Performance Measure 4.1.* Each MSAP project school will develop one new collaborative partnership each year of the grant.
  - Evaluation: Each MSAP site will maintain a log of collaborative partners including the role that each partner plays with respect to key grant activities.

Although the project evaluation plan provides a comprehensive evaluation for the magnet project as a whole, the design and implementation of a diverse set of magnet themes requires that sites develop individual site plans with specific performance targets based on their baseline data. The Evaluation team will work with site project staff on developing their management and implementation plans that are congruent with their magnet theme and which include evaluative activities, benchmarks, and timelines.

The chart below shows a timeline for the Evaluation Plan roll-out. The Evaluation team will meet in fall 2020 to develop a more comprehensive evaluation plan.



Evaluation Plan Timeline										
Major Activities	Year 1		Year 2		Year 3		Year 4		Year 5	
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Establish Project Infrastructure and Logistics	X	X								
Collect Baseline data for Impact Study		X								
Develop Data Collection Schedule	X	X								
Implement Data Collection schedule			X	X	X	X	X	X	X	X
Comprehensive analysis and report development									X	X

**Overall Evaluation Activities Matrix**

<b>GOAL 1: Increase Enrollment while maintaining racial/ethnic and socio-economic integration</b>			
<b>Objective</b>	<b>Performance Measure</b>	<b>Evaluation Method</b>	<b>Data Collection Interval</b>
1.1. Reduce minority group isolation by maintaining an "integrated" racial/ethnic balance as defined by the USP at each MSAP project school	1.1 Proportions racial/ethnic minority groups - no one group to exceed 70%	1.1 District Student Management System (SMS)	1.1 Annually
1.2 Reduce minority group isolation by maintaining socio-economic diversity	1.2 Median household income, educational diversity, linguistic diversity	1.2 Family Survey data	1.2 Annually
1.3 Increase overall student enrollment	1.3.1 Total number of students enrolled	1.3.1 District Student Management System (SMS)	1.3.1 Annually

1.4 Increase the opportunities for student interaction through magnet-themed extracurricular and summer programs	1.4.1 The percentage of students participating in extracurricular activities	1.3.1 District Student Management System (SMS)	1.3.1 Annually
	1.4.2 The number of students who enroll in summer programs	1.4.2 District Student Management System (SMS)	1.3.2 Annually

<b>GOAL 2: Improve Student Academic Achievement</b>			
<b>Objective</b>	<b>Performance Measure</b>	<b>Evaluation Method</b>	<b>Data Collection Interval</b>
2.1 Provide rigorous, challenging and engaging curricula	2.1.1 Assess curriculum rigor	2.1.1 Curriculum Evaluation	2.1.1 On-going
		<ul style="list-style-type: none"> <li>• Webb's Depth of Knowledge</li> </ul>	

		<ul style="list-style-type: none"> <li>• Alignment between learning objectives/activity</li> </ul>	
	2.1.2 Assess instruction quality	2.1.2 PD Inventory	2.1.2 Annually
		2.1.2 Instructor Survey	2.1.2 On-going
		<ul style="list-style-type: none"> <li>• Competency assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>• Reflection statements</li> </ul>	
		2.1.2 Classroom Observation	2.1.2 Quarterly
2.2 Improve student academic achievement	2.2.1 Increase proficiency in mathematics and ELA	2.2.1 Arizona state Assessment AzM2	2.2.1 Annually
	2.2.2 Eliminate or reduce academic achievement	2.2.1 Arizona state Assessment AzM2	2.2.2 Annually

	gaps for African American and Hispanic students		
2.3 Increase the number of high school students who are ready for post-secondary college and career opportunities	2.3.1 The graduation rate at each MSAP high school will increase by <u>5%</u> annually	2.2.3 Arizona Department of Education	2.2.3 Annually
	2.3.2 The percentage of students who meet the selected College and Career Readiness Indicators (CCRI) will increase annually by 5% from the baseline year	2.3.2 District Data systems	2.3.2 Annually

<b>GOAL 3: Expand Opportunities for Family Engagement</b>			
<b>Objective</b>	<b>Performance Measure</b>	<b>Evaluation Method</b>	<b>Data Collection Interval</b>
3.1. Increase opportunities for students and family engagement	3.1.1 Increase the number of family engagement activities provided each year	3.1.1 District Family Engagement Tracking Data	3.1.1 Ongoing
	3.1.2 Increase the number of families attending school activities each year by 5 % annually	3.1.2 Family Activity Inventory	3.1.2 Annually
	3.1.3 Increase the percentage of parents who demonstrate knowledge	3.1.3 Family Survey	3.1.3 Annually

	and understanding of the magnet theme.		
		3.1.3 Community Forum	3.1.3 Baseline and Third Year

<b>GOAL 4: Build Collaborative Partnerships for Sustainability</b>			
<b>Objective</b>	<b>Performance Measure</b>	<b>Evaluation Method</b>	<b>Data Collection Interval</b>
4.1 Develop and sustain collaborative partnerships	4.1 Each MSAP project site will develop one new collaborative partnership each year	4.1 Project Database	4.1 Ongoing

**3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project**

The budget for the proposed evaluation is \$350,000 over the period of the grant. This budget provides an adequate level of resources to conduct a well-designed and well-implemented impact study that will build evidence of promise with respect to character education programs.

In addition, the evaluation costs reflect the total amount of resources that is needed to address the research questions and meet the MSAP program evaluation goals, in terms of providing formative and summative data for continuous program improvement of the project and addressing the GPRA and project level performance measures in each year of the grant period. Many of these tasks can be completed internally because the District has efficient evidence-based systems of data collection that allows for updates through its student management system (Synergy), student assignment system (SmartChoice), family engagement tracking system, and the District's testing and reporting software (SchoolCity). Since these activities will be handled internally, the costs will be borne by the District as in-kind contributions.

The evaluation costs are also reasonable because the District plans to partner with a local Tucson based firm, Viable Insights, who will be responsible for collecting much of the qualitative data required for the evaluation components. The evaluation design includes resources for a robust set of on-site data collection activities including annual visits to each MSAP project school to collect formative and summative data from multiple stakeholder groups through focus groups, interviews, and classroom observations. Additional resources are also allocated to administer annual surveys to



parents/guardians and other key stakeholders to collect feedback from families and collaborative partners. The use of local external evaluators means that other expenditures, such as travel costs for site visits, interviews, focus groups, and project meetings will be reasonable.

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## **Budget Narrative Tucson Unified School district (TUSD)**

TUSD is requesting \$5,253,575 to implement the MSAP project across three campuses. This averages \$3700 for the 1420 students to be served in this project over the five years, \$740 per year per student. TUSD will continue to provide funding to these three campuses at the same level as all other TUSD magnet school campuses. The current average annual cost per student at TUSD is \$7,200 per student. The breakdown of this allocation is as follows: \$3,290 comes from Maintenance and Operations (M&O); \$1249 comes from Special Education; \$814 comes from Magnet funds; \$535 comes from Desegregation; \$487 comes from Title and federal funds; remainder comes from Capital and other funds etc. The proposed MSAP project will revitalize the three magnet schools and help to provide high-quality rigorous magnet-themed academic programs that can attract diverse enrollment, and improve and sustain student achievement. Chromebooks will be purchased for students use to facilitate improved student engagement and technology integration. With the emphasis on revitalizing the existing magnet themes, technology, project based learning, additional equipment at the schools, and software and curriculum materials will be needed to enhance student and teacher learning. Each school in the grant project will be the beneficiary of professional development for teachers and staff, technology for teachers and/or students, and site-specific improvements directly related to each school's magnet theme. All grant schools will participate in Project Based Learning as the driver for improved student engagement, retention, and achievement. MSAP school leadership (5 leaders), teachers (104 teachers), and coaches (7 instructional coaches) will be trained so project goals are met, to build capacity and to ensure sustainability beyond the end of the grant.

**TUSD Magnet School Assistance Program Budget**

	Description	Unit	Cost per unit	Year 1	Year 2	Year 3	Year 4	Year 5
<b>1. Personnel</b>								
District	MSAP Project Manager (Exempt. Coord. Grade 4)	0.5	\$ 61,971.00	\$ 30,986.00	\$ 31,296.00	\$ 31,609.00	\$ 31,925.00	\$ 32,244.00
District	MSAP Grant Coordinator (Exempt. Coord. Grade 2)	1	\$ 54,260.00	\$ 54,260.00	\$ 54,803.00	\$ 55,351.00	\$ 55,904.00	\$ 56,463.00
Bonillas	Club Stipends	2	\$ 1,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Summer School Teachers - 15 days / 4 hrs.	7	\$ 1,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00
	Teacher Stipends for Parent Training	3	\$ 400.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Palo Verde	Added Duty - Redruitment Events			\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00
	Teacher Stipends for Clubs			\$ 5,600.00	\$ 5,600.00	\$ 5,600.00	\$ 5,600.00	\$ 5,600.00
	Summer Bridge Program Teachers			\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
	Teacher Pay for 2 Additional Classes			\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
	Engineering Instructional Personnel			\$ 20,482.00	\$ 20,482.00	\$ 20,482.00	\$ 20,482.00	\$ 20,482.00
	Added Duty for Capstone Membership			\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00
Tully	Added Duty - After School Program				\$ 5,375.00	\$ 5,375.00	\$ 5,375.00	\$ 5,375.00
	School School Employees			\$ 31,550.00	\$ 31,550.00	\$ 31,550.00	\$ 31,550.00	\$ 31,550.00
<b>Personnel Total</b>				\$ 184,328.00	\$ 190,556.00	\$ 191,417.00	\$ 192,286.00	\$ 193,164.00
<b>2. Fringe</b>								
	30% - State retirement, insurance			\$ 55,298.40	\$ 57,166.80	\$ 57,425.10	\$ 57,685.80	\$ 57,949.20
<b>Fringe Total</b>				\$ 55,298.40	\$ 57,166.80	\$ 57,425.10	\$ 57,685.80	\$ 57,949.20
<b>3. Travel</b>								
Bonillas	MSA Conference - Registration & Travel	2	\$ 3,900.00	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00
Palo Verde	MSA Conference - Registration & Travel	2	\$ 3,900.00	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00
	Link Crew Training - Registration & Travel	5		\$ 16,825.00				
Tully	MSA Conference - Registration & Travel	2	\$ 3,900.00	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00
	Bus Transportation- Summer Program Field Trips			\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00
<b>Travel Total</b>				\$ 41,275.00	\$ 24,450.00	\$ 24,450.00	\$ 24,450.00	\$ 24,450.00
<b>4. Equipment</b>								
Bonillas	Chromebooks - Gr. 3-5	250	\$ 400.00	\$ 100,000.00				
Palo Verde	Marquee	1		\$ 25,000.00				
	Promethean Walls (3)	3		\$ 30,000.00				
	Laptop Computers	240		\$ 170,000.00				
	Ipad Pros, Cases, Microphones & Tripod Stands	26		\$ 25,012.00				
	Activpanel w/ Stand	1		\$ 6,938.00				



<b>Tully</b>	Marquee		1		\$ 25,000.00						
	GATE Collaborative Learning Lab Furniture				\$ 10,000.00						
	LRC (Library) Furniture & Equipment				\$ 15,000.00	\$ 15,000.00					
	Student Talent Development Books				\$ 1,000.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00
	GATE Professional Resource Library				\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
	<b>Equipment Total</b>				\$ 410,450.00	\$ 17,750.00	\$ 2,750.00	\$ 2,750.00	\$ 2,750.00	\$ 2,750.00	\$ 2,750.00
	<b>5. Supplies</b>										
<b>Bonillas</b>	Branded Marketing Materials				\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Bulletin Boards	25		\$ 300.00	\$ 7,500.00						
	Refreshments for Recruitment			\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
	Intervention Games				\$ 7,000.00						
	Supplies and Materials for Parent Training			\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
<b>Palo Verde</b>	Fence Advertising Signage				\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
	Paint for Office Entry Sign				\$ 1,000.00						
	STEAM Posters				\$ 1,200.00						
	Supplies and Refreshments for Family Events				\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00
	Link Crew Supplies				\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	SARSEF Supplies & Fees				\$ 2,260.00	\$ 2,260.00	\$ 2,260.00	\$ 2,260.00	\$ 2,260.00	\$ 2,260.00	\$ 2,260.00
	Engineering Software & Modules				\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
	Engineering Tools / Materials				\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Engineering Dual Enrollment Text - Software				\$ 8,000.00						
<b>Tully</b>	GATE Collaborative Learning Lab					\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Summer Program Field Trip Fees				\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
	Summer Program Supplies				\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Materials and Refreshments for Family Events				\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
	<b>Supplies Total</b>				\$ 55,460.00	\$ 32,760.00	\$ 32,760.00	\$ 32,760.00	\$ 32,760.00	\$ 32,760.00	\$ 32,760.00
	<b>6. Contractual Services</b>										
<b>All</b>	Marketing Assessment				\$ 15,000.00						
	External Evaluation Costs				\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00
	Professional Development Contractors										
	Professional Learning Communities				\$ 119,900.00	\$ 108,660.00	\$ 108,660.00	\$ 104,000.00	\$ 104,000.00	\$ 51,000.00	
	Project Based Learning (Engage to Learn)				\$ 80,140.00	\$ 750,360.00	\$ 532,065.00	\$ 281,100.00	\$ 281,100.00		
<b>Bonillas</b>	Drama Kids - After School Club Program			\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
	Scholastic Reading				\$ 33,497.00	\$ 21,992.00	\$ 33,497.00	\$ 11,596.00	\$ 11,596.00	\$ 11,596.00	\$ 11,596.00
	Character Counts					\$ 10,000.00					
<b>Palo Verde</b>	Student Tuition for U of A Programs				\$ 10,000.00	\$ 20,000.00	\$ 30,000.00	\$ 20,000.00	\$ 20,000.00		
	U of A Sky School					\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00
<b>Tully</b>	Maker's Space Instructor / Trainer					\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00
	U of A Sky School				\$ 7,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
	Summer Program Contracted Instructors				\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
	Gifted and Talented Education Consultant					\$ 9,000.00	\$ 9,000.00				
	Creative Spirit Consultant				\$ 2,500.00	\$ 2,500.00					

	<b>Contractual Services Total</b>			\$ 347,537.00	\$ 1,036,012.00	\$ 826,722.00	\$ 530,196.00	\$ 176,096.00
	<b>9. Total Direct Costs</b>			\$ 1,094,348.40	\$ 1,358,694.80	\$ 1,135,524.10	\$ 840,127.80	\$ 487,169.20
	<b>10. Indirect Costs</b>		3.11%	\$ 34,034.24	\$ 42,255.41	\$ 35,314.80	\$ 26,127.97	\$ 15,150.96
	<b>11. Training Stipends</b>			\$ 47,840.00	\$ 85,768.00	\$ 30,940.00	\$ 20,280.00	
	<b>12. Total Costs</b>		\$ 5,253,575.68	\$ 1,176,222.64	\$ 1,486,718.21	\$ 1,201,778.90	\$ 886,535.77	\$ 502,320.16
<b>Bonillas</b>	<b>Description</b>	<b>Unit</b>	<b>Cost per unit</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Equipment</b>	Chromebooks - Gr. 3-5	250	\$ 400.00	\$ 100,000.00				
	<b>Total Equipment</b>			\$ 100,000.00	\$ -	\$ -	\$ -	\$ -
<b>Supplies</b>	Branded Marketing Materials			\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Bulletin Boards	25	\$ 300.00	\$ 7,500.00				
	Refreshments for Recruitment		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
	Intervention Games			\$ 7,000.00				
	Supplies and Materials for Parent Training		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
	<b>Total Supplies</b>			\$ 16,000.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
<b>Palo Verde</b>	<b>Description</b>	<b>Unit</b>	<b>Cost per unit</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Equipment</b>	Marquee	1		\$ 25,000.00				
	Promethean Walls (3)	3		\$ 30,000.00				
	Laptop Computers	240		\$ 170,000.00				
	Ipad Pros, Cases, Microphones & Tripod Stands	26		\$ 25,012.00				
	Activpanel w/ Stand	1		\$ 6,938.00				
	<b>Total Equipment</b>			\$ 256,950.00	\$ -	\$ -	\$ -	\$ -
<b>Supplies</b>	Fence Advertising Signage			\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
	Paint for Office Entry Sign			\$ 1,000.00				
	STEAM Posters			\$ 1,200.00				
	Supplies and Refreshments for Family Events			\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00
	Link Crew Supplies			\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	SARSEF Supplies & Fees			\$ 2,260.00	\$ 2,260.00	\$ 2,260.00	\$ 2,260.00	\$ 2,260.00
	Engineering Software & Modules			\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
	Engineering Tools / Materials			\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Engineering Dual Enrollment Text - Software			\$ 8,000.00				
	<b>Total Supplies</b>			\$ 29,960.00	\$ 19,760.00	\$ 19,760.00	\$ 19,760.00	\$ 19,760.00

Tully	Description	Unit	Cost per unit	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Equipment</b>	Marquee	1		\$ 25,000.00				
	GATE Collaborative Learning Lab Furniture			\$ 10,000.00				
	LRC (Library) Furniture & Equipment			\$ 15,000.00	\$ 15,000.00			
	Student Talent Development Books			\$ 1,000.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00
	GATE Professional Resource Library			\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
	<b>Total Equipment</b>			<b>\$ 53,500.00</b>	<b>\$ 17,750.00</b>	<b>\$ 2,750.00</b>	<b>\$ 2,750.00</b>	<b>\$ 2,750.00</b>
<b>Supplies</b>	GATE Collaborative Learning Lab				\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Summer Program Field Trip Fees			\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
	Summer Program Supplies			\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Materials and Refreshments for Family Events			\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
	GATE Collaborative Learning Lab				\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Summer Program Field Trip Fees			\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
	Summer Program Supplies			\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
	Materials and Refreshments for Family Events			\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
	<b>Total Supplies</b>			<b>\$ 15,000.00</b>	<b>\$ 19,000.00</b>	<b>\$ 19,000.00</b>	<b>\$ 19,000.00</b>	<b>\$ 19,000.00</b>