

Principles, Strategies and Action Steps (REQUIRED)

**Tucson Unified District (100201000) Public District - FY 2024 - Global Hold(s): (2022, 2023, 2024) - Magee Middle School (100201515) Public School - School Integrated Action Plan (SIAP) - Rev 0**

**Plan Items**

**P** 1) Principle 1 - Effective Leadership

**- Details**

Primary Need: Not primary need

Root Cause: Not primary need

Needs Statement: Not primary need

Desired Outcomes: Not primary need

SMART Goal: Not primary need

**S** 1.1) Strategy 1.1

**- Details**

Strategy Description: Not primary need

**AS** 1.1.1) Not primary need

N/A

**- Details**

Action Step Description: Not primary need

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**P** 2) Principle 2 - Effective Teachers and Instruction

**- Details**

Primary Need: 2.3 Based on all available student data, teachers do not with consistency intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning strategies and AVID strategies 2.7 Our teachers do not collaborate consistently with other teachers, administrators, families, and education professionals to ensure the success of all students

Root Cause: 2.3 Teachers lack understanding of specific student needs and the required planning for differentiated lessons based on data using district curriculum. 2.7 There is a lack of respect between teachers, a lack of willingness to work together, a lack of differentiation

Needs Statement: 2.3 Teachers need PD specifically targeting how to build relationship with students to design lessons that demonstrate the use of data and district curriculum 2.7 Magee teachers use data regularly to differentiate and implement regular instruction in daily learning

Desired Outcomes: 2.3 Teachers will intentionally get to know students and develop meaningful lesson plans that are engaging and at their instructional level 2.7 Collaboration between teams will increase expectations for all students and meet the need of students in identified subgroups 2.7 Magee teachers will successfully collaborate in structured PLC times to differentiate instruction for all students

SMART Goal: 6th Grade-ELA achievement for all students will increase by 10% moving from 25% proficient or highly proficient on 2022 AASA to 35% proficient or highly proficient on 2023 AASA. 7th Grade-ELA achievement for all students will increase by 10% moving from 26% proficient or highly proficient on 2022 AASA to 37% proficient or highly proficient on 2023 AASA. 8th Grade-ELA achievement for all students will increase by 10% moving from 31.8% proficient or highly proficient on 2022 AASA to 41.8% proficient or highly proficient on 2023 AASA. 6th Grade-MATH achievement for all students will increase by 10% moving from 12.9% proficient or highly proficient on 2022 AASA to 22.9% proficient or highly proficient on 2023 AASA. 7th Grade-MATH achievement for all students will increase by 10% moving from 11.3% proficient or highly proficient on 2022 AASA to 21.3% proficient or highly proficient on 2023 AASA. 8th Grade-MATH achievement for all students will increase by 10% moving from 12.4% proficient or highly proficient on 2022 AASA to 22.4% proficient or highly proficient on 2023 AASA. State a goal that addresses subgroup achievement in your school. It should pertain to the implementation of systems, structures, and processes. This goal should define successful markers of your IAP and include timeline markers and dates. Process Goals: 2.3 At the beginning of first quarter end of each quarter teachers will review available data and determine how to design plans that are differentiated to meet targeted subgroup needs. 2.7 Staff will work together to identify strategies that are impactful with targeted subgroups and during PLC time share differentiation structures and how expectations are used to support student success

**S** 2.1) Strategy 2.1

**- Details**

Strategy Description: 2.3 Building UDL, AVID, and RTI fluency to adapt lessons that reflect the use of data and district curriculum

**AS** 2.1.1) Intentional Planning and Training

SIAP SW3

**- Details**

Action Step Description: With Wednesday Professional Development days, Magee teachers will learn study topics related to AVID, UDL and RTI to improve classroom practice. -Backwards plan lessons (8/25, 9/23, 10/27, 11/17) - Calendar standards and Common Formative Assessments by quarter with weekly and bi-weekly goals in a roadmap (8/18, 9/16, 10/21, 11/16, 12/8) - Identify strategies to overcome academic and social emotional obstacles. Review updates on progress of Character Strong in the classrooms (8/11, 9/8) - Differentiating and making lessons accessible (8/11, 9/8)

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.1.2) PD for Kagan Based Student Engagement Strategies

Title I LEA

SIAP SW3

**- Details**

Action Step Description: Teachers will receive professional development from the Kagan Institute of Learning. Teachers will learn cooperative interactive structures that will further students' social skills development. Workshops are focused on how to modify classrooms lessons using techniques that are heavily rooted in Universal Design for Learning. 6 Teachers Registration Fees \$700X 6 teachers= \$4200 6 Airfares \$500 X 6= \$3,000 6 Hotel Fees x 4 nights x \$320= \$7680

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.1.3) PD for AVID Instructional Practices

Title I LEA

SIAP SW3

**Details**

Action Step Description: Effective Teachers and Instruction. AVID instructional practices for college and career readiness supports rigorous instruction for all students in all academic areas. Teachers participate in ongoing AVID professional learning focused on engaging in WICOR strategies, providing opportunity knowledge, and building student agency. 6 staff members will attend the AVID National Conference in the Fall. Flights: 6 staff members X \$620 airfare= \$3,720 Hotel: 6 staff members X \$300 X 4 nights= \$7,200 Registration: 6 staff members x \$650= \$3,900

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.1.4) 1.0 FTE RTI Teacher

Title I LEA

SIAP SW3

**Details**

Action Step Description: RTI class will target those students identified low to receive extra support on a weekly basis to strengthen skills. Teacher will work 6 periods to target identified subgroup students using AVID/UDL strategies and adapting the curriculum

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.1.5) Monitor

SIAP SW3

**Details**

Action Step Description: Leadership team will assess monthly the commitment and follow through of PD training through teacher implementation from pre/post results from CFA's and district benchmarks.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.1.6) Evaluate  
SIAP SW3

**Details**

Action Step Description: Leadership team will make suggestions based on results of lesson plan collection and review as well as provide staff with feedback of steps being made to affirm those practices that are being put into place. Bi-weekly expectations will be made through leadership communication and with an invitation to feedback so that the team can identify barriers, frustrations as well as celebrations. Teacher will assess student progress and adjust groupings as needed.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**S** 2.2) Strategy 2.2

**Details**

Strategy Description: 2.7 Magee teachers will build professionalism and respect through team building and common planning times.

**AS** 2.2.1) Effective Collaboration  
SIAP SW3

**Details**

Action Step Description: Teachers will be invited by leadership to develop relationships with one another through conversations and activities that will strengthen trust and effective communication among colleagues. Magee teachers will meet on Wednesdays and before school with grade level teams, content area teams, cross-curricular teams, and elective teachers to collaborate and plan academic and supports for our targeted students and families. Wednesday meetings will be calendared with specific topics and objectives that will include student-teacher relationship building

strategies along with academic strategies. Magee teachers will also be given the opportunity for added duty to meet after school as grade level teams or content teams

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.2.2) Coaching and Mentoring/ Empower  
SIAP SW3

**Details**

Action Step Description: Magee commits to making the instructional coaching cycle available to all teachers monthly. This will be conducted by the Curriculum Service Provider on campus. We will continue through Project Elevate to meet and determine which teachers are in need of intensive assistance The CSP will also be able to coach teachers in the implementation of effective teaching strategies, classroom management programs, and implementation of AVID,UDL, and RTI strategies. We will use Title I funding to pay for Empower Educational Consultants will be used to provide modeling and guidance for implementing strategies at Tier 1, 2 and 3 with the Math and/or ELA teams. Teachers will have access to consultants and the CSP to get feedback and to better prepare for PLC's.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.2.3) Monitor  
SIAP SW3

**Details**

Action Step Description: Magee admin and leadership will each semester assess the effectiveness of progress towards collaborative efforts to determine if commitments are being kept as part of it's Elevate reflection and/or Title waskthrough. Teacher feedback will be gathered quarterly to determine what is working for teachers in the PLC model and what needs to change.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.2.4) Evaluate  
SIAP SW3

**Details**

Action Step Description: Teacher feedback will be gathered quarterly to determine what is working for teachers in PLC model and what needs to change. Based on teacher input, administration will consult the school's leadership team to determine what structures to modify for improved outcomes.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**S** 2.3) Strategy 2.3

**Details**

Strategy Description: Magee targeted subgroups will make adequate growth on quarterly benchmarks and the AASA test.

**AS** 2.3.1) Differentiated Lesson Professional Development  
SIAP SW3

**Details**

Action Step Description: Magee teachers will teach other staff members key strategies learned from the AVID and Kagan workshops intended to increase the performance of ExEd learners.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.3.2) Lesson study within a PLC - Concept Attainment  
SIAP SW3

**Details**

Action Step Description: Informational content will require students to make inference and applications through the following tasks: Comparison tasks - students will identify and explain how information addressed in class is similar to and different from information that has not been presented in class Classification tasks - students will organize content addressed in class into categories that have not been addressed in class Error analysis task - students identify logical or factual errors others have applied to information present in class Inductive inference tasks - students generate and define a new generalization regarding content addressed in class Deductive inference tasks - students to make predictions and then defend their predictions based on rules or principles regarding the content addressed in class

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.3.3) Instructional Aids

Title I LEA

SIAP SW3

**Details**

Action Step Description: Magee teachers will be assisted by the use of instructional materials including dry erase boards, calculators, clocks, dice, timer, math games, reading games, copy paper, workbooks, software licenses, supplemental book, math manipulatives, reading aides, educational posters, alphabet charts, hundreds charts, grammar walls, visual aides, scientific calculators, timers, dice, math games, reading games, copy paper, workbooks, software licenses, supplemental books, math manipulatives, dry erase boards, protractors, compass, maps, reading aides, whiteboards.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.3.4) District Supplies

Title I LEA

SIAP SW3

**Details**



Action Step Description: Supplies to support instruction will include manila folders, dividers, white out, index cards, note books, rulers, sheet protectors, lined paper, binders, graph paper, pencils, construction paper, crayons, copy paper, dry erase, clip boards, poster boards, chart paper, post it notes, markers, paper clips, baggies, glue, glue sticks, tape, Sharpies, scissors, erasers, pencil sharpeners, pencil boxes, poster tape, laminating sheets, chalk, index cards, rulers, lined paper, notebooks, sheet protectors, glitter, clay, sentence strips, highlighters, tempura paint, paint brushes.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.3.5) Technology

SIAP SW3

**Details**

Action Step Description: Technology including, but not limited to: Computers, laptops, technology storage, technology hardware, headphones, technology related repair costs, instructional displays (activepanel technology), projection equipment.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.3.6) Monitor

SIAP SW3

**Details**

Action Step Description: Magee admin and leadership will each quarter assess the effectiveness of progress towards collaborative efforts to determine if commitments are being kept. Teacher feedback will be gathered each week to determine what is working for teachers in PLC model and what needs to change.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.3.7) Evaluate  
SIAP SW3

**Details**

Action Step Description: Teacher feedback will be gathered each week to determine what is working for teachers in PLC model and what needs to change. Based on teacher input and what the impact of these structures are, admin/leadership will tweak structures to help meet the needs of staff to support students.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**S** 2.4) Strategy 2.4

**Details**

Strategy Description: Interventions

**AS** 2.4.1) Interventions  
SIAP SW3

**Details**

Action Step Description: Magee uses an RTI approach to instruction. Tier I & Tier II instruction is addressed in the content area of the classrooms. Tier III instruction is addressed through an RTI teacher for ELA. Students are selected from ongoing assessments including snap shots and benchmark scores. RTI instruction will focus primarily on building comprehension and foundational reading skills. Students targeted for RTI will be serviced everyday. The RTI program will have its own ongoing assessment. The program will primarily utilize the district adopted Scholastic Reading Program and district approved NEWSELA materials in addition to other resources.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.4.2) Added Duty Tutoring

Title I LEA  
SIAP SW3

 **Details**

Action Step Description: Teachers will review assessment data to target identified students for tutoring. Through regular monitoring of data from tutoring teachers will determine how to adjust lessons to meet student needs

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.4.3) MTSS  
SIAP SW3

 **Details**

Action Step Description: Multi-Tiered System of Support (MTSS) framework-processes (as outlined in the MTSS-TUSD manual) to maximize achievement for all students through systematic gathering of data used for educational decision making (screening, diagnosis, and progress monitoring) to support student achievement

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.4.4) Monitor  
SIAP SW3

 **Details**

Action Step Description: Magee administration and the Curriculum Service Provider will monitor meeting agendas, notes, calendars, student work, and lesson plans to assure evidence of completion. Admin/leadership team will collect evidence of teachers using PD trainings and the impact it has on student learning.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 2.4.5) Evaluate  
SIAP SW3

**Details**

Action Step Description: Data from pre/post of PD will be taken into consideration for future tweaks to PD schedule. Training of staff at RTI at Work will be implemented during second quarter and results of teacher assessment and actual use of RTI and tier 3 will be evidence in lesson plans and student groupings. Notes from data reviews will be used to determine the direction of instruction over the course of the next 9 weeks to affirm those results that are showing student growth

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**P** 3) Principle 3 - Effective Organization of Time

**Details**

Primary Need: Not primary need

Root Cause: Not primary need

Needs Statement: Not primary need

Desired Outcomes: Not primary need

SMART Goal: Not primary need

**S** 3.1) Strategy 3.1

**Details**

Strategy Description: Not primary need

**AS** 3.1.1) Not primary need  
N/A

**Details**

Action Step Description: Not primary need

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**P** 4) Principle 4 - Effective Curriculum

**- Details**

Primary Need: Not primary need

Root Cause: Not primary need

Needs Statement: Not primary need

Desired Outcomes: Not primary need

SMART Goal: Not primary need

**S** 4.1) Strategy 4.1

**- Details**

Strategy Description: Magee staff receives training to best understand how to meet the needs of a diverse cultural community and to implement lessons that are relevant, targeted and inclusive

**AS** 4.1.1) TUSD Multi-Cultural Curriculum  
SIAP SW3

**- Details**

Action Step Description: Magee staff will attend a training on the TUSD multi-cultural curriculum once in the Fall and once in the Spring semesters. Implementation of resources will be monitored by school administration and the CSP. Evidence of implementation will be documented through lesson plans, walkthrough observations, and attendance at professional development sessions.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 4.1.2) Added Duty Planning Time

Title I LEA

SIAP SW3

**Details**

Action Step Description: Teachers will work collaboratively to further their understanding of relationship qualities in order to create an environment in which students are kind to one another. Teachers will learn how to use evidence of emotional support and think through ways to develop a responsive and respectful interaction not only with student but families as well. Teachers will practice positive discourse and design a classroom management plan that facilitates a sense of belonging, integrating warmth with firmness in providing feedback and modeling respect. Teachers will submit the plan to admin prior to the end of the day 8/5/22.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 4.1.3) Monitor

SIAP SW3

**Details**

Action Step Description: Quarterly goals and data to support implementation from strategies presented at PD opportunities.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 4.1.4) Evaluate

SIAP SW3

**Details**

Action Step Description: Leadership team will review implementation based on observations and how to adjust training for teachers.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**P** 5) Principle 5 - Conditions, Climate & Culture

**- Details**

Primary Need: Our staff does not create an environment which builds mutual respect among leadership, teachers, students, and families

Root Cause: Lack of community (pride in work, pride in school) among leadership, teachers, students and families

Needs Statement: Need a shared mission/vision that uses a systematic approach (PBIS) to build relationships between teachers, between teacher and student and between teachers and families

Desired Outcomes: The school will improve in district and school created surveys that monitor classroom climate.

SMART Goal: The school will improve in it's Student Quality Survey results from an average of 3.07 to 3.20.

**S** 5.1) Strategy 5.1

**- Details**

Strategy Description: Magee staff commit to creating an environment of respect and rapport

**AS** 5.1.1) 1.0 FTE Dean

Title I LEA

SIAP SW3

**- Details**

Action Step Description: A Dean of Students position that supports student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; coordinates student interventions for struggling learners; guides teaching practices to ensure student access for mastery of performance

objectives; assists in professional development with student engagement strategies to help engage struggling learners who have difficulty staying engaged in the classroom.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 5.1.2) Monitor

SIAP SW3

**- Details**

Action Step Description: Staff attendance, meeting agendas.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 5.1.3) Evaluate

SIAP SW3

**- Details**

Action Step Description: Student quality survey will help staff to assess the effectiveness of implementing and respectful environment. Staff may also implement a quarterly survey to monitor and evaluate changes.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**P** 6) Principle 6 - Family and Community Engagement

**- Details**

Primary Need: Not primary need

Root Cause: Not primary need

Needs Statement: Not primary need



Desired Outcomes: Not primary need

SMART Goal: Not primary need

**S** 6.1) Strategy 6.1

**- Details**

Strategy Description: Family and community engagement to promote equity and student success will be strengthened by school staff and families working together to create a strong partnership.

**AS** 6.1.1) \$500 for building parent engagement  
SIAP SW3

**- Details**

Action Step Description: Each semester parents will be invited to participate at on site events; 1st quarter: Open House back to school Teachers will be paid 1 hour of added duty to be present for an additional hour of open house with the clear intention of socializing with families to establish connections with parents prior to agenda being started. The purpose is to open lines of communication and develop a better understanding of community being served. Funds will be allocated out of the Title I budget to cover costs for paying all teachers for 1 hour extra of their time.

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 6.1.2) Timeline of events and activities  
SIAP SW3

**- Details**

Action Step Description: Staff will share resources with parents including information for Annual Title I Meeting, District/school policy, compact, Right to Know so that parents will know where to find this information and be able to use it to help them help their students Each semester events are offered for families to participate in learning events to reinforce learning concepts

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 6.1.3) Monitor

SIAP SW3

**- Details**

Action Step Description: Attendance logs, meeting agendas, parent surveys

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

**AS** 6.1.4) Evaluate

SIAP SW3

**- Details**

Action Step Description: Through parent surveys and family/community engagement surveys will help us to know the effectiveness of our efforts to create strong partnerships

Person Responsible for this Action Step: Martin Muecke (Organization Role: Principal)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence: