

Bonillas Magnet School Plan 2020-21 SY
Magnet Theme: Traditional Education
Principal: Frank Schiavone
Tucson Unified School District

MAGNET SCHOOL SUMMARY

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

PROGRAMS													
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply									
X	School Wide		Targeted Assistance	X	Magnet		SIG		Targeted School Improvement		Comprehensive Support & Improvement		D or F Status

TIMELINE FOR PLAN SUBMISSION AND MONITORING					
Feb. 15, 2020	Oct. 9, 2020	Dec. 18, 2020	March 12, 2021	May 21, 2021	TBD
Magnet Plan Submission	Quarter 1 Progress Review	Quarter 2 Progress Review	Quarter 3 Progress Review	Quarter 4 Progress Review	Review of 2020 AzMERIT

GOALS FOR MAGNET SCHOOL EFFECTIVENESS

GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, BONILLAS WILL REMAIN INTEGRATED.

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

GOAL 2: BONILLAS WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.

Academic Quality Measures:

Academic Performance (All Students)

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

Academic Performance (African American and Latino Students)

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

GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**Current Status:** <Updated by District with 100th Day Data in fall of 2020>**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.**Integration Indicator: Integration of Diverse Student Population****Actions to Address Integration Indicator and to Achieve Goal(s):**

- Create partnerships and implement the magnet theme with fidelity in order to attract and to maintain a diverse student population.

District Initiated and Supported:

- Recruitment and marketing activities are planned and implemented by the District and the school.
- The Communication Department will provide marketing materials appropriate to support the school's branding and activities.

Magnet Department Initiated and Supported:

- Bonillas will be included in District-level deployment of commercial media including television, print, and social media.
- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.

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

1. Bonillas kindergarten teachers will create "kinder" care packages and hand out to preschool kids during preschool visits or site-based recruiting events.
2. The Magnet Coordinator/Instructional Coach will mail surveys to parents who live in the neighborhood that are not attending Bonillas and make personal contact and provide information to these families during first quarter of the 2020-21 SY.

3. Bonillas staff representative(s) will attend all District marketing events as well as other site- based marketing and recruiting events throughout the year.
4. The leadership team and Site Council will meet monthly to engage stakeholders in shared decision making regarding marketing, recruitment, and retention.
5. The principal, Magnet Coordinator, and other support staff will meet with the Magnet Department monthly to review student achievement data, to set quick wins for theme visibility, and to review the school magnet plan.
6. Classrooms will participate in an attendance challenge and will be recognized for highest attendance percentage per quarter.
7. Staff members and the Magnet Coordinator will identify at least 10 preschools with the desired demographics to deliver and to display Bonillas school brochures.
8. The Magnet Coordinator will make follow-up phone calls to preschool parents and schedule and provide a school tour to all parents who are interested and inquired about Bonillas.
9. Recruitment logs will be kept on site that document District and school recruitment events, tours, and magnet phone inquiries.
10. The Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.

Evidence of Progress

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

GOAL 2: ACADEMIC QUALITY**A. Data Analysis, Trends, and Objectives****2020 SCHOOL LETTER GRADE: TBD****SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

ELA AzMERIT	Spring 2020 AzMERIT	ELA achievement for 3 rd -5 th grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	ELA achievement for 3 rd – 5 th grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math AzMERIT	Spring 2020 AzMERIT	Math achievement for 3 rd – 5 th grade students was XX%; XX% above the district elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	Math achievement for 3 rd – 5 th grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.

AFRICAN AMERICAN PROFICIENCY RATES

ELA AzMERIT	Spring 2020 AzMERIT	ELA achievement for 3 rd -5 th grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	ELA achievement for 3 rd – 5 th grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math AzMERIT	Spring 2020 AzMERIT	Math achievement for 3 rd – 5 th grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.
AzMERIT	2020-21 SY Goal	Math achievement for 3 rd – 5 th grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.

HISPANIC PROFICIENCY RATES

ELA AzMERIT	Spring 2020 AzMERIT	ELA achievement for 3 rd -5 th grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.
	2020-21 SY Goal	ELA achievement for 3 rd – 5 th grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.
Math AzMERIT	Spring 2020 AzMERIT	Math achievement for 3 rd – 5 th grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.
	2020-21 SY Goal	Math achievement for 3 rd – 5 th grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21.

B. Actions to Improve Academic Quality

Comprehensive Magnet Plan Level of Support for 2020-21 SY: `

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

SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4, 2.6, and 2.7)

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

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

School Initiated and Supported

- Teachers receive an observation and specific feedback once per week. The school administration team identifies trends that are seen in the classroom and creates professional development around such topics.
- Principal provides each teacher with specific positive praises and suggestions regarding Tier One instruction and the use of the curriculum.

District Initiated and Supported:

- All teachers are evaluated on the Danielson framework. With this information, the principal uses common trends and growth areas that can be addressed in professional development.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- School PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources).

- Professional development will be designed and implemented on District PD Wednesday that focus on quality Tier 1 instruction and support classroom walkthrough trend data analysis.

Magnet Department Initiated and Supported:

- The leadership team (principal, Magnet Coordinator, Curriculum Service Provider, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet School Plan that will include the school's critical focus areas, action steps, evidence, and responsibilities for each faculty and staff member.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

Title 1 Initiated and Supported:

- The District's Support & Innovation Team (Title 1) along with the Magnet Department will gather classroom instruction trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.
- Money for professional development in the Title One plan has been designated to support professional growth and ensure that teachers are providing rigorous and relevant instruction.
- Consultants to support quality Tier 1 instruction will provide PD opportunities to all teachers.

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

1. A lesson plan template will be used by all teachers that include the essential elements for quality Tier 1 Instruction. The lesson plan template will include the objective, engagement strategies, questioning strategies, and checks for understanding.
2. Instructional leaders will check teacher lesson plans when they are conducting walkthroughs. Lesson plans books will be accessible and opened to the lesson being implemented.

3. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher on a weekly basis.
4. Instructional leaders will maintain an observation log with action steps for each teacher.
5. Instructional leaders and teachers will document refinement and the actions steps to incorporate identified refinements in daily instruction.

Evidence of Progress

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| • Observation and Reflection feedback | • Weekly schedule of observations |
| • Observation logs from leadership team | • Teacher lesson plans |

SIAP Indicator 2.6: Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.

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

District Initiated and Supported:

- Weekly Professional Learning Communities focusing on these four questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency?
- Wednesday professional development in response to learning needs assessment.
- Summer opportunities for professional growth and collaboration.

Magnet Department Initiated and Supported:

- Inquiry-based, hands-on science professional developments and classroom support.
- Professional consultations for targeted instructional strategies.

Title 1 Initiated and Supported:

- School initiated Scholastic next steps guided reading professional development.
- School initiated ‘extended PD’ on quarterly Wednesdays throughout the month.
- Math Pathways and Pitfalls training, materials and continuing professional development.

Critical Focus Area: Teachers will actively engage in planned differentiated professional development that will have a direct impact on increasing student achievement.

Critical Focus Area Action Steps:

1. Administration will give teachers a needs assessment to better understand what areas they want to increase their professional practices and knowledge.
2. Teachers will participate in a minimum of 18 extra hours of professional development throughout the school year.
3. Professional development opportunities will be aligned to the school’s professional learning needs assessment.
4. The principal, Magnet Coordinator, and CSP will conducted professional development and a book study on “The Next Step Forward in Word Study and Phonics” by Jan Richardson. The phonics program supports Bonillas’ Traditional Model.
5. Principal, CSP, and Magnet Coordinator will conduct monthly observations to ensure strategies from professional development are utilized in instruction and provide feedback to teachers.
6. Once per quarter, teachers will observe grade level peer(s) in ELA or Math.

Evidence of Progress

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| <ul style="list-style-type: none"> • Professional Development Needs Assessment and Results • Professional Development Agendas • PLC Notes • PD Sign-ins | <ul style="list-style-type: none"> • Observation and Reflection Logs • Collaborative units focused on highly-leveraged standards and best instructional practices |
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SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.

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

District Initiated and Supported:

- District initiated professional learning communities that align to the 301 model.
- The Multi-Tiered System of Support (MTSS) framework and processes will be used to maximize achievement for struggling students through systematic gathering of data used for educational decision making in interventions (screening, diagnosis, and progress monitoring) to support student achievement and their personal/social development.
- District benchmark assessment data will be analyzed to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.
- Positive Behavior Instructional Supports are used to support a healthy school climate conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.

Magnet Department Initiated and Supported:

- Ongoing professional growth for quality Tier 1 instruction through the observation and reflection cycle.
- Principal and one curriculum support personnel will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.
- Four Teacher Aides to support Tier 2 instruction and guided-reading and math center work.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

Title 1 Initiated and Supported:

- Teachers participate in teams to learn more about the Math Pathways and Pitfalls program and implementation in the classroom.
- The school counselor, Student and Family Support Liaison, and all stakeholders will plan interventions for all Tiers to support students in academics and social success.
- The school counselor used to support students in the areas of academic achievement, personal/social development and career development.
- Based on observations from the curriculum team the school has identified that teachers are in need of support for small guided-reading and comprehension planning and implementation.

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

1. Teachers will use Guided Reading, small group instruction, and SuccessMaker to support math and ELA.
2. Tier 2 and Tier 3 students will meet daily for guided reading lessons and small group targeted math instruction with teacher.
3. Teaching assistants at each grade level will be trained to work with students and to support the classroom while teachers pull groups of students for individualized small group instruction and Tier 2 and Tier 3 interventions.
4. Teachers will use small group instruction and technology-based interventions for Tier 2 and Tier 3 support in both ELA and math. Instructional leaders will observe implementation of small group instruction and provide feedback to teachers that will allow them to refine their practice.
5. Teachers will engage in the PLC Collaborative Teacher Team process weekly to clarify the essential learning for each unit of instruction as determine by the TUSD Curriculum and scope and sequence, to participate in data analysis, to create common formative assessments and to determine and to plan for needed interventions and re-teaching.

Evidence of Progress

- Master Schedule
- Guided Reading Groups
- SuccessMaker Data
- MTSS Schedule and Meeting Notes
- PLC-CTT Agendas/Minutes/Re-Teach Lessons

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

Critical Focus Area Action Steps:

1. PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day for each week for at least 60 minutes.
2. PLC-CTTs will use the results from common formative assessments to share and develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.
3. Lesson studies will be implemented to allow PLC-CTTs to plan a common lesson based on particular standards and observe each other teach that lesson and provide feedback on strengths and reinforcements.
4. Through lesson studies, teachers will share instructional strategies and evaluate effectiveness of strategies based on student mastery of an objective.
5. Instructional leaders will meet with teams to assist them in developing lessons, observing, and providing feedback on strengths and refinements to one another.

Evidence of Progress

- PLC-CTT Schedule
- PLC-CTT Binders and Data Notebooks
- Re-Teach Lessons
- CFAs
- Data Analysis of CFAs and District Benchmarks

SIAP Principle 4: Effective Curriculum (Indicator 4.6)

SIAP Indicator 4.6: Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring the continuous improvement for all students

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

District Initiated and Supported:

- The district offers quarterly K-8 professional development led by curriculum teams to support teachers.
- Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CTTs).
- Teachers and Instructional leaders will support and encourage students and families in taking advantage of TUSD's diverse schools through school choice, Gifted and Talented Education (GATE) programs, and share what Advanced Learning Opportunities, Career & Technical Education students can partake in as they move forward in their educational experience with TUSD.

Magnet Department Initiated and Supported:

- Curriculum Service Provider will work with classroom teachers individually and in PLC-CTTs to prepare standards-driven lessons that are aligned with TUSD Curriculum and data driven.
- Instructional leaders will work with PLC-CTTs in planning instruction that provides opportunities for students to connect with the curriculum and to integrate materials that support the magnet theme within units of study.

Title 1 Initiated and Supported:

- Teachers will participate in weekly grade level lesson plan meetings to prepare standards driven lesson plans.
- Teachers will attend professional development outside of contract time to support the development of guided instruction for Tier Two and Three instruction.

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

Critical Focus Area Action Steps:

1. Through collaboration, teachers will be able to use the new ELA adoption effectively while teaching the highly-leverage standards.
2. The principal, CSP, and Magnet Coordinator will observe and provide feedback for the teachers to improve rigor of instruction and effectiveness of the curriculum.
3. Teachers will analyze common formative and highly-leverage standard assessment prior to lesson/unit in order to understand the effectiveness of new curriculum and how it supports the standard.
4. Teachers will work during summer professional development to study and create units using the new curriculum, including centers that align to the highly-leveraged standards.

Evidence of Progress

- Teacher Developed Plans
- Pre/Post Assessments
- Guided Reading Lesson Plans
- Teacher Lesson Plans
- Common Formative Assessments
- PLC-CTTs Agendas/Minutes
- PLC-CTTs Binders And Data Notebooks
- Walkthrough Data

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

- By the end of the 2020-2021 SY, 40% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 94.95% Parent/Guardian overall satisfaction.
- By the end of the 2020-2021 SY, 7% - 10% of families will participate in the monthly *Cafecito* that supports families in helping their students at home as well as learning more about the educational process.

SIAP Indicator 6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.**Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Maintain the Student and Family Support Liaison to assist families with resources and to encourage them to be active participants in their child's educational experience.
- Coordinate resources to support students and families with basic needs.
- Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Fall and spring parent/teacher conferences will be scheduled school-wide.

- Teachers will meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Teachers will incorporate this information into individual student academic and behavioral plans.

Magnet Department Initiated and Supported:

- Develop one magnet event per school year that emphasize the magnet theme of traditional education and character counts.
- Inform teachers, staff, parents, and the community of the Magnet Plan that is designed to increase student achievement.
- Continue and further develop community and family collaboration through such events as Love of Reading Weeks, Cultural Literacy / Math and Science nights, and participating in neighborhood events.

Title 1 Initiated and Supported:

- Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
- Coordinate at least two (2) meaningful family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.
- Communicate with families and the community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, *Cafecitos*, and clearly defined systems that allow for home-school communication).
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.

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

Critical Focus Area Action Steps:

1. A monthly *Cafecito* will be held with the principal, Student and Family Support Liaison, and Counselor and will focus on Family Curriculum and Development Workshops.

2. The Student and Family Support Liaison will be actively involved in recruiting and planning daily/monthly Family Workshops and meetings.
3. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities and assist families with resources and encourage them to be active participants in their child’s educational experience.
4. The Student and Family Support Liaison will develop a plan of action for strengthening family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
5. The Student and Family Support Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
6. The Magnet Coordinator will collaborate with the Student and Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement.
7. Magnet Coordinator will establish at least one new formal community partnership, as documented by a letter of support.

Evidence of Progress

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

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

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

- 1.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.76 FTE Teaching Assistants (910G, 202)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Dean of Students (Title 1)
- 1.88 FTE Teaching Assistants (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 0.5 FTE Library Assistant (Title 1))
- 0.5 FTE Library Assistant (M&O)
- 0.5 FTE Reading Specialist (910G)

Bonillas ES Magnet Desg Budget 2020-2021 SY			
Description	Sum of FY 21 (\$)	Purpose	Magnet Plan Principle #:
1.0 FTE Teacher Magnet	\$46,000	Reduce class size in 5 th grades, to less than 25 students, which is significantly lower than the district 1 to 30 ratio. Data analysis shows the need to strengthen ELA and Math instruction overall at these grade levels and the need to support 5 th graders in math. Research shows that significantly reducing class size reduces achievement gaps in Black and Hispanic subgroups. The lower classes sizes will also support our guided instruction plan for the 2020-2021 SY. Teachers are receiving professional development on guided instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Curriculum Service Provider	\$47,500	The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT regarding the meaningful work that supports student achievement.	2: Effective Teachers and Instruction 4: Effective Curriculum
1.0 FTE Magnet Site Coordinator	\$47,500	The Magnet Coordinator (MC) works in collaboration with the principal to support integration and student achieved. Task include overseeing recruitment efforts, supporting family engagement, promoting and marketing the school's magnet program through community outreach activities, , organize magnet celebrations, and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of PLC- Collaborative Teacher Teams.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity

3.76 FTE Teaching Assistants	\$71,511	Our focus is on strengthening Tier 1 instruction in the classroom. The certified teacher will be teaching in small groups for differentiated instruction while the teaching assistant supports students with learning independently.	2: Effective Teachers and Instruction 4: Effective Curriculum
0.5 FTE Guidance Counselor	\$25,000	The guidance counselor will implement the TUSD Comprehensive Competency Based Guidance program/American School Counselor Association National Model. The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other educational programs at the school.	2: Effective Teachers and Instruction 4: Effective Curriculum
Substitute Teachers	\$1,000	Substitutes for magnet teacher sick leave.	2: Effective Teachers and Instruction 4: Effective Curriculum
Mileage	\$100	Magnet coordinator uses personal vehicle to recruit families from preschools and attends recruitment events to attract families that meet our integration goal.	Integration, Providing Diversity, Excellence and Equity.
Certified Added Duty: Professional Development	\$14,000	Provide Added Duty pay for teachers participating in off contract PD that is targeted on improving student achievement. Professional development is based around classroom observations completed by the principal and CSP. With said information as well as teacher survey, the school receives targeted professional development based on need. Several professional developments occur on weekends.	2: Effective Teachers and Instruction 4: Effective Curriculum
Certified Added Duty: Recruitment /Family Engagement	\$4,000	Certified teachers will attend recruitment and family engagement events. Outcomes of these events support positive school culture, retention of students and student integration.	Integration, Providing Diversity,

			Excellence and Equity 6: Family and Community Engagement
Supplies: Instructional	\$3,000	Instructional supplies support student learning and engagement opportunities. These allow teachers to purchase instructional materials that support tier 2 and 3 instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum
Supplemental Reading Resources	\$6,000	Bonillas uses the Open Court Program as part of the comprehensive literacy block for phonics instruction. Teachers will use these supplemental resources to strengthen Tier 1 ELA instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum
Supplies: Professional Development	\$2,000	Professional development supplies that accompany and support professional development topics and staff learning experiences.	2: Effective Teachers and Instruction 4: Effective Curriculum
Registration Magnet Schools of America (MSA) National Conference	\$1,800	More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Bonillas will send the Magnet Coordinator and one Administrator to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement Integration: Providing Diversity,

			Excellence and Equity
Out of State Travel	\$6,000	Travel, lodging, transfers and per diem will be provided for two people traveling out of state to the MSA National Conference.	2: Effective Teachers and Instruction 4: Effective Curriculum Integration: Providing Diversity, Excellence and Equity
Employee Benefits	\$76,153		
Total Budget 2020-2021 SY	\$351,564.00		
Total FTE:	7.26		

Bonillas ES Title 1 Budget 2020-2021 SY			
Description	Sum of FY 21 (\$)	Purpose	SIAP/ Magnet Plan Principle #
1.0 FTE School Community Liaison	\$22,500	School Community Liaison work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Also assist in promoting and supporting parents with strategies to help their child be more successful in school	2: Effective Teachers and Instruction 4: Effective Curriculum 6: Family and Community Engagement
.5 FTE Library Assistant	\$11,000	Library assistant supports students and teachers to promote academic achievement by selecting leveled books and supporting tier 1 extensions in reading.	4: Effective Curriculum
1.88 FTE Teaching Assistant (2 @ .94 FTE)	\$41,000	To provide support for students with implementation of Tier II and Tier III interventions	2: Effective Teachers and Instruction; 3: Effective Organization of Time/ Interventions 4: Effective Curriculum
1.0 FTE Dean of Students	\$46,000	To provide support for students with implementation of Tier II and Tier III interventions	3: Effective Organization of Time/ Intervention 5: School Climate and Culture

Professional Education/ Contractor	\$10,000	Professional development services for quality Tier 1 instruction.	2: Effective Teachers and Instruction 4: Effective Curriculum
Added Duty - Tutoring	\$7,500	To provide Tier II interventions; Will continue to offer after school tutoring by grade level. Open to identified students and will get specific invitation to attend;	2: Effective Teachers and Instruction
Instructional Aides	\$8,000	Differentiate Tier I and II instruction. Provide 21st Century technology opportunities	2: Effective Teachers and Instruction 4: Effective Curriculum
District Supplies	\$4,000	Differentiate Tier I and II instruction. Provide 21st Century technology opportunities	2: Effective Teachers and Instruction 4: Effective Curriculum
Technology Related Hardware & Software less than \$5000	\$12,100	Differentiate Tier I and II instruction Provide 21st Century technology opportunities	2: Effective Teachers and Instruction 4: Effective Curriculum
Employee Benefits	\$38,650		
Total Budget 2020-21 SY	\$200,750		
Total FTE:	4.38		