

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
School Integration and Achievement Action Plan**

Principal: Frankie Schiavone

School: Bonillas Traditional Elementary Magnet School

Magnet Program: Traditional

Region: Arcadia

Date Plan Completed: March 8, 2020

Updated: January 7, 2022

Planning Team:

Name	Position	Name	Position
Frankie Schiavone	Principal	Melanie Derksen	Dean of Students
Karen Wilson	Magnet Coordinator	Michaela Moeykens	Counselor
Kaye Wingfield	Teacher	Maria Ruiz	Community Liaison
David Escobar	Teacher	Sarah Boring	PTC President / Parent

Sign Off:

Position	Name	Signature	Date
Principal	Frank Schiavone	<i>Frank Schiavone</i>	12/10/21
Regional Assistant Superintendent	Catherine Comstock	<i>Catherine Comstock</i>	12/10/21
Interim Director of Magnets/Asst. Supt. of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/8/22

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I. MAGNET SCHOOL PROFILE

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.

Vision: A Traditional School Dedicated to Academic Excellence and Character Development

Mission: All scholars who enter Bonillas will advance foundational levels by applying the essential skills through traditional strategies to strengthen the foundation for success for higher education.

Core Values:

Learning
Exploring
Achieving
Discovering Diversity
Serving

School Profile		
2018-19 Letter Grade	2020-21 Integration Status	Theme
B	Integrated	Traditional

Student Profile Using 40 th Day Enrollment Data													
Mobility (Rate)			F&RL (% of FRL Students)						ELL (% of ELL Students)				Ex Ed (% of Ex Ed Students)
26.82			50.0%						16.9%				11.7%
School Integration Profile (USP Ethnicity)													
Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
2020-21 Bonillas Enrollment	56	15%	43	12%	247	67%	7	2%	4	1%	11	3%	368
Dec. 10 th 2021 Update:	58	15%	31	8%	256	67%	10	3%	6	2%	13	3%	375
% non-neighborhood													%
2019-20 Avg ES Enrollment	20%		10%		40%		4%		2%		4%		
USP Integration Range + / - 15% District ES Avg													
	0-35%		0-25%		45-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District ES Avg													
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%		

3 Years of AzMERIT Math Percent Proficiency by Grade									
Math	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District ES Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Bonillas ES Avg	38%	36%	40%	36%	42%	54%	45%	28%	30%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
ELA	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District ES Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Bonillas ES Avg	38%	27%	26%	40%	28%	29%	45%	29%	52%

Bonillas 2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	39%	44%
African American	24%	41%
Hispanic	34%	38%
Native American	50%	50%
Asian-PI	50%	75%
Multi-Racial	57%	57%
All	35%	41%

II. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "Magnet Merit B" grade. A magnet school that receives a state letter grade "C" may still receive a Magnet Merit B grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

III. INTEGRATION

A. Gaps in Integration:

According to TUSD enrollment by USP ethnicity report, the percentages of subgroups are White (not Hispanic) @ 19.43%, Hispanic or Latino @ 61.67%, and Black or African American @ 9.66% as of the 40th day of school for the 2021-2022 school year.

Area of Integration Outcome	Data Source(s)	Descriptions of Gaps																					
Whole school enrollment	Synergy	<p><u>Desired State:</u> Maintain integration as required by Unitary Status Plan. Based on TUSD demographics, our desired state is to maintain a population of 9.66% or higher for black and African American students. A population of white and Anglo students of at least 19.43%. A population of Hispanic students of 65.0%. Also, a total for the remaining groups combined of 6% or higher.</p> <p><u>Current Reality:</u> Current reality is 11.7% black and African American students, 15.2% white and Anglo students, and 67.1% Hispanic students. Total for the remaining groups is 6%.</p> <p>School Population: Number of students over Their percentage of representation per grade</p> <table><tr><td></td><td>African American</td><td>Hispanic</td><td>Asian</td><td>Multi-Racial</td><td>Native American</td><td>White/Anglo</td></tr><tr><td>Whole School</td><td>43</td><td>247</td><td>4</td><td>11</td><td>7</td><td>56</td></tr><tr><td>Day 40</td><td>11.7%</td><td>67.1%</td><td>1.1%</td><td>3.0%</td><td>1.9%</td><td>15.2%</td></tr></table>		African American	Hispanic	Asian	Multi-Racial	Native American	White/Anglo	Whole School	43	247	4	11	7	56	Day 40	11.7%	67.1%	1.1%	3.0%	1.9%	15.2%
	African American	Hispanic	Asian	Multi-Racial	Native American	White/Anglo																	
Whole School	43	247	4	11	7	56																	
Day 40	11.7%	67.1%	1.1%	3.0%	1.9%	15.2%																	

		<u>Gap:</u> We do not have gaps in our integration as a whole school. We will continue to work on maintaining diversity in the school through our community outreach and recruitment events.																																																								
Grade level enrollment	Synergy	<u>Desired State:</u> Maintain integration as required by Unitary Status Plan. Based on TUSD demographics, our desired state is to maintain a population of 9.66% or higher for black and African American students. A population of white and Anglo students of at least 19.43%. A population of Hispanic students of 65.0%. Also, a total for the remaining groups combined of 6% or higher. <u>Current Reality:</u> School Population: Number of students over their percentage of representation per grade <table><tr><th>Grade</th><th>African American</th><th>Hispanic</th><th>Asian</th><th>Multi-Racial</th><th>Native American</th><th>White/Anglo</th></tr><tr><td>Day 40</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Kinder</td><td>7 12.0%</td><td>37 63.8%</td><td>0 0%</td><td>1 1.7%</td><td>2 3.4%</td><td>11 18.9%</td></tr><tr><td>1st</td><td>11 15.9%</td><td>38 55.1%</td><td>2 2.9%</td><td>5 7.2%</td><td>1 1.4%</td><td>12 17.3%</td></tr><tr><td>2nd</td><td>7 12.1%</td><td>39 67.3%</td><td>0 0%</td><td>2 3.4%</td><td>1 1.7%</td><td>9 15.5%</td></tr><tr><td>3rd</td><td>5 7.2%</td><td>55 79.7%</td><td>2 2.8%</td><td>1 1.4%</td><td>1 1.4%</td><td>5 7.2%</td></tr><tr><td>4th</td><td>7 14.3%</td><td>34 69.4%</td><td>0 0%</td><td>2 4.1%</td><td>0 0%</td><td>6 12.3%</td></tr><tr><td>5th</td><td>6 9.2%</td><td>44 67.7%</td><td>0 0%</td><td>0 0%</td><td>2 3.1%</td><td>13 20%</td></tr></table> <u>Gap:</u>	Grade	African American	Hispanic	Asian	Multi-Racial	Native American	White/Anglo	Day 40							Kinder	7 12.0%	37 63.8%	0 0%	1 1.7%	2 3.4%	11 18.9%	1st	11 15.9%	38 55.1%	2 2.9%	5 7.2%	1 1.4%	12 17.3%	2nd	7 12.1%	39 67.3%	0 0%	2 3.4%	1 1.7%	9 15.5%	3rd	5 7.2%	55 79.7%	2 2.8%	1 1.4%	1 1.4%	5 7.2%	4th	7 14.3%	34 69.4%	0 0%	2 4.1%	0 0%	6 12.3%	5th	6 9.2%	44 67.7%	0 0%	0 0%	2 3.1%	13 20%
Grade	African American	Hispanic	Asian	Multi-Racial	Native American	White/Anglo																																																				
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		Looking at the racial breakdown by grade level there is a gap in representation from our Asian, Native American, and Multi-Racial population. Only in 1 st grade do they represent 6% or more of our population. Third grade has a strong representation of Hispanic students with a population percentage of 79.7%.
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B. SMART Goal for Integration:**Primary Need:** Remain Integrated

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By the 40 th day of the 2021-2022 school year, Bonillas will remain integrated as measured by the USP, meeting the 70% and +/- 25% thresholds for an integrated school.	Synergy 40 th day report
During the 2022 – 2023 school year, Bonillas will increase enrollment by increasing the kindergarten class size by 30 students compared to the 2021 – 2022 school year, including neighborhood and magnet students.	Synergy

C. Improvement Goal Development for Integration

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1: By the 40th day of the 2021-2022 school year, Bonillas will remain integrated as measured by the USP, meeting the 70% and +/- 25% thresholds for an integrated school.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Marketing, Recruitment and Retention	<p>Supports: Assistance from staff Magnet Department Funding for added duty</p> <p>Constraints: Time Knowledge of Events Building Community Relationships</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy1: Marketing, Recruitment, and Retention			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Attend all District marketing events as well as other site-based marketing and recruiting events throughout the year.	Magnet Coordinator and other school representatives	August - March	Added duty pay
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.	Magnet Coordinator	August – May	Magnet Report, Parent recruitment sign ins
The magnet coordinator will work with School Community Services to specifically target K-4 students in the subgroups of African American, white, and Asian American. Bonillas will send marketing materials to the selected zip codes as well as facilitate a partnership with preschools in the area.	Magnet Coordinator	February 2022	SCS Zip code Demographics Facebook Marketplace Campaign.

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy1: Marketing and Recruitment			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
40 th Day Data Analysis and comparison	Principal Magnet Coordinator Community Liaison	September 2021	Synergy Reports on Yearly Attendance per school and grade level.
Targeted Integration Outreach Entry survey at Open House Events, percentage of new students enrolled by subgroup,	Magnet Coordinator	Monthly through June of 2022	Survey Results Magnet Waiting List

Improvement Goal 2: During the 2021-2022 school year, Bonillas will increase enrollment by increasing the kindergarten class size by 30 students compared to the 2020-2021 school year, including neighborhood and magnet students.

Most Effective and Feasible Strategies for Improvement Goal 2	
Strategy(ies) Selected	Supports and Constraints to Address
1. Targeted incoming Kindergarten students for enrollment SY 2022-23	<p>Supports: Community Schools Magnet Department</p> <p>Constraints: Time Knowledge of Events Building Community Relationships</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 1: Targeted incoming Kindergarten students for enrollment SY 2022-23			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Magnet Coordinator and principal will recruit students from the following: Mini-Skool Preschool, Head Start Young Explorers, Ott YMCA Lil Otters Pre-School	Magnet Coordinator	Ongoing	Preschool Marketing Material, Scheduled visits, and meetings with administration.
Staff members and the Magnet Coordinator will identify at least 10 preschools with the desired demographics to deliver and to display Bonillas school brochures.	Magnet Coordinator, Community Liaison, Principal	November – March 2022	Marketing materials, demographic map

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 1: Targeted incoming Kindergarten students for enrollment SY 2022-23			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Material Distribution and availability	Magnet Coordinator	Monthly Starting in September	Time Transportation Milage Preschool Events Planned
Monthly Event Participation	Magnet Coordinator, Teacher representatives, Principal	Monthly	Sign in for Saturday Events, Family engagement and recruitment added duty
Parent interest received based off location of materials and information delivered	Magnet Coordinator	Monthly	Continued communication and follow up with preschools Continued communication with interested parents
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: 40 th Day Data, Application Data, Communication and Recruitment Log			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Yearly attendance and enrollment data, interest surveys			

IV. STUDENT ACHIEVEMENT

A. Gaps in Student Outcomes

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
Academic Achievement on State Standardized Test (AzMERIT)	TUSD Web Data	<p>3rd Grade ELA</p> <p><u>Desired State:</u> 75% passing</p> <p><u>Current Reality:</u> 45% passing</p> <p><u>Gap:</u> 30%</p> <p>3rd Grade Math</p> <p><u>Desired State:</u> 75% passing</p> <p><u>Current Reality:</u> 45% passing</p> <p><u>Gap:</u> 30%</p> <p>The 3rd grade has surpassed the proficiency level of the district on both English Language Arts and Math. As we strive for continual growth, we continue to set new goals for this grade. By 2022, the 3rd grade will increase their English Language Arts and Math AzMERIT proficiency scores by 3% from the 2018-2019 scores.</p>
Academic Achievement on State Standardized Test (AzMERIT)	TUSD Web Data	<p>4th Grade ELA</p>

		<p><u>Desired State:</u> 75% passing</p> <p><u>Current Reality:</u> 28.1% passing</p> <p><u>Gap:</u> 46.9%</p> <p>By 2022, the 4th grade will increase their English Language Arts AzMERIT proficiency scores by 5% from the 2018-2019 scores. Scores will then be reassessed, and a new goal will be set for the 2022-2023 school year.</p>
Academic Achievement on State Standardized Test (AzMERIT)	TUSD Web Data	<p>4th Grade Math</p> <p><u>Desired State:</u> 75% passing</p> <p><u>Current Reality:</u> 28.1% passing</p> <p><u>Gap:</u> 46.9%</p> <p>By 2022, the 4th grade will increase their Mathematics AzMERIT proficiency scores by 5% from the 2018-2019 scores. Scores will then be reassessed and a new goal will be set for the 2022-2023 school year.</p>
Academic Achievement on State Standardized Test (AzMERIT)	TUSD Web Data	<p>5th Grade ELA</p> <p><u>Desired State:</u> 75% passing</p> <p><u>Current Reality:</u> 51.9% passing</p>

		<p><u>Gap:</u> 17.1%</p> <p>The 5th grade has surpassed the proficiency level of the district in English Language Arts. As we strive for continual growth, we continue to set new goals for this grade. By 2022, the 3rd grade will increase their English Language Arts and Math AzMERIT proficiency scores by 3% from the 2018-2019 scores.</p>
Academic Achievement on State Standardized Test (AzMERIT)	TUSD Web Data	<p>5th Grade Math</p> <p><u>Desired State:</u> 75% passing</p> <p><u>Current Reality:</u> 30.2% passing</p> <p><u>Gap:</u> 44.8%</p> <p>By 2022, the 5th grade will increase their Mathematics AzMERIT proficiency scores by 5% from the 2018-2019 scores. Scores will then be reassessed and a new goal will be set for the 2022-2023 school year.</p>

B. SMART Improvement Goals for Student Achievement

SMART Goal Statements for ELA and Math

Evidence to Be Used to Assess Progress and Accomplishment: All data was taken from the AzMERIT 2019 results to develop the following SMART Goals and the State Standardized Test scores will be used to assess and monitor progress towards the SMART goals.

ELA:

3rd grade student achievement in 2019 was 45.0% proficient in ELA, 5.8% above the district elementary school proficiency rate of 39.2%. Bonillas will increase proficiency from 45.0 to 48.0% on the AzM2 by 2022.

- Student achievement for African American students in 2019 was 50.0% proficient in ELA on the AzMERIT, 12.5% higher than White students and 3.7% higher than Hispanic students. The achievement gap between Bonillas's White students and African American and Hispanic students will narrow by 3% on the AZM2 in 2022.

4th grade student achievement will increase 11.5% in ELA, moving from 28.1% proficiency in 2019 to at least the 2019 district elementary school proficiency rate of 40.6%, by AzM2 2022.

- Student achievement for White students in 2019 was 40.0% proficient in ELA on the AzMERIT, 16.2% higher than Hispanic students and 20.0% higher than African American students. However, caution must be used when analyzing these results because of the very low N size of White students. The achievement gap between Bonillas's White students and African American and Hispanic students will narrow by 8% on the AzM2 in 2022.

5th grade student achievement in 2019 was 51.9% proficient in ELA, 8.6% above the district elementary school proficiency rate of 43.3%, Bonillas will increase proficiency from 51.9% to 54.9% on the AzM2 by 2022.

- Student achievement for White students in 2019 was 60.0% proficient in ELA on the AzMERIT, 14.3% higher than Hispanic students and 4.4% higher than African American students. However, caution must be used when analyzing these results because of the very low N size of White students. The achievement gap between Bonillas's White students and African American and Hispanic students will narrow by 4% on the AzM2 in 2022.

Math:

3rd grade student achievement in 2019 was 45.0% proficient in Math, 1.4% above the district elementary school proficiency rate of 43.6%, they will increase proficiency from 45.0 to 48.0% on the AzM2 by 2022.

- Student achievement for White students in 2019 was 50.0% proficient in Math on the AzMERIT, 6.1% higher than Hispanic students and 10.0% higher than African American students. The achievement gap between Bonillas's White students and African American and Hispanic students will narrow by 3% on the AzM2 in 2022.

4th grade student achievement will increase 9.7% in Math, moving from 28.1% proficiency in 2019 to at least the 2019 district elementary school proficiency rate of 37.8%, by the AzM2 2022.

- Student achievement for White students in 2019 was 40.0% proficient in Math on the AzMERIT, 13.8% higher than Hispanic students and 20.0% higher than African American students. However, caution must be used when analyzing these results because of the very low N size of White students. The achievement gap between Bonillas's White students and African American and Hispanic students will narrow by 8% on the AzM2 in 2022.

5th grade student achievement will increase 5.7% in Math, moving from 30.2% proficiency in 2019-20 to at least the 2019 district elementary school proficiency rate of 35.9%, by AzM2 2022.

- Student achievement for Hispanic students in 2019 was 32.4% proficient in Math on the AzMERIT, 12.4% higher than White students and 21.3% higher than African American students. However, caution must be used when analyzing these results because of the very low N size of White students. The achievement gap between Bonillas's Hispanic students and African American and White students will narrow by 5% on the AzM2 in 2022.

ELL

ELL student achievement in 2019 in grades 3 – 5 was 11.8% proficient in ELA and Math, 3.5% above the district elementary school proficiency rate of 8.3%. Bonillas will increase proficiency from 11.8% to 14.8% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade. The non-Hispanic ELL students' N size is too small to report and thus, will not be broken out by ethnic subgroups.

ExEd

ExEd student achievement in 2019 in grades 3 – 5 was 15.8% proficient in ELA and Math, 1.8% above the district elementary school proficiency rate of 14.0%. Bonillas will increase proficiency from 15.8% to 18.8% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade.

- Student achievement for Hispanic students in 2019 was 22.2% proficient in Math and ELA on the AzMERIT, 22.2% higher than White students and 22.2% higher than African American students. However, caution must be used when analyzing these results because of the very low N size of African American students. The achievement gap between Bonillas's Hispanic students and African American and White students will narrow by 5% on the AzM2 in 2022.

C. Improvement Goal Development for Student Achievement

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess and Adjust Strategies

Improvement Goal 1

Student achievement will increase as follows:

ELA:

- A) 3rd grade student achievement in 2019 was 45.0% proficient in ELA, 5.8% above the district elementary school proficiency rate of 39.2%, they will increase proficiency from 45.0% to 48.0% on the AzM2 by 2022.

Subgroups

- i. African American: (n10) 50.0% achieved mastery
 - 1. District 32.3% achieved mastery
Strategies to address subgroup: Strategy 3a, 3b, 3d, 4c
- ii. Hispanic: (n41) 46.3% achieved mastery
 - 1. District 33.9% achieved mastery
Strategies to address subgroup: 3a, 3b, 3d, 4c
- iii. Native American: (n0) 0.0% achieved mastery
 - 1. District 22.1% achieved mastery
Strategies to address subgroup: 3a, 3b, 3d, 4c
- iv. White: (n8) 38% achieved mastery
 - 1. District 54.7% achieved mastery
Strategies to address subgroup: 3a, 3b, 3d, 4c

- B) 4th grade student achievement will increase 11.5% in ELA, moving from 28.1% proficiency in 2019 to at least the 2019 district elementary school proficiency rate of 40.6%, by AzM2 2022.

Subgroups

- i. African American: (n10) 20.0% achieved mastery
 - 1. District 31.9% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c
- ii. Asian American: (n2) 100.0% achieved mastery
 - 1. District 50.0% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c
- iii. Hispanic: (n42) 24% achieved mastery
 - 1. District 36.8% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c
- iv. Multiracial: (n4) 25.0% achieved mastery
 - 1. District 43.4% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c
- v. Native American: (n1) 100.0% achieved mastery
 - 1. District 24.8% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c
- vi. White: (n4) 40.0% achieved mastery
 - 1. District 54.8% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c

- C) 5th grade student achievement in 2019 was 51.9% proficient in ELA, 8.6% above the district elementary school proficiency rate of 43.3%, they will increase proficiency from 51.9% to 54.9% on the AzM2 by 2022.

Subgroups

- i. African American: (n9) 55.6% achieved mastery
 - 1. District 37.7% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c
- ii. Asian American: (n2) 50.0% achieved mastery
 - 1. District 53.2% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c
- iii. Hispanic: (n35) 45.7% achieved mastery
 - 1. District 39.8% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c

- iv. Multiracial: (n3) 100.0% achieved mastery
 - 1. District 49.2% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c
- v. White: (n5) 60.0% achieved mastery
 - 1. District 59% achieved mastery
 - 2. Strategies to address subgroup: 3a, 3b, 3d, 4c

Math:

- D) 3rd grade student achievement in 2019 was 45.0% proficient in Math, 1.4% above the district elementary school proficiency rate of 43.6%, they will increase proficiency from 45.0% to 48.0% on the AzM2 by 2022.

Subgroups

- i. African American: (n10) 40.0% achieved mastery
 - 1. District 34.3% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- ii. Hispanic: (n41) 43.9% achieved mastery
 - 1. District 37.8% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- iii. Native American: (n1) 100.0% achieved mastery
 - 1. District 17.7% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- iv. White: (n8) 50.0% achieved mastery
 - 1. District 58.3% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a

- E) 4th grade student achievement will increase 9.7% in Math, moving from 28.1% proficiency in 2019 to at least the 2019 district elementary school proficiency rate of 37.8%, by the AzM2 2022.

Subgroups

- i. African American: (n10) 20.0% achieved mastery
 - 1. District 25.7% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- ii. Asian American: (n2) 100.0%
 - 1. District 53.2% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- iii. Hispanic: (n42) 26.2%
 - 1. District 33.3% achieved mastery
- iv. Strategies to address subgroup: 3d, 4aMultiracial: (n4) 25.0% achieved mastery
 - 1. District 43.8% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- v. Native American: (n1) 0.0% achieved mastery
 - 1. District 18.2% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- vi. White: (n5) 40.0% achieved mastery
 - 1. District 49.2% achieved mastery

2. Strategies to address subgroup: 3d, 4a

- F) 5th grade student achievement will increase 5.7% in Math, moving from 30.2% proficiency in 2019-20 to at least the 2019 district elementary school proficiency rate of 35.9%, by AzM2 2022.

Subgroups

- i. African American: (n9) 11.1% achieved mastery
 - 1. District 25.2% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- ii. Asian American: (n2) 0.0% achieved mastery
 - 1. District 43.5% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- iii. Hispanic: (n34) 32.4% achieved mastery
 - 1. District 34.0% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- iv. Multiracial: (n3) 100.0% achieved mastery
 - 1. District 39.1% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a
- v. White: (n5) 20.0% achieved mastery
 - 1. District 48.0% achieved mastery
 - 2. Strategies to address subgroup: 3d, 4a

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Expand Teacher Expertise with Quality Tier 1 Practices	<p>Supports: Weekly professional development time built into the schedule. Grade level paraprofessional Magnet teacher Curriculum Service Provider Finances for added duty for professional development Instructional aids and programs Instructional supplies Professional development supplies Professional developments Improved interactive technology for teachers and interventionists to increase student participation Improved professional development on use of technology resources in the classroom.</p> <p>Constraints: Weekly time also has district information that needs to be covered so we do not get the full time for school specific needs. Three new teachers to the practice</p>
2. Teacher collaboration time - the work of the Collaborative Teacher Team	<p>Supports: Weekly CTT built into the schedule. Curriculum Service Provider Guidance Counselor provides themed lessons during weekly CTTs</p> <p>Constraints: Teachers do not come prepared. All teachers in a different spot in the lesson.</p>

3. Supplemental Support for Tier 2 instruction	<p>Supports: Additional magnet teacher Curriculum Service Provider Paraprofessionals for each grade level</p> <p>Constraints: Time Student engagement Parent Support</p>
4. Improve academic achievement for subgroups.	<p>Supports: Weekly CTT Meetings Curriculum Service Provider Paraprofessionals for each grade level Weekly Professional Development</p> <p>Constraints: Time Targeted Professional Development on the program Supplemental resource that targets specific skills for each subgroup</p>
5. Recruitment and Family and Community Engagement	<p>Supports: Community Liaison Added Duty available for staff Finances available for in state themed trainings Finances available for out of state themed trainings Magnet Schools of America conference participation Magnet Coordinator Community Engagement Center – Materials, Furniture, Supplies Technology / Multimedia Equipment to present to large audiences</p> <p>Constraints: Parent attendance</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Expand Teacher Expertise with Quality Tier 1 Practices			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
A. Teachers will receive PD on how to write and analyze exit tickets as a formative assessment at the end of each lesson to drive instructional needs for students.	Principal CORE Team	Before December 2021	Targeted Professional development
B. Formative Assessment Training to support how to implement checks for understanding and how to write common formative assessments.	Principal CORE Team	Before December 2021	Targeted Professional development
C. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher on a weekly basis.	Principal CORE Team	August 2021 – May 2022	Observation and Reflection Sheets, Weekly Trends log C/I meeting notes

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Expand Teacher Expertise with Quality Tier 1 Practices			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
TUSD Professional Development Calendar	Principal	August 2021 – May 2022	District Professional Development Calendar
Development of professional development opportunities specific to Bonillas need	Principal CORE Team	Before September 2021, Review quarterly based on observations	School PD calendar Observation notes and feedback
Schedule for Professional Development Topics	Principal CORE Team	Start of the Year One month after the year begins	Focus of Trainings. Survey of Teacher Wants

Classroom Observation and reflection cycle	Principal CORE Team	Before the end of the school year	Observation and reflection data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: AzM2 growth for the 2021-2022 school year.			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 2: Teacher collaboration time - the work of the Collaborative Teacher Team			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
A. PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day for each week for at least 60 minutes.	CORE Team	August 2021	Teacher Schedules TUSD Calendar Curriculum
B. Lesson studies will be implemented to allow PLC-CTTs to plan a common lesson based on standards and observe each other teach that lesson and provide feedback on strengths and reinforcements.	Principal, CORE Team	August 2021 – May 2022	Lesson Plan Template
C. 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.	CORE Team Classroom Teachers	August 2021	August 2021
D. Once the teachers have gone through the CTT process the CORE team will observe the implementation of teaching strategies.	CORE Team	October 2021	Classroom Observation Page, Notes

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 2: Teacher collaboration time - the work of the Collaborative Teacher Team			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLC-CTT Schedule	Core Team	August 2021- May 2022	PLC CTT Schedule
PLC-CTT Meeting Protocol	Core Team	Start of the Year and continued weekly	Established Norms Collaboration Participation from classroom teachers
Leadership Team Observations of implemented strategies	Core Team Classroom Teachers	September 2021	Observation and Reflection Cycle
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Observation and Reflection forms, CTT agenda notes, Data analysis			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 3: Supplemental Support for Tier 2 instruction			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
A. Tier 2 and Tier 3 students will meet daily for guided reading lessons and small group targeted math instruction with teacher.	Classroom Teachers Core Team	August 2021- May 2022	Focused professional development on guided reading instruction Leveled and tiered reading materials
B. Teachers will use Guided Reading, small group instruction, and intervention programs (Imagine Math, Language and Literacy) to support math and ELA.	Classroom teachers	August 2021- May 2022	Focused professional development on center based instruction Waterford and IXL engagement and usage reports
C. 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.	Classroom teachers Core Team Principal	August 2021- May 2022	CTT norms CTT outlined process focused on standard based instruction and assessments.
D. 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.	Grade level teaching assistants, Core Team	August 2021- May 2022	Focused training for teaching assistants on Tier 2 interventions

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 3: Supplemental Support for Tier 2 instruction			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Weekly small groupings	Classroom Teacher Core Team	September 2021 Updated Weekly	Data Analysis Common Formative Assessments Classroom Schedule
Evidence of engagement in small groups	Paraprofessional Classroom Teacher	September 2021 Updated Each Time	Plan for Groupings Expectations
Common Formative Assessment Results	Classroom Teacher	August 2021 – May 2022 Updated Weekly	CFA analysis
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Small Groupings schedule in CTT folder, agenda notes			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Common Formative Assessment scores improved for small groups			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 4: Closing the achievement gap for subgroups.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
A. Additional supplemental math program that has targeted lessons on basic skills that will support tier 2 and tier 3 interventions as well as magnet theme.	Principal, CSP, Magnet, Kinder, RTI Math Teacher, Second Grade, Fourth Grade	March 2022	Saxon Math, Pre and Post Assessments, Added Duty professional development
B. Professional Development for teachers and staff utilizing the supplemental math resource.	Principal Magnet Coordinator CSP	March through June 2022	PD Series from Saxon Math

C. Additional Supplemental writing program that supports tier 2 and tier 3 instruction as well as magnet theme.	Principal, CSP, Magnet, Kinder, RTI Math Teacher, Second Grade, Fourth Grade	March 2022	Writing program, Pre and Post Assessments, Added Duty professional development
D. Professional Development for teachers and staff utilizing the supplemental writing resource.	Principal Magnet Coordinator CSP	March through June 2022	PD for writing program

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 4: Closing the achievement gap for subgroups.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pre Assessment Data	Classroom Teacher	March 2022	Saxon Math and Writing Program
Intermittent Assessment Data	Classroom Teacher Grade Level Teaching Assistant	Weekly through 2022	Saxon Math and Writing Program
Post Assessment Data	Classroom Teacher	May 2022	Saxon Math and Writing Program
Data Analysis	Classroom Teacher Principal CSP Magnet Coordinator	Weekly through 2022	Scheduled CTT Time Quarterly; one to one Data Talks with Principal
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Weekly check discussions on strategy and implementation at CTTs, Pre and Post assessment for classes using programs. Data analysis to compare program to program.			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Assessment scores, pretest scores, post test scores			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 5: Recruitment and Family and Community Engagement			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
A. 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.	Principal Core Team	August 2021 Continually Revisited	Theme Understanding Staff Training
B. A monthly <i>Cafecito</i> will be held with the principal, Student and Family Support Liaison, and Counselor and will focus on Family Curriculum and Development Workshops.	Community Liaison Counselor	Monthly beginning August 2021	Focused training for family engagement, interest surveys
C. Magnet Coordinator will establish at least one new formal community partnership, as documented by a letter of support.	Magnet Coordinator	By December 2021	Interested community members, Site Council input and guidance
D. The Student and Family Support Liaison will be actively involved in recruiting and planning daily/monthly Family Workshops and meetings.	Community Liaison	August 2021 – May 2022	Monthly Family engagement team meeting, parent interest surveys, evidence of past parent engagement

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 5: Recruitment and Family and Community Engagement			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Parent University Implementation plan	Magnet Coordinator, Community Liaison	Monthly	Implementation Plan
Communication with outside community partnerships	Magnet Coordinator	Monthly	Communication log

Monthly Cafecito	Principal Magnet Coordinator Core Team	Monthly	Added duty for work outside of contract hours Funding for travel
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Counseling schedule, Schedule for preschool events, summary notes from theme trainings			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Participation lists from preschool events			

V. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 1.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 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 (Title 1)

Magnet School Budget

Goal Focus: Integration and / or Student Achievement

Magnet Plan Focus Areas: Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and, Magnet Theme (MT).

Personnel

#Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Areas	Goal Focus
Magnet Teacher	\$28,085.00	1	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.	AA, PL, MT	Student Achievement, Integration
Magnet Coordinator	\$41,804.00	1	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 1instrucion and the work of PLC-Collaborative Teacher Teams.	IN, AA, PCI, PL, MT	Integration
Teaching Assistants	\$74,437.00	3.76	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.	AA, MT	Student Achievement
Guidance Counselor	\$29,445.00	.5	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	AA, PCI, MT	Student Achievement, Integration

		enhance their effectiveness in helping students and provides support to other educational programs at the school.		
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.	PL, AA, MT	Student Achievement, Integration
Added Duty – Recruitment and 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.	PCI, PL, MT	Student Achievement, Integration
Employee Benefits	\$55,731			
Total Budget	\$247,502			
	Total FTE	6.26		

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus:
Registration - MSA	\$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. Conference registration.	MT, PL	Integration
Out of State Travel – MSA	\$6,000	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	MT, PL	Integration
Out of State Travel – Theme Focus	\$18,000	Travel, lodging, transfers and per diem will be provided for the 6 people traveling out of state to visit other school sites.	MT, PL	Integration

Out of State Travel – Theme Focus	\$4,000	Travel, lodging, transfers and per diem will be provided for the 6 people traveling out of state to visit other school sites.	MT, PL	Integration
District Supplies - Instructional	\$8,000	Instructional supplies support student learning and engagement opportunities. These allow teachers to purchase instructional materials that support tier 2 and 3 instruction.	MT, PL, AA	Integration Student Achievement
Instructional Aids	\$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.	MT, PL, AA	Integration Student Achievement
District Supplies – Professional Development	\$2,000	Professional development supplies that accompany and support professional development topics and staff learning experiences.	MT, PL, AA	Integration Student Achievement
Mileage	\$100			
Advertising	\$5,000			
Technology Related Hardware & Software \$5,000 or more	\$27,105			
Total Budget	\$78,005			

#Deseg Budget 2021-2022 SY	
Personnel Cost	\$247,502.00
Non-Personnel Cost	\$78,005.00
Total Budget	\$325,507.00

Title 1 Budget

Description	Sum of FY 22 (\$)	Purpose
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
5 FTE Certified Academic Tutor	22,000.00	Certified Academic Tutor will support interventions for tier 2 and 3 for at risk students.
.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.
1.88 FTE Teaching Assistant (2 @ .94 FTE)	\$40,000	To provide support for students with implementation of Tier II and Tier III interventions
1.0 FTE Dean of Students	\$46,000	To provide support for students with implementation of Tier II and Tier III interventions
Professional Education/ Contractor	\$8,000	Professional development services for quality Tier 1 instruction.
Added Duty - Tutoring	\$10,000	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;
Instructional Aides	\$8,000	Differentiate Tier I and II instruction. Provide 21st Century technology opportunities
District Supplies	\$5,000	Differentiate Tier I and II instruction. Provide 21st Century technology opportunities
Technology Related Hardware & Software less than \$5000	\$3,272.00	Differentiate Tier I and II instruction Provide 21st Century technology opportunities
Employee Benefits	\$38,650	
Total Budget 2020-21 SY	\$209,272.00	
Total FTE:	4.88	

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
School Integration and Achievement Action Plan
School Year 2021-22**

Principal: [Lisa McCorkle](#), Interim Principal

School: Borton Elementary Magnet

Magnet Program: Project Based Learning/Systems Thinking

Region: Santa Cruz

Revised 1/7/2022:

Name	Position	Name	Position
Lisa McCorkle	Interim Principal	Leslee Valencia	Magnet Coordinator
Kristin Meza	Master Teacher	Amanda Reed	Curriculum Service Provider
Metta Franklin	Teacher	Madalyn Zivic	Teacher Ex Ed

Sign Off:

Position	Name	Signature	Date
Principal	Lisa McCorkle	<i>Lisa McCorkle</i>	12/17/21
Regional Assistant Superintendent	Mark Alvarez	<i>Mark Alvarez</i>	12/17/21
Interim Director of Magnet/Asst. Supt. of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/8/22

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I. MAGNET SCHOOL PROFILE

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

Vision: Engage. Enrich. Empower. Every Child, Every Day

Mission: Borton's mission is to provide an environment that promotes equity and access for all our students in order to maximize their academic and social development. Using Project Based Learning and Systems Thinking, students learn to ask big questions and engage in authentic, real world learning to become change makers, creators of new knowledge and stewards of the Earth.

Core Values: The core values that define our work and who we are as a school are....

- Equity and Access for all students
- Collaboration
- Problem Solving
- Authentic Learning
- Relationship Building
- Kindness
- Community

School Profile													
2018-19 Letter Grade				2020-21 Integration Status						Theme			
C				Integrated						Project Based Learning and Systems Thinking			
Student Profile Using 40 th Day Enrollment Data													
Mobility (Rate)			F&RL (% of FRL Students)				ELL (% of ELL Students)				Ex Ed (% of Ex Ed Students)		
11.8			56.5%				6.2%				16.0%		
School Integration Profile (USP Ethnicity)													
Enrollment	White		AA				Asian/Pacific Islander		Multi-Racial		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	
2020-21 Borton Enrollment	85	27.0	22	7.0	182	59.0	13	5.0	0	0	8	3.0	

School	White ELA	White Math	AfAm ELA	AfAm Math	Hisp ELA	Hisp Math	NatAm ELA	NatAm Math	A-PI ELA	A-PI Math	Multi-R ELA	Multi-R Math	All ELA	All Math
Borton ES	85%	72%	41%	29%	35%	34%	0%	0%	100%	100%	60%	60%	47%	43%
2020-21 Avg														
ES Enrollment	20%		10%		60%		4%		2%		4%			
USP Integration Range + / - 15% District ES Avg														
	6-35%		0-25%		45-70%		0-19%		0-17%		0-19%			
Future Integration Range + / - 25% District ES Avg														
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%			

3 Years of AzMERIT TUSD Math Data

School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
District Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
State Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
Borton	37%	34%	43%	55%	28%	39%	54%	42%	33%

3 Years of AzMERIT TUSD ELA Data

School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
District Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
State Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
Borton	49%	34%	44%	42%	45%	39%	44%	47%	50%

II.

III. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 25 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement/Effective Tier I Instruction

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "Magnet Merit B" grade. A magnet school that receives a state letter grade "C" may still receive a Magnet Merit B grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

3. Family and Community Engagement

Family and Community Engagement is critical to increasing student achievement and creating long lasting home school partnerships. During, the 2021-2022 school year Borton Magnet will provide family and community members with numerous opportunities to participate in school activities (curriculum events, showcases, parent workshops, PTA events and indoor/outdoor volunteer opportunities).

Progress Measurement: By the end of the 2021-2022 school year Borton will increase family and community participation by 10% for each school sponsored event.

IV. INTEGRATION

A. Gaps in Integration

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
Integration and Whole School Enrollment	TUSD Synergy Reports, 40 th day and 100 th day enrollment. (SY 20-21)	<p><u>Desired State:</u> No racial/ethnic group exceeds 70% of total enrollment and all racial/ethnic groups fall within +/- 25% of the district average for elementary schools.</p> <p><u>Current Reality:</u></p> <p>40th day SY 20-21 School enrollment: 307 students</p> <p>Racial/ethnic composition of: White: 27.7% African Am: 7.2% Hispanic: 58.3% Native Am: 4.2% Asian Am: 0% Multi-racial: 2.6%</p> <p>100th day SY 20-21 School enrollment: 308 students</p> <p>Racial/ethnic composition of: White: 26.3% African Am: 7.5% Hispanic: 59.4% Native Am: 4.2% Asian Am: 0% Multi-racial: 2.6%</p> <p><u>Gap:</u> No Gap</p>

B. SMART Goal for Integration

Primary Need: Borton needs to maintain integration, while increasing enrollment in Kindergarten.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Goal 1: By the 40 th day of the 2021 – 2022 academic school year, Borton will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, and when no single racial or ethnic group +/- 25 percentage points of the district's average for elementary schools.	<ul style="list-style-type: none"> • TUSD Synergy Enrollment Data, disaggregated by race/ethnicity • Recruitment and Enrollment Plan
Goal 2: During the SY2021-2022, Borton will increase enrollment by increasing the incoming Kindergarten class by recruiting at least 30 new magnet and neighborhood Kindergarten students for SY 2022-2023.	<ul style="list-style-type: none"> • Enrollment Application through School Choice • TUSD Synergy Enrollment Data • Recruitment and Enrollment Plan

C. Integration Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, assess, and Adjust Strategies

Improvement Goal 1:

By the 40th day of the 2021 – 2022 academic school year, Borton will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment and with no single racial or ethnic group +/- 25 percentage points of the district's average for elementary schools.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Marketing and Recruitment	<p>Supports:</p> <ul style="list-style-type: none"> • Integrated and diverse school population • Strong reputation in the community for inquiry and whole child-centered practices • Support from District Magnet Department, School Community Services and District Communications Department • Funding for added duty <p>Constraints:</p> <ul style="list-style-type: none"> • Covid-19 pandemic has negatively impacted school tours and in-person recruitment and enrollment events. • Time

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Marketing and Recruitment			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Collaborate with school leadership to strategically identify areas of site-based recruitment that will help maintain whole school integration.	Magnet Coordinator, Leadership Team	May 2021 – Oct. 2021	
Develop and implement a marketing and recruitment plan that will focus on students that will support integration goals.	Magnet Coordinator	Nov. 2021	

Maintain partnerships with the district's communications department to create marketing materials that will support the school's branding and magnet theme for recruitment purposes. Materials will include banners, posters, brochures, and other school specific materials.	Magnet Coordinator, District	Quarterly	Marketing materials
Attend events at identified neighborhood and non-neighborhood preschools as well as district recruitments events.	Magnet Coordinator	Aug. 2021-Jan. 2022	Recruitment and marketing materials, Time off campus
Maintain partnerships with community members that assist in recruitment events and school magnet theme visibility.	Magnet Coordinator	Monthly or more often as needed Aug. 2021 – May 2022	Recruitment and marketing materials, Time off campus
Provide campus tours for interested students and families to encourage enrollment.	Magnet Coordinator	Monthly Aug. 2021 – May 2022	Classroom teacher participation
Document all recruitment efforts in a magnet report that is submitted for review to the magnet department to be reviewed for feedback.	Magnet Coordinator	December 2021, March 2022 and May 2022	None
Work with staff, families, and all stakeholders to maintain a collaborative school community that will create partnerships that will allow the implementation of the magnet theme with fidelity to attract and maintain a diverse student population.	Principal	As needed Aug. 2021 – May 2022	None
Conduct regular walkthroughs to provide feedback on theme visibility to assist with recruitment efforts.	Magnet Department	Once a semester	None
Collaborate with the district communication department's deployment of commercial media including television, print and social media.	District, Borton	Aug. 2021 – May 2022	None

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Marketing and Recruitment			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Evaluate and report marketing and recruitment progress in magnet report three times per year.	Magnet Coordinator	October 2021, January 2022, May 2022	Enrollment data, School Choice Data, Recruitment Log, Event Attendance
Evaluate the status and progress with community partnerships.	Magnet Coordinator	January 2022, May 2022	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> Marketing and Recruitment Plan and Log Recruitment event attendance and contact data 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> Quarterly Magnet Report Partnership Letters Magnet applications School Choice data 			

Improvement Goal 2

During the SY2021-2022, Borton will increase enrollment by increasing the incoming Kindergarten class by recruiting at least 30 new Kindergartens and retaining the first-grade class of 50 students for SY 2022-2023.

Most Effective and Feasible Strategies for Improvement Goal 2	
Strategy(ies) Selected	Supports and Constraints to Address
1. Targeted Recruitment of Incoming Kindergarten Students	<p>Support:</p> <ul style="list-style-type: none"> Existing partnerships with neighborhood preschools Strong reputation in the community for inquiry and whole child-centered practices Support from District Magnet Department, School Community Services and District Communications Department Funding for Added Duty <p>Constraints:</p> <ul style="list-style-type: none"> School choice decisions are ultimately decided by families. Time

2. Targeted Retention of First Grade Students	<p>Support:</p> <ul style="list-style-type: none"> • Strong reputation in the community for inquiry and whole child-centered practices • Support from District Magnet Department, School Community Services and District Communications Department • Funding for Added Duty <p>Constraints:</p> <ul style="list-style-type: none"> • Covid-19 pandemic has negatively impacted school tours and in-person recruitment and enrollment events for the current year for Kindergarten students. • If Borton was a 2nd or 3rd choice school, families will sometimes enter the magnet lottery for
	<p>another opportunity for their initial 1st choice school.</p> <ul style="list-style-type: none"> • School choice decisions are ultimately decided by families.

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 1: Targeted Recruitment of Incoming Kindergarten Students			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Collaborate to strategically identify areas of site-based recruitment and marketing that will assist with the enrollment of new Kindergarten students.	Magnet Coordinator, Leadership Team	May 2021 – Oct. 2021	

Develop a plan that will focus on the recruitment of new families.	Magnet Coordinator	Nov. 2021	
Schedule time to drop off marketing materials at preschools.	Magnet Coordinator	Aug 2021 – Dec. 2021	Preschool lists/contacts, marketing materials, time off campus

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 1: Targeted Recruitment Of Incoming Kindergarten Students			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Evaluate and report recruitment progress in magnet report three times per year.	Magnet Coordinator	October 2021, January 2022, May 2022	Enrollment data, School Choice Data, Recruitment Log, Event Attendance
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:			
<ul style="list-style-type: none"> Recruitment Log Quarterly Magnet Report Data School Choice data Recruitment event attendance and contact data 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment:			
<ul style="list-style-type: none"> Magnet Applications School Choice data TUSD Synergy Data 			

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 2: Targeted Retaining Borton Families			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Develop a parent survey for current Kindergarten students to identify hopes and expectations for 1 st grade.	Magnet Coordinator, Leadership Team	May 2021	Current Kindergarten enrollment data and contacts
Develop a retention plan that will focus on current Kindergarten students that will be entering 1 st grade for the 2021-2022 school year.	Magnet Coordinator, Leadership Team	Aug 2021	Current Kindergarten enrollment data
Collaborate to develop and implement magnet theme workshops for families K-5 to assist with retention.	Magnet Coordinator, Leadership Team, Specialist Teachers	Quarterly October 2021, January 2022, March 2022 and May 2022	Current and prospective families, enrollment data, Marketing materials

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 2: Targeted Retaining First Grade Students			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Evaluate retention progress in magnet report three times per year.	Magnet Coordinator	Oct. 2021, Jan. 2022, May 2022	Event Attendance
Monitor enrollment and registration of students for first grade for the 2022-2023 SY.	Magnet Coordinator, Attendance Clerk	Feb. – July 2022	Synergy enrollment data

Evidence to be Collected for Monitoring and Assessing Strategy Implementation:

- Survey Results
- Retention Event Attendance

Evidence to be Collected for Monitoring and Assessing Goal Attainment:

- TUSD Synergy enrollment data

V. STUDENT ACHIEVEMENT

A. Gaps in Student Outcomes

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
Academic Achievement in Reading for Kindergarten thru 2 nd Grade Students	<ul style="list-style-type: none"> • DIBELS (SY18-19) • TUSD Web Data 	<p><u>Desired State:</u> Decrease achievement gap between White/Anglo students and ELD, Ex Ed, and Hispanic students so that all gaps close by at least 10%.</p> <p><u>Current Reality:</u> <u>DIBELS 2019.2020 School Year</u> <u>% Kindergarten CORE EOY</u> ELD: 27.3% ExEd:17.4%</p>

		<p>White/Anglo: 50% Hispanic: 34.8% African American: 47.4 Native American: 20% Asian American: 0% (1 student) Multi-Racial: 40%</p> <p><u>DIBELS 2019.2020 School Year</u> % 1st Grade CORE EOY: ELD: 20% Ex Ed: White/Anglo: 65.2% Hispanic: 41.2% African American: 100% Native American: 0% Asian American: N/A Multi-Racial: 66.7%</p> <p><u>DIBELS 2019.2020 School Year</u> % 2nd Grade CORE EOY: ELD: 16.7% Ex Ed: 25% White/Anglo: 83.3% Hispanic: 33.3% African American: 42.9% Native American: 25% Asian American: 100% Multi-Racial: 50%</p> <p><u>Gap:</u> Kinder: greater than or equal to 15.2% across all subgroups</p>
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		<p>First: greater than or equal to 14% across all subgroups</p> <p>Second: greater than or equal to 50% across all subgroups</p>
AzM2 scores for 3rd grade ELA	<ul style="list-style-type: none"> 2nd grade Q3 Benchmark (SY19-20) AZMerit Scores (SY 18-19) 	<p><u>Desired State</u>: Decrease achievement gap between White/Anglo students and ELD, Ex Ed, and Hispanic students so that all gaps close by at least 10%.</p> <p><u>Current Reality 2018-2019 Minimally or Partially Proficient Students</u> Overall: 56% ELD: 100% Ex Ed: 100% White/Anglo: 13% Hispanic: 69%</p> <p><u>2018-2019 Minimally or Partially Proficient Students in Ethnic Groups Comprising of Less than 10% Student Population.</u> Overall: 80% African American: 67% Native American: 100% Asian American: N/A Multi-Racial: 67%</p> <p><u>Q3 Benchmark 2019-2020 Minimally or Partially Proficient Students</u> Overall: 75.6% Ex Ed: 90% White/Anglo: 58.3% Hispanic: 83.3% African American: 100%</p>

		<p>Native American: 100%</p> <p>Gap: AzM2: greater than or equal to 56% across all subgroups Q3 Benchmark: greater than or equal to 25% across all subgroups</p>
AzM2 scores for 3rd grade MATH	<ul style="list-style-type: none"> • 2nd grade Q3 Benchmark (SY19-20) • AZMerit Scores (SY 18-19) 	<p><u>Desired State:</u> Decrease achievement gap between White/Anglo students and ELD, Ex Ed, and Hispanic students so that all gaps close by at least 10%.</p> <p><u>Current Reality:</u> 2018-2019 Minimally or Partially Proficient Students Overall: 46% ELD: 100% Ex Ed: 85% White/Anglo: 13% Hispanic: 51%</p> <p><u>2018-2019 Minimally or Partially Proficient Students in Ethnic Groups Comprising of Less than 10% Population.</u> Overall: 88% African American: 100% Native American: 100% Asian American: N/A Multi-Racial: 67%</p> <p><u>Q3 Benchmark 2019-2020 Minimally or Partially Proficient Students</u> Overall: 75.6% Ex Ed: 90% White/Anglo: 58.3% Hispanic: 83.3%</p>

		<p>African American: 100%</p> <p>Native American: 100%</p> <p><u>Gap:</u></p> <p>AzM2: greater than or equal to 38% across all subgroups</p> <p>Q3 Benchmark: greater than or equal to 25% across all subgroups</p>
AzM2 scores for 4 th grade ELA	<ul style="list-style-type: none"> • 2nd grade Q3 Benchmark (SY 18-19) • 3rd grade AZMerit (SY 19-20) 	<p><u>Desired State:</u> Decrease achievement gap between White/Anglo students and ELD, Ex Ed, and Hispanic students so that all gaps close by at least 10%.</p> <p><u>Current Reality:</u></p> <p>2018-2019 Minimally or Partially Proficient Students</p> <p>Overall: 52%</p> <p>ELD: 100%</p> <p>Ex Ed: 83%</p> <p>White/Anglo: 14%</p> <p>Hispanic: 63%</p> <p>African American: 67%</p> <p>Native American: 100%</p> <p>Asian American: N/A</p> <p>Multi-Racial: N/A</p> <p><u>2018-2019 Minimally or Partially Proficient Students in Ethnic Groups Comprising of Less than 10% of Population</u></p> <p>Overall: 76%</p> <p><i>African American: 67%</i></p> <p><i>Native American: 100%</i></p> <p><i>Asian American: N/A</i></p> <p><i>Multi-Racial: N/A</i></p>

		<p><u>Q3 Benchmark 2019-2020 Minimally or Partially Proficient Students</u></p> <p>Overall: 75.6%</p> <p>Ex Ed: 90%</p> <p>White/Anglo: 58.3%</p> <p>Hispanic: 83.3%</p> <p>African American: 100%</p> <p>Native American: 100%</p> <p><u>Gap:</u></p> <p>AzM2: greater than or equal to 49% across all subgroups</p> <p>Q3 Benchmark: greater than or equal to 25% across all subgroups</p>
AzM2scores for 4 th grade MATH	<ul style="list-style-type: none"> • 2nd grade Q3 Benchmark (SY 18-19) • 3rd grade AZMerit (SY 19-20) 	<p><u>Desired State:</u> Decrease achievement gap between White/Anglo students and ELD, Ex Ed, and Hispanic students so that all gaps close by at least 10%.</p> <p><u>Current Reality:</u></p> <p>2018-2019 Minimally or Partially Proficient Students</p> <p>Overall: 58%</p> <p>ELD: 88%</p> <p>Ex Ed: 67%</p> <p>White/Anglo: 27%</p> <p>Hispanic: 66%</p> <p><u>2018-2019 Minimally or Partially Proficient Students in Ethnic Groups Comprising of Less than 10% of Population.</u></p> <p>Overall: 75%</p> <p><i>African American: 66%</i></p> <p><i>Native American: 100%</i></p> <p><i>Asian American: 100%</i></p> <p><i>Multi-Racial: N/A</i></p>

		<p><u>Q3 Benchmark 2019-2020 Minimally or Partially Proficient Students</u> Overall: 75.6% Ex Ed: 90% White/Anglo: 58.3% Hispanic: 83.3% African American: 100% Native American: 100%</p> <p><u>Gap:</u> AzM2: greater than or equal to 39% across all subgroups Q3 Benchmark: greater than or equal to 25% across all subgroups</p>
AzM2 scores for 5 th grade ELA	<ul style="list-style-type: none"> • 3rd grade AZMerit (SY 18-19) • 4th grade AZMerit (SY 19-20) • Q3 Benchmark (SY 19-20) 	<p><u>Desired State:</u> Decrease achievement gap between White/Anglo students and ELD, Ex. Ed, and Hispanic students so that all gaps close by at least 10%.</p> <p><u>Current Reality:</u> 2018-2019 Minimally or Partially Proficient Students Overall: 50% ELD: 100% Ex Ed: 100% White/Anglo: 18% Hispanic: 65%</p> <p><u>2018-2019 Minimally or Partially Proficient Students in Ethnic Groups Comprising of Less than 10% of Population</u> Overall: 50% African American: 0% Native American: 100% Asian American: N/A</p>

		<p><i>Multi-Racial: 50%</i></p> <p><u>Q3 Benchmark 2019-2020 Minimally or Partially Proficient Students</u></p> <p>Overall: 75.6%</p> <p>Ex. Ed: 90%</p> <p>White/Anglo: 58.3%</p> <p>Hispanic: 83.3%</p> <p>African American: 100%</p> <p>Native American: 100%</p> <p><u>Gap:</u></p> <p>AzM2: greater than or equal to 47% across all subgroups</p> <p>Q3 Benchmark: greater than or equal to 25% across all subgroups</p>
AzM2 scores for 5 th grade MATH	<ul style="list-style-type: none"> • 3rd grade AZMerit (SY 18-19) • 4th grade AZMerit (SY 19-20) • Q3 Benchmark (SY 19-20) 	<p><u>Desired State:</u> Decrease achievement gap between White/Anglo students and ELD, Ex Ed, and Hispanic students so that all gaps close by at least 10%.</p> <p><u>Current Reality:</u></p> <p>2018-2019 Minimally or Partially Proficient Students</p> <p>Overall: 67%</p> <p>ELD: 75%</p> <p>Ex Ed: 93%</p> <p>White/Anglo: 41%</p> <p>Hispanic: 79%</p> <p><u>2018-2019 Minimally or Partially Proficient Students in Ethnic Groups Comprising of Less than 10% of Population</u></p> <p>Overall: 67%</p> <p><i>African American: 33%</i></p>

		<p><i>Native American: 100%</i> <i>Asian American: N/A</i> <i>Multi-Racial: 50%</i></p> <p><u>Q3 Benchmark 2019-2020 Minimally or Partially Proficient Students</u> Overall: 75.6% Ex Ed: 90% White/Anglo: 58.3% Hispanic: 83.3% African American: 100% Native American: 100%</p> <p><u>Gap:</u> AzM2: greater than or equal to 38% across all subgroups Q3 Benchmark: greater than or equal to 25% across all subgroups</p>
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B. SMART Improvement Goals for Student Achievement/Effective Tier I Instruction

Primary Need: To increase student achievement for all grade levels

SMART Goal Statement

Evidence to Be Used to Assess Progress and Accomplishment: State Standardized Test Scores will be used to establish goals and to monitor and assess progress towards the SMART goals.

1. To ensure that all students learn at grade level or higher as follows:

ELA

Grades 3-5 student achievement in 2019 was 47.1% proficient in ELA, 6.6% above the district elementary school proficiency rate of 40.5%. Borton will increase proficiency from 47.1% to 50% on the AzM2 by 2022.

- 3rd grade student achievement in 2019 was 44% proficient in ELA, 6% above the district elementary school proficiency rate of 38%. Borton will increase proficiency from 44% to 47% on the AzM2 by 2022.
 - Student achievement for White students in 2019 was 87.5% proficient in ELA on the AzMERIT, 54.2% higher than African American students and 58.2% higher than Hispanic students. The achievement gap between Borton's White students and African American and Hispanic students will narrow by 15% on the AZM2 in 2022.
- 4th grade student achievement in 2019 was 47% proficient in ELA, 7% above the district elementary school proficiency rate of 40%. Borton will increase proficiency from 47% to 50% on the AzM2 by 2022.
 - Student achievement for White students in 2019 was 86.7% proficient in ELA on the AzMERIT, 53.4% higher than African American students and 49.7% higher than Hispanic students. The achievement gap between

Borton's White students and African American and Hispanic students will narrow by 15% on the AZM2 in 2022.

- 5th grade student achievement in 2019 was 50% proficient in ELA, 7% above the district elementary school proficiency rate of 43%. Borton will increase proficiency from 50% to 53% on the AzM2 by 2022.
 - Student achievement for White students in 2019 was 82.4% proficient in ELA on the AzMERIT, 22.4% higher than African American students and 32.4% higher than Hispanic students. The achievement gap between Borton's White students and African American and Hispanic students will narrow by 10% on the AZM2 in 2022.

Math

- Grades 3-5 student achievement in 2019 was 42.9% proficient math, 5.1% above the district elementary school proficiency rate of 37.8%. Borton will increase proficiency from 42.9% to 46% on the AzM2 by 2022.
- 3rd grade student achievement in 2019 was 54% proficient in Math, 12% above the district elementary school proficiency rate of 42%. Borton will increase proficiency from 54% to 57% on the AzM2 by 2022.
 - Student achievement for White students in 2019 was 86.7% proficient in Math on the AzMERIT, 70.0% higher than African American students and 38% higher than Hispanic students. The achievement gap between Borton's White students and African American and Hispanic students will narrow by 20% on the AZM2 in 2022.
- 4th grade student achievement in 2019 was 42% proficient Math, 6% above the district elementary school proficiency rate of 36%. They will increase proficiency 42% to 45% on the AzM2 by 2022.
 - Student achievement for White students in 2019 was 73.3% proficient in Math on the AzMERIT, 40.0% higher than African American students and 39.3% higher than Hispanic students. The achievement gap between Borton's White students and African American and Hispanic students will narrow by 10% on the AZM2 in

2022.

- 5th grade student achievement in 2019 was 33% proficient in Math, 3% above the district elementary school proficiency rate of 36%. Borton will increase proficiency from 33% to 36% on the AzM2 by 2022.
 - Student achievement for White students in 2019 was 58.8% proficient in Math on the AzMERIT, 18.8% higher than African American students and 37.4% higher than Hispanic students. Caution must be used in the analysis of this data because of the low N size of African American students. The achievement gap between Borton's White students and African American and Hispanic students will narrow by 10% on the AZM2 in 2022.

ELL Grades 3 - 5

ELL student achievement in 2019 in grades 3 – 5 was 6.3% proficient in ELA and Math 2.0% below the district elementary school proficiency rate of 8.3%. Borton will increase proficiency from 6.3% to 9.3% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade. The non-Hispanic ELL students' N size is too small to report and thus, will not be broken out by ethnic subgroups.

ExEd Grades 3 - 5

ExEd student achievement in 2019 in grades 3 – 5 was 14.4% proficient in ELA and Math, 0.4% above the district elementary school proficiency rate of 14.0%. Borton will increase proficiency from 14.4% to 16.4% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade.

- Student achievement for White students in 2019 was 70.0% proficient in Math and ELA on the AzMERIT, 60.9% higher than Hispanic students and 70.0% higher than African American students. However, caution must be used when analyzing these results because of the very low N size of African American and White students. The achievement gap between Borton's Hispanic students and African American and White students will narrow by 4% on the AzM2 in 2022.

C. Student Achievement Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, assess, and Adjust Strategies

Improvement Goal 1

To ensure that all students learn at grade level or higher (See SMART Goals for Student Achievement)

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. School Culture: High Academic Expectations for All Students.	<p>Support</p> <ul style="list-style-type: none"> • Master Teacher targeting support to increase efficacy of instruction and implementation of curriculum. • Targeted interventions for ELA using guided reading groups • Targeted interventions for math using MPPs <p>Constraints:</p> <ul style="list-style-type: none"> • Varying degrees of support from teachers implementing curriculum and interventions

	<ul style="list-style-type: none"> • Professional development for math MPPs • Implementing MPPs without math specialist
2. Project Based learning and Systems Thinking	<p>Supports:</p> <ul style="list-style-type: none"> • Professional Development scheduled from the Waters Foundation • There is a desire to implement Project Based Learning and Systems Thinking • Leveraging master teacher to improve Tier 1 instruction allowing for more meaningful project-based learning <p>Constraints:</p> <ul style="list-style-type: none"> • Teachers new to Borton, district and teaching • A sufficient number of teachers have not had formal Project Based Learning and Systems Thinking professional development and training • Difficult for teachers to balance magnet theme and district curriculum and expectations
3. Enhance Quality Tier 1 Instruction	<p>Supports:</p> <ul style="list-style-type: none"> • Weekly 90-minute grade level PLC time embedded into the master schedule to plan, monitor, adjust instruction and support magnet theme. • Master Teacher and CSP Support • Grade level paraprofessional support • Professional Development

	Constraints: <ul style="list-style-type: none"> • Teacher experience • Reluctance of teachers to participate in coaching/mentoring • Time to observe teachers and engage in meaningful feedback conversations
4. Time for teachers to collaborative to increase teacher and student learning. (Professional Learning Communities)	Supports: <ul style="list-style-type: none"> • Weekly 90-minute grade level PLC time embedded into the master schedule • Master Teacher to facilitate Constraints: <ul style="list-style-type: none"> • Teachers do not always come prepared to follow the PLC inquiry cycle • Helping all teachers see this process as being directly connected to improving student achievement and instruction • Moving through cycle quickly enough so that data is reviewed, and interventions are implemented in a timely manner (within 3 days of assessment)
5. Intervention and Supplemental Services at Tier 2 for Math and ELA	Supports: <ul style="list-style-type: none"> • Master Teacher • Curriculum Service Provider • Paraprofessionals

	Constraints: <ul style="list-style-type: none">Teacher training and experience to create appropriate interventions.		
6. Increase Family and Community Engagement	Supports: <ul style="list-style-type: none">Staff Participation and SupportMagnet CoordinatorPTA CollaborationAdded Duty available Constraints: <ul style="list-style-type: none">Parent and/or Family Attendance at EventsLanguage and/or transportation barriers		
Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: School Culture: High Academic Expectations for All Students.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Support teachers with establishing academic and behavior goals and high expectations for all students. Time will be allotted during PLCs for data analysis.	Master Teacher, CSP	Weekly August 2021-May 2022	Quarterly benchmark data, grade level common formatives
Use data to assist students in setting academic goals for themselves so that they learn how to hold themselves accountable for their learning.	Teachers		Quarterly benchmark data, grade level common formatives
Support teachers in creating lesson plans that will show evidence of rigorous instruction in all classrooms.	Master Teacher, CSP	Bi-weekly January 2022-May 2022	Quarterly benchmark data, observation, and reflection walkthrough data, PLC notes, PD

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: School Culture: High Academic Expectations for All Students.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor the use of data to establish goals for student learning and closing the achievement gap.	Principal, Leadership Team		Quarterly benchmark data, observation and reflection walkthrough data, PLC notes
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • PLC Binders with Student Data • Lesson Plans • Academic and Behavior Goals 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • Quarterly Benchmark Data • Individual Student Data 			
Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 2: Project Based Learning and Systems Thinking			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assist teachers in creating lesson plans that will integrate Project Based Learning and Systems Thinking tools and habits.	Master Teacher, CSP, Magnet Coordinator	Monthly-January 2022-May 2022	Borton Magnet theme experts
Participate in ongoing professional development on Project Based Learning and Systems Thinking.	Principal, Master Teacher, CSP, Magnet Coordinator, All Teachers	September 8, 15 October 20, 27, November 8, December 1 January 19 February 2 March 30 April 13 May 4	Time during Wednesday PD and PLCs

Staff needing additional assistance will receive regular support to ensure the planning with the integration of PBL and Systems Thinking	Master Teacher, Magnet Coordinator	Monthly September 2021-May 2022	NA
Student projects will be aligned to the standards and content will be integrated.	Classroom Teachers	At least twice a year by Dec. 2021 and May 2022	Standards, Scope and Sequence, Project Planner
Every class will engage in at least one project per semester.	Classroom Teacher	Twice a year by Dec. 2021 and May 2022	

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 2: Project Based Learning and Systems Thinking			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Evaluate the implementation of projects through observations and the coaching cycles.	Master Teacher, Magnet Coordinator	Monthly January 2022-May 2022	Lesson plans, observation, and reflection walkthrough data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • Lesson Plans • Observation, and Reflection Walkthrough Data 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • Celebration of Learning Schedules • Teacher, student, and family surveys 			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 3: Enhance Quality Tier 1 Instruction			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Develop and follow a structured system for monitoring daily instruction through the observation and reflection cycle and meeting one on one with teachers to provide feedback and collaboratively determine bite-size Action Steps that will be implemented in the classroom immediately.	Principal, Master Teacher, CSP	Aug 2021	Master schedule, time
Develop and implement lesson plans that are aligned with the district scope and sequence that include the learning objective, one engaging learning activity and an exit ticket.	Teachers	Bi-weekly January 2022-May 2022	Lesson Plans District Scope and Sequence
Lesson plans will be accessible in classrooms daily.	Principal, Master Teacher, CSP	August 2021-May 2022	Teacher Lesson Plans, Classroom schedules
Use pedagogical approaches that include Culturally Responsive Instruction.	Teachers	Monthly August 2021-May 2022	SPARKS, Character Strong Curriculum
Assist teachers in creating lesson plans that will implement quality Tier 1 instruction that will use research-based practices such as the use of the Essential Element of Instruction, Balanced Literacy with Phonics instruction (K-3) and common math practices with the use of Anchor Charts daily.	Master Teacher, CSP	Bi-weekly January 2022-May 2022	Lesson Plans
Coaching will include the integration of Project Based Learning and Systems Thinking into Tier 1 instruction.	Principal, Master Teacher, CSP, Magnet Coordinator	Weekly September 2021-May 2022	PD to develop Project Based Learning and Systems Thinking knowledge

Participate in ongoing professional development on Tier 1 instructional strategies focusing on guided reading, questioning strategies, student engagement strategies and cooperative learning structures	Principal, Master Teacher, CSP, Magnet Coordinator, All Teachers	Quarterly October 2021 January 2022 March 2022 May 2022	
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Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy 3: Enhance Quality Tier 1 Instruction

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Use the Danielson framework to guide pre-conferences, evaluations, and post conferences to assist teachers with identifying strengths and refinements.	Principal, Teachers	October 2021-May 2022	Danielson Framework
Evaluate teacher progress through coaching cycles.	Master Teacher, CSP	Monthly August 2021-2022	Lesson plans, observation, and reflection walkthrough data
Evaluate and report achievement progress in the Magnet Report	Magnet Coordinator	December 2021 and two additional times January-May 2022	Quarterly benchmark data, PLC notes

Evidence to be Collected for Monitoring and Assessing Strategy Implementation:

- PLC Binders with Student Data
- Lesson Plans
- Grade Level PLC notes
- Observation and Reflection Walkthrough Data
- Feedback Notes

Evidence to be Collected for Monitoring and Assessing Goal Attainment:

- Quarterly Benchmark Data
- Individual Student Data

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 4: Time for teachers to collaborative to increase teacher and student learning. (Collaborative Teacher Teams)			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Grade level PLCs will be embedded in the school day for at least 90 minutes every week.	Principal, Leadership Team Specialist Teachers	Aug 2021	Master schedule
Results from common formative assessments will be shared with grade level teams to develop effective instructional strategies, plan for reteaching, and identify students that require additional Tier II support and/or enrichment to ensure proficiency for all students.	Teachers CSP	Ongoing, within a 2-week cycle beginning September 2021-May 2022	PLC schedule, common formative data
Effective instructional strategies will be shared for re-teaching standards when students have not reached mastery.	Teachers CSP	Weekly August 2021-May 2022	NA
Lessons will be planned that will provide students opportunities to connect with the curriculum using culturally relevant materials.	Teachers, Specialist Teachers	Weekly August 2021-May 2022	NA
District pacing guides and scope and sequence will be used when planning units of instruction, common formatives, re-teaching lessons and extension lessons.	Teachers	Weekly August 2021-May 2022	District pacing guides, standards and scope and sequence

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1
Strategy 4: Time for teachers to collaborative to increase teacher and student learning. (Collaborative Teacher Teams)

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Evaluate and report the development and progress of grade level PLC in the Magnet Report	Magnet Coordinator	December 2021 and two additional times from January 2022-May 2022	PLC notes and observations, PLC rubric
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> Grade Level PLC Schedules Grade Level PLC Notes and Agendas Quarterly Benchmark Data Individual Student Data in PLC notebook 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> TUSD PLC Rubric Quarterly Magnet Report Data 			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 5: Intervention and Supplemental Services at Tier 2 for Math and ELA			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify subgroups and work with classroom teachers on ensuring targeted students are receiving appropriate Tier 2 interventions during regularly scheduled classroom time.	Principal, Master Teacher, CSP	Aug 2021-May 2022	Academic performance data including benchmarks, common formative assessments
Supplemental Tier 2 interventions for Math and Reading will be provided during classroom time	Classroom Teachers	August 2021-May 2022	Foundations, MPP lessons

that will include re-teaching and differentiated instruction.			
Targeted students will receive Tier 2 interventions (daily minutes based on Benchmark and CFA data)	Classroom Teachers	August 2021-May 2022	DIBELS, NSGRA, Foundations, ELA/Math CFAs, Priority Number Skills Assessments
1 st Grade literacy block will be supported in addition to 4 targeted 1 st grade students will receive Tier interventions in reading for 30 minutes a day, 5 days a week.	Reading Recovery Teacher	Daily, weekly for 12-20 weeks	NA
Sheltered English language development and visual models will be provided to support all students, including EL and R-ELs.	Classroom Teachers, ELD Resource Teacher	August 2021-May 2022	Cengage
Use PLC time to support teachers in documenting Tier 2 interventions in lesson plans.	Master Teacher, CSP, Magnet Coordinator	Weekly August 2021-May 2022	NA
An inclusion model will be used 75 percent of the time to provide Ex. Ed students with services in Math and Reading to increase student achievement.	Ex Ed Teachers, Classroom Teachers	August 2021-May 2022	NA

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy 5: Intervention and Supplemental Services at Tier 2 for Math and ELA

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review student data and analyze the effectiveness of interventions and suggest additional interventions to support student learning.	Principal, CSP, Master Teacher	Bi-monthly August 2021-May 2022	Benchmark data, common formative data,

Review and document computer-based intervention data including usage.	CSP	August 2021-May 2022	IXL and Imagine Learning access
Review data and will set and/or adjust school-wide academic and behavioral goals to improve academic achievement and positive behavioral outcomes of students.	Principal, Leadership Team	Ongoing and at Quarterly Benchmarks; Oct 2021, Jan 2022, Mar 2022	Quarterly benchmark data, observation, and reflection walkthrough data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • Lesson Plans with Tier 2 Interventions Noted • Reading Recovery, Ex. Ed and ELD Schedules • Computer-Based Intervention Data • Observation and Reflection Walkthrough Data 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • Quarterly Benchmark Data • Individual Student Data 			

SMART Improvement Goal for Family and Community Engagement**Primary Need: To increase family and community engagement**

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<ul style="list-style-type: none"> By the end of the 2021-2022 school year Borton will increase family and community participation by 10% for each school sponsored event 	<ul style="list-style-type: none"> Sign-in sheets and participant feedback forms

Action Steps to Implement Improvement Strategies for Improvement Goal 3			
Strategy 6: Increase Family and Community Engagement			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
By the end of the 2021-2022 SY, 75% of families will have participated in a meeting/conference to update them on their child's academic and behavioral progress and to learn how to best meet the needs of their student	Classroom Teachers	Sept 2021, Feb 2022, or as needed	NA
Administer the School Quality Survey with at least 75% participation of students, parents, and teachers to provide an overview of culture and climate perceptions from a variety of perspectives.	Teachers, Testing Coordinator	Jan 2022	School Quality Survey

Communicate with families and the community about school programs and events using various methods such as newsletters, school website, social media, emails, and phones calls.	Principal, Teachers, Magnet Coordinator	Weekly and as needed August 2021-May 2022	Communication modes
Collaborate with the PTA, or other site-based employees to coordinate efforts for parent, community, and partnership engagement.	Magnet Coordinator	Bi-weekly August 2021-May 2022	Contact information
Cafecitos to engage the families and encourage relationship building with the school community.	Principal, Magnet Coordinator	Monthly	Communication modes
Academic family engagement activities and events will be scheduled.	Principal, Magnet Coordinator, Teachers	At least once a semester	Master Schedule
Families, the larger school community, and community partners will be invited to Celebrations of Learning for that showcase the culmination of project work.	Principal, Magnet Coordinator, Teachers	Quarterly or at least once a semester	Teacher schedules and project timelines
Families will be included as participants in school decisions, governance, and advocacy through Site Council and PTA.	Principal, Site Council	Quarterly	Master Schedule

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 3			
Strategy 6: Increase Family and Community Engagement			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Evaluate and report family engagement progress three times per year in Magnet Report	Magnet Coordinator	October 2021, January 2022, May 2022	Attendance sheets, Survey Data, Site Council and PTA notes
Evaluate and report family engagement quarterly in Title 1 report	Magnet Coordinator	October 2021, December 2021, March 2022, May 2022	Family Engagement events (Open House, Conferences, Home Visits)
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • Family Engagement Events Attendance Sheets • Conference Attendance Sheets • School Quality Survey Data • Site Council and PTA Notes and Agendas 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • Quarterly Magnet Report • Title 1 Family Engagement Report 			

VI. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and student achievement. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 3.4 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 1.0 FTE Master Teacher (910G, 202)
- 3.78 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.25 FTE Math Interventionist (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Teacher (Title 1)

Goal Focus: Integration and / or Student Achievement

Magnet Focus Areas: Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and Magnet Theme (MT).

Personnel

Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Magnet Teachers	\$151,510	3.4	Our specialists (PE, Art, Music and Outdoor Learning) support our Magnet Plan in 4 ways. They are	AA, PCI, PL, MT	Integration:

			crucial to our integration goal as most magnet families love that the "whole child" is being attended to here at Borton and that is part of what attracts them and keeps them. The second way is that they are part of a rotation that enables teachers to have grade level CTTs for 90 minutes each week. While teachers are meeting, their students are with specialists. The third way is that they are part of the school wide intervention block. They take large groups of students 3-4 times a week for 30 minutes so that teachers can work with the most at risk students. Finally, the fourth way is that they support the Project Based Learning by giving students different options for the project products. For example, some students choose to create songs that show what they have learned.		<p>Goal 2: Strategy 2: Targeted retention of 1st grade students</p> <p>Student Achievement: Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. (CTT) Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA. Goal 1: Strategy 6: Increase Family and Community Engagement</p>
Master Teacher	\$68,100	1.0	Our benchmark and AzMERIT data show a substantial achievement gap between our white students and every other subgroup. The master teacher will work with teachers to identify the areas to best support students in those subgroups. This teacher will facilitate CTT meetings, model	AA, PL, MT	<p>Student Achievement: Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 3: Enhance Quality Tier 1 Instruction</p>

			lessons, co-teach, and will work to build capacity.		Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA.
Teaching Assistants	\$81,666	3.78	Teaching assistants will support Tier 1 instruction by assisting students while teacher works with small groups during guided reading. They will also support school wide intervention time by taking a whole class for an activity while the teacher works with a targeted intervention group. Project Based Learning is differentiation and TAs will provide support with the process and with student choice/voice.	AA, MT	Student Achievement: Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA.
Magnet Coordinator	\$43,900	1.0	Magnet coordinator will support recruitment and retention of students and assist with building teacher capacity in Project Based Learning Systems Thinking. The magnet coordinator will also support family engagement efforts.	AA, PCI, PL, MT	Integration: Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted retention of 1 st grade students Student Achievement:

					Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 3: Enhance Quality Tier 1 Instruction Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. (CTT) Goal 1: Strategy 6: Increase Family and Community Engagement
Math Interventionist	\$13,400	0.25	Math Interventionist: Data shows the need for additional Tier 2 support in math. . This interventionist will work with small groups of students 2 - 3 times a week to increase their academic achievement needs in mathematics.	AA	Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math.
Substitutes	\$3,400		Sick leave for magnet teachers.	AA	Student Achievement
Added Duty-Family Engagement (Certified)	\$1,000		Certified teachers will attend family engagement opportunities that are critical to overall positive culture of our school and being able to retain the student population while continuing to work towards our integration goal.	AA, PCI, MT	Integration: Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 2: Targeted retention of 1 st grade students
Added Duty-Tutoring (Certified)	\$9,000		Certified staff to provided supplemental Tier 2 and Tier 3 interventions before and after the school day.	AA	Student Achievement: Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA.

Added Duty-Tutoring (Classified)	\$2,000		Teacher assistants to support certified staff when implementing supplemental Tier 2 and Tier 3 instruction before school.	AA	Student Achievement: Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA.
Added Duty-PD	\$12,250		Borton teachers will engage in Learner Centered Professional Development opportunities using a Lesson Study model to strengthen Tier 1 instruction and theme integration.	AA, PL, MT	Student Achievement: Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 3: Enhance Quality Tier 1 Instruction
Added Duty-Recruitment	\$3,000		To increase ethnic diversity, Borton staff will provide support as needed during recruitment events.	PCI. MT	Integration: Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted retention of 1 st grade students
Employee Benefits	\$113,753				
Total Budget	\$503,229				
	Total FTE	9.43			

Non-Personnel

Deseg Budget 2021-2022 SY				
Description	Amount	Purpose	Magnet Focus Area	Goal Focus
Capital- Technology Under \$5,000	\$3,998	Devices, ELA Subscriptions	AA	
Capital- Instructional Aides	\$10,000	Student Supplies PBL	AA	
Technology Supplies	\$500	Tech Accessories, earphones, mice, etc.	AA	
Employee Training and Registration	\$1,800	Borton will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration.	AA, PCI, PL, MT	Integration: Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted retention of 1 st grade students Student Achievement: Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 6: Increase Family and Community Engagement
Out of State Travel	\$6,000	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	AA, PCI, PL, MT	Integration: Goal 1: Strategy 2: Marketing and Recruitment

				<p>Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted retention of 1st grade students</p> <p>Student Achievement: Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 6: Increase Family and Community Engagement</p>
Supplies- Instructional	\$5,000	Supplies to support Project based work.	AA, MT	<p>Integration: Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted retention of 1st grade students</p> <p>Student Achievement: Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 6: Increase Family and</p>

			Community Engagement
Total Budget	\$27,298		

Deseg Budget 2021-2022 SY	
Personnel Cost	\$503,229.00
Non-Personnel Cost	\$27,298.00
Total Budget	\$530,527.00

TITLE 1 Budget

Title 1 Budget 2021-22 SY		
Description	Sum of FY 22 (\$)	Purpose
1.6 FTE Teacher	\$69,720	Teachers for K-2 to support lower class sizes.
Substitute	\$1,600	FTE Substitutes
Instructional Aids	\$2,000.	Tech/ELA Digital Subscriptions
District Supplies	\$2,000	Student Supplies/ELA and Math
District Supplies	\$13,006	Discretionary allocated at later time for targeted student support or materials
Employee Benefits	\$22,311	
Total Budget	\$110,637	
Total FTE	1.6	

Magnet Programs



TUSD Magnet Programs
School Integration and Achievement Action

TUCSON UNIFIED
 SCHOOL DISTRICT

Principal: Kirstin Bittel Principal

School: Carrillo Communication and Creative Arts Magnet School

Magnet Program: Communication and Creative Arts

Region: Santa Cruz

Date Plan Completed: 08/11/2021 **Revised:** 1/7/22

Planning Team:

Name	Position	Name	Position
Kirstin Bittel	Principal	Rebeca Stroup	Magnet Coordinator
Celina Morales	Kindergarten Teacher	Monique Peralta	4 th grade Teacher

Sign Off:

Position	Name	Signature	Date
Principal	Kirstin Bittel	<i>Kirstin Bittel</i>	12/16/21
Regional Assistant Superintendent	Mark Alvarez	<i>Mark Alvarez</i>	12/16/21
Interim Director of Magnet/Asst. Supt. of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/8/22

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I. MAGNET SCHOOL PROFILE

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

Vision: At Carrillo K-5 Communication and Creative Arts Magnet School, students become 21st Century leaders in a diverse world, through the development of a strong academic core, communication skills and creative arts abilities.

Mission: Carrillo K-5 Communication and Creative Arts Magnet School engages children's minds, bodies, and senses using multiple modes of learning, thought, and self-expression.

Core Values: Life Skill Values: Being honest, kind, respectful, positive and peaceful. Scholar Skill Values: Be a good collaborator and communicator, be responsible, be motivated, and a risk-taker.

School Profile		
2018-19 Letter Grade	2020-21 Integration Status	Theme
A	Fully Integrated	Communication and Creative Arts

Student Profile			
Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)
7.74	68.0%	3.4%	14.7%

School Integration Profile (USP Ethnicity)													
2020-21 40 th Day	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Carrillo Enrollment	53	18%	22	8%	195	67%	15	5%	2	1%	5	2%	292
Non-neighbor-hood %													NA
2020-21 Avg ES Enroll	20%		10%		60%		4%		2%		4%		
USP Integration Range + / - 15% District ES Avg													
	6-36%		0-25%		44-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District ES Avg													
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%		

3 Years of AzMERIT Math Percent Proficiency by Grade									
Math	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District ES Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Carrillo ES Avg	49%	61%	46%	67%	67%	48%	45%	85%	52%
3 Years of AzMERIT ELA Percent Proficiency by Grade									
ELA	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District ES Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Carrillo ES Avg	33%	51%	27%	55%	56%	46%	43%	72%	57%
Carrillo 2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity									
USP Ethnicity					ELA	Math			
White					67%	85%			
African American					89%	78%			
Hispanic					54%	54%			
Native American					40%	40%			
Asian-PI					0%	0%			
Multi-Racial					50%	100%			
All					58%	61%			

4 | Carrillo ES

II. GOALS FORMAGNETSCHOOLEFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated School. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

III. INTEGRATION**A. Gaps in Integration**

Area of Integration Outcome	Data Source(s)	Descriptions of Gaps
Maintain Full Integration	TUSD Synergy 40-day Demographics Data Report	<u>Desired State:</u> To be a fully integrated elementary school. with no racial or ethnic group exceeding 70% of the student population <u>and</u> all racial or ethnic groups are within +/- 25% of the middle school district average.
		<u>Current Reality:</u> Fully integrated school: Hispanic -66.6% White- 17.8% African American- 7.7% Native American- 5.6% Asian American- 0.7% Multi-Racial-1.7% <u>Gap:</u> None

B. SMART Goal for Integration

Primary Need: Continue to maintain integration enrollment

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>Goal: By the 40th day of the 2022-2023 School Year, Carrillo will increase is Asian American populations while simultaneously remaining integrated.</p> <p>Rationale: Research from the Century Foundation (among others) demonstrates that students in integrated schools have higher than average test scores, are more likely to enroll in college, and are less likely to drop out. Furthermore, integration encourages critical thinking, problem, solving and creativity which are outcomes that directly align with our magnet them of Communication and Creative Arts.</p>	<ul style="list-style-type: none"> • 40th day TUSD School Placement Report • Parent and Community Outreach Plan Quarterly Monitoring • Quarterly Magnet Reports

C. Improvement Goal Development for Integration

The following has been developed for each identified improvement goal.

Most Effective and Feasible Strategies

Action Steps to

Implement

Improvement Strategies

Action Steps to

Monitor, Assess, and

Adjust Strategies

Improvement Goal 1

Carrillo will continue to remain a fully integrated school with our Hispanic student population maintained or 66.6% or lower.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Recruit and sustain the enrollment of families to meet our school integration goal with a focus on increasing our Asian American student enrollment.	<p>Supports:</p> <ul style="list-style-type: none"> Effective recruiting plan along with strong relationships with Pre/Day Schools within in recruiting areas. Strong reputation within Pre/Day School communities Productive and effective partnership with TUSD magnet department in planning, promoting, and implementing Carrillo recruitment activities. <p>Constraints:</p> <ul style="list-style-type: none"> In person activities and school tours may be affected due to Covid pandemic. No to make contacts within the Asian American Communiyt

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Recruit and sustain the enrollment of families to meet our school integration goal.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Participate in Pre/Day School recruiting activities efforts to maintain a diverse community.	Magnet Coordinator	September 2021-December 2021	Preschool and Daycare centers contacts
Participate in all District recruitment activities offered to the school.	Magnet Coordinator	August 2022-May 2023	TUSD and Magnet Department schedules
Strategically identify new contacts/partnerships for school-based recruitment and engage in recruitment opportunities.	Magnet Coordinator	August 2022-May 2023	Recruiting contacts

Develop and deploy targeted marketing materials that speak to needs/wants of our diverse community.	Magnet Coordinator	August 2022 – May 2023	Marketing materials
Implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.	Magnet Coordinator	August 2022-May 2023	Community partnership contacts
Magnet Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after benchmark assessments are analyzed.	Magnet Coordinator	August 2022-May 2023	Recruitment data and logs

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Recruit and sustain the enrollment of families to meet our school integration goal.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The school will maintain a record of all recruiting events to include how many families were reached through the recruiting efforts.	Magnet Coordinator	August 2022-May 2023	District and magnet department calendar
The school will maintain a current list of contacts/partners to facilitate in recruitment activities.	Magnet Coordinator	August 2022-May 2023	Recruiting contacts
The Communication Department will provide marketing materials appropriate to support the school's branding and activities. This will include parallel materials to promote the school's fine arts as well as academic record.	TUSD Magnet Department and Magnet Coordinator	August 2022-May 2023	Recruitment and marketing materials
Carrillo will be included in District-level deployment of commercial media including television, print, and social media. This will include parallel materials to promote the school's fine arts as well as academic record.	TUSD Magnet Department and Magnet Coordinator	August 2022-May 2023	Media department materials and contacts

Evidence to be Collected for Monitoring and Assessing Strategy Implementation:

TUSD Synergy 40-day Demographic Data Report

Contact Logs

Recruiting Logs.

Evidence to be Collected for Monitoring and Assessing Goal Attainment:

TUSD Synergy 40-day Demographic Data,

Recruitment Plan and Log

End of the year Magnet Report

Magnet Applications/Acceptance

Recruitment Event Attendance

IV. STUDENT ACHIEVEMENT

A. Gaps in Student Outcomes

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
ELA and Math Achievement	AZ Merits and TUSD Benchmark Assessments	3rd Grade ELA <u>Desired State:</u> 75% passing <u>Current Reality:</u> 43% passing <u>Gap:</u> 32%
		3rd Grade Math <u>Desired State:</u> 75% passing <u>Current Reality:</u> 45% passing <u>Gap:</u> 30% <p>The 3rd grade has surpassed the proficiency level of the district on both English Language Arts and Math. As we strive for continual growth, we continue to set new goals for this grade. By 2022, the 3rd grade will increase their English Language Arts and Math AzMERIT proficiency scores by 10% from the 2018-2019 scores.</p>
		4th Grade ELA <u>Desired State:</u> 75% passing <u>Current Reality:</u> 72% passing <u>Gap:</u> 3% 4th Grade Math <u>Desired State:</u> 88% passing <u>Current Reality:</u> 85% passing <u>Gap:</u> 3% <p>The 4th grade has surpassed the proficiency level of the district on both English Language Arts and Math. As we strive for continual growth, we continue to set new goals for this grade. By 2022, the 4th grade will increase their English Language Arts and Math AzMERIT proficiency scores by 3% from the 2018-2019 scores.</p>

		5th Grade ELA <u>Desired State:</u> 75% passing <u>Current Reality:</u> 57% passing <u>Gap:</u> 18%
		5 th Grade Math <u>Desired State:</u> 75% passing <u>Current Reality:</u> 52% passing <u>Gap:</u> 23% The 5 th grade has surpassed the proficiency level of the district on both English Language Arts and Math. As we strive for continual growth, we continue to set new goals for this grade. By 2022, the 5 th grade will increase their English Language Arts and Math AzMERIT proficiency scores by 10% from the 2018-2019 scores.

B. SMART Improvement Goals for Student Achievement

Primary Need: Demonstrate progress with a 10% ELA and Math growth in standardized testing proficiency.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>ELA:</p> <ul style="list-style-type: none"> • 3rd grade student achievement in 2019 was 43.0% proficient in ELA, 5.0% above the district elementary school proficiency rate of 38.0%, they will increase proficiency from 43.0% to 53.0% on the AzM2 by 2022. • 4th grade student achievement in 2019 was 72.0% proficient in ELA, 32.0% above the district elementary school proficiency rate of 40.0%, they will increase proficiency from 72.0% to 75.0% on the AzM2 by 2022. • 5th grade student achievement in 2019 was 57.0% proficient in ELA, 14.0% above the district elementary school proficiency rate of 43.0%, they will increase proficiency from 57.0% to 67.0% on the AzM2 by 2022. <p>Math:</p> <ul style="list-style-type: none"> • 3rd grade student achievement in 2019 was 45.0% proficient in Math, 3.0% above the district elementary school proficiency rate of 42.0%, they will increase proficiency from 45.0% to 55.0% on the AzM2 by 2022. • 4th grade student achievement in 2019 was 85.0% proficient in Math, 49.0% above the district elementary school proficiency rate of 43.6%, they will increase proficiency from 85.0% to 88.0% on the AzM2 by 2022. • 5th grade student achievement in 2019 was 52.0% proficient in Math, 16.0% above the district elementary school proficiency rate of 36.0%, they will increase proficiency from 52.0% to 62.0% on the AzM2 by 2022. <p>Rationale: Carrillo strives to be a school of choice for students on the west side of town, offering a rigorous education that gives students the tools to exceed the state average on state testing. This opens more doors for students post-elementary school and into adulthood.</p>	<p>AZM2 2022 CFA and Benchmark Data Common Formative Assessments PLC-CTT Agendas/Minutes</p>

<p>Subgroup Achievement:</p> <p>ELA: ELA achievement for 3rd – 5th grade Hispanic students will increase at least 3%, moving from 54.9% proficiency in 2018-19 to at least 64.9% in 2022-23 on AZM2.</p> <p>Math: Math achievement for 3rd – 5th grade Hispanic students will increase at least 3%, moving from 54.9% proficiency in 2018-19 to at least 64.9% in 2022-23 on AZM2.</p> <p>Rationale: Our Hispanic subgroup is the lowest scoring subgroup on campus, and also our largest subgroup. By increasing the academic outcomes for this subgroup, Carrillo can increase opportunities for students and make further headway into decreasing the achievement and opportunity gap.</p>	<p>AZM2 2022 CFA and Benchmark Data Common Formative Assessments PLC-CTT Agendas/Minutes Cohort benchmark data</p>

ELL

ELL student achievement in 2019 in grades 3 – 5 was 0% proficient in ELA and Math, 8% below the district elementary school proficiency rate of 8%. Carrillo will increase proficiency from 0% to 3% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade. All ELL students are Hispanic.

ExEd

ExEd student achievement in 2019 in grades 3 – 5 was 23% proficient in ELA and Math, 9% above the district elementary school proficiency rate of 14%. Carrillo will increase proficiency from 23% to 25% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade.

- Student achievement for White ExEd students in 2019 was 44% proficient on the AzMERIT, 30% higher than Hispanic ExEd students. The N size for African American students was too low to include. The achievement gap between Drachman's White students and Hispanic students will narrow by 2% on the AzM2 in 2022.

C. Improvement Goal Development for Student Achievement

The following has been developed for each

identified improvement goal: Most

Effective and Feasible Strategies

Action Steps to

Implement

Improvement Strategies

Action Steps to

Monitor, assess, and

Adjust Strategies

Improvement Goal 1: Increase student achievement (See SMART Goal for Academic Achievement)

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Guided Reading/ELA Block	Supports: Trained teachers, teacher assistants, and library assistant. Allotted time for PLC-CCT and Professional Development
	Constraints: Lack of time to consistently incorporate reading block
2. Data Driven Instruction (Quality Tier 1 and 2 Supports)	Support: Quarterly benchmarks Weekly PLC-CCT allotted grade level collaboration time MTSS support Magnet Coordinator Trained Teacher and Library Assistants Constraints: Lack of time to meet student needs

3. Time for teacher collaboration (PLC-CTTs)	<p>Supports: Weekly CTT allotted time for all grade levels PLC-CCT Agendas and minutes Magnet Coordinator Magnet Teacher School Counselor provides themed lessons during weekly CTTs</p> <p>Constraints: Lack of time to implement learning strategies</p>
4. Academic Interventions	<p>Supports: Weekly CTT allotted time for all grade levels to plan Teaching Assistants at all grade levels ESSER TA's to support interventions PLC-CCT Agendas and minutes Added Duty for Tutoring before/after school</p> <p>Constraints: Lack of time Not all families can come early/stay late</p>
5. Family and Community Engagement	<p>Supports: Family and community participation in quarterly theme-based engagement nights High expectations for academic excellence Strong community partnerships Magnet Coordinator</p> <p>Constraints: Time for teachers to collaborate with families Parent attendance</p>
6. Theme development and magnet unit enhancements	<p>Supports: PD time PLC time Staff shared vision of 4 C</p> <p>Constraints: Time</p>

Step 8.**Worksheet R:** Action Steps to Implement Improvement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 1: Guided Reading/ELA Block			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers will use an uninterrupted 90-minute block of time to support ELA	Teachers	August 2021-May 2022	Allotted time District curriculum guide ELA adoption
Tier 2 and Tier 3 students will meet daily for small group interventions and Guided Reading support	Teachers	August 2021-May 2022	Leveled and tiered reading resources
Create small group interventions based on grade level data.	Teachers, Magnet Coordinator	August 2021-May 2022	Benchmark, summative and formative assessment data
Teacher and Library Assistants will support teachers in Tier 2 and Tier 3 guided reading groups math groups.	Teachers, Teacher Assistants, Library Assistant	August 2021-May 2022	Small reading groups Leveled and Tiered level reading books

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 1: Guided Reading/ELA Block			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Common Formative Assessments (CFAs)	Teachers	August 2021-May 2022	Data and results from CFAs
Weekly PLC-CCT Notes	Teachers, Magnet Coordinator	August 2021-May 2022	PLC-CCT agendas and minutes Time to desegregate data
Quarterly Magnet Reports	Magnet Coordinator	August 2021-May 2022	PLC-CCT grade level calendar ELA Data

Evidence to be Collected for Monitoring and Assessing Strategy Implementation: PLC-CTT agendas and minutes Quarterly district benchmarks AZM
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Quarterly district benchmarks AZM2 data Lesson Plans CFAs PLC-CTT Schedule PLC-CTT Binders and Data Notebooks

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 2: Data Driven Instruction (Tier 1 and 2 Supports)			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers will create quarterly Intervention Action Plans based on District benchmark data to support students with ELA	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	Benchmark data
Results of CFAs and Benchmarks will be used in the design of weekly lesson plans	Teachers	August 2021-May 2022	Lesson Plans CTTs
MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub-group, or individual student level).	MTSS Team, Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	Weekly CFA results Benchmark data Teacher Observations

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 2: Data Driven Instruction (Tier 1 and 2 Supports)			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Leadership will evaluate quarterly district benchmark data to view student progress	Magnet Coordinator	August 2021-May 2022	District Benchmark Data
Weekly CFA results data	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	End of Week CFA data

MTSS Team will analyze student data to determine the success of intervention plans	MTSS Team, Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	Weekly CFA results Benchmark data Teacher Observations
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: CFAs			

Quarterly Benchmark Data
MTSS Data
PLC-CCT Agendas and Minutes

Evidence to be Collected for Monitoring and Assessing Goal Attainment:
CFAs
Quarterly Benchmark Data
Tutoring Logs and Data
Quarterly Magnet Report
AZM2 Data

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 3: Time for Teacher Collaboration (PLC-CTTs)			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Grade Level teams meet in job-embedded Collaborative Teacher Teams (CTTs) at least for 90 minutes per week	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	School Schedule Weekly PLC-CCT grade level schedule
Grade Level PLC-CTTs (weekly) to evaluate data and student progress; create CFAs, and strategies to use during whole and small group instruction/interventions	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	School Schedule Weekly PLC-CCT grade level schedule
PLC-CTTs grade level teachers will desegregate and analyze data to identify students who need interventions and academic support.	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	Benchmark data CFA weekly results
PLC-CTTs will meet weekly to plan instruction that is aligned to the TUSD Curriculum and implement the curriculum standards with fidelity and consistency.	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	TUSD Curriculum Guide and Pacing Calendar

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Vertical PLC-CTTs. Collaborating with grade levels above and below.	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	School Schedule Weekly PLC-CCT grade level schedule
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Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 3: Time for Teacher Collaboration (PLC-CTTs)			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLC-CTTs logs of meetings will be kept and reviewed to ensure the cycle of inquiry is being followed.	Magnet Coordinator	August 2021-May 2022	PLC-CTT Agendas and Minutes
Instructional leaders will work with PLC-CTTs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	Benchmark data CFA weekly results School Schedule Weekly PLC-CCT grade level schedule
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Quarterly District Benchmark Assessments CFA Data Results PLC-CTT Agendas and Minutes PLC-CTT Notebooks			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: End of Year Magnet Report PLC-CTT Agendas and Minutes PLC-CCT Grade Level Reflection Form			

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 4: Academic Interventions for students not achieving			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Carrillo will utilize the supports of one teaching assistant per grade level to support Tier 1 and Tier 2 instruction/interventions in both ELA and Math.	Teachers Teaching Assistants	August 2021-May 2022	Title I and Magnet Funding

Carrillo will leverage ESSER funding to fund 3 additional teaching assistants to focus on small group work, tutoring, and interventions. These Teaching assistants will support different grade levels based upon benchmark results.	Teachers Teaching Assistants Leadership Team Hiring Committee	August 2021-May 2024	ESSER Funding
Teaching assistants will be trained by the teachers they support in order to ensure continuity of supports.	Teachers Teaching Assistants	August 2021-May 2022	Time PD/PLT
Carrillo teachers will offer targeted tutoring as needed before and after school.	Teachers	August 2021-May 2022	Benchmark data Additional tutoring resources/supplies
Interventions and Complementary Services will be offered during the school day to support students through Tier 1, 2, and 3 instruction.	Teachers, Teacher Assistants, Library Assistants	August 2021-May 2022	Benchmark data Additional intervention resources/supplies

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 4: Academic Interventions for students not achieving			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teaching Assistant Handbook*, Time Clock, Hiring Records, TA Evaluations *To be developed by summer 2022	Office Manager Teachers Administration	August 2021-May 2022	Time, Synergy Reports
Teaching Assistants will keep a record of PD attended and reflect annually (at minimum) upon job skills needed.	Teaching Assistants Administration	August 2021-May 2022	PD Log, annual evaluation notes
Teachers will keep tutoring logs to record attendance and main topics covered during each sessions. Student progress will be monitored.	Teachers	August 2021-May 2022	Tutoring logs, CFA results, benchmark results
Teachers will progress monitor all students below mastery through CTTs	Teachers	August 2021-May 2022	CTT notes, CFA/Benchmark results

Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Quarterly District Benchmark Assessments CFA/Benchmark Data Results PLC-CTT Agendas and Minutes/Notebooks Tutoring Logs
Evidence to be Collected for Monitoring and Assessing Goal Attainment: End of Year Magnet Report PLC-CTT Agendas and Minutes PLC-CCT Grade Level Reflection Form

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 5: Family and Community Engagement			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	Access to School Quality Survey School Calendar
Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, Parentvue, zoom meetings, Cafecitos, and clearly defined systems that allows for home-school communication).	Teachers, Magnet Coordinator, and Administrator	August 2021-May 2022	School Calendar
Create and communicate continuous, year-round schedule of events for family engagement.	Magnet Coordinator, Leadership Team, and Administrator	August 2021-May 2022	School Calendar
Collaborate with Community Members, PTO, Site Council, Family Engagement Team and families in choosing family engagement activities.	Magnet Coordinator and Administrator	August 2021-May 2022	School Calendar Parent Organizations' Calendar

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 5: Family and Community Engagement			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Magnet Coordinator will track, analyze, and report family engagement events in magnet quarterly reports.	Magnet Coordinator	August 2021-May 2022	Magnet Quarterly Report
Parent feedback via the school Family Engagement Team	Magnet Coordinator	August 2021-May 2022	Family Engagement Team Agenda and Minutes
Magnet Coordinator will track, analyze, and report family engagement events in school USP Family Engagement Report on monthly basis	Magnet Coordinator	August 2021-May 2022	Carrillo USP Family Engagement Report
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Magnet Quarterly Report Family Engagement Team Agenda and Minutes Carrillo USP Family Engagement Report			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: End of the Year Magnet Report End of Year Carrillo USP Family Engagement Report			

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 6: Theme development and magnet unit enhancements			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monthly PLCs focused on the four C's	Magnet Coordinator and Administrator	August 2021-May 2022	PD time Articulation Map 21 st Century Learning Rubrics

Create K-5 articulation of four C expectations	Magnet Coordinator and Administrator	August 2021-May 2022	PD time Articulation Map 21 st Century Learning Rubric
Review and Revise at minimum 1 magnet unit during summer paid CTT opportunity in June.	Magnet Coordinator and Administrator	August 2021-May 2022	PD time Articulation Map 21 st Century Learning Rubric Grade Level Unit
Attend MSA conference to observe magnet school and best practices.	Magnet Coordinator, Administrator, and 2 staff members	August 2021-May 2022	Funding Time Debrief time at conference

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 5: Family and Community Engagement			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional Development calendar will reflect monthly magnet PD focused on theme/theme integration	Magnet Coordinator	August 2021-May 2022	PD Calendar
4-C Articulation/Crosswalk development and poster creations	Magnet Coordinator Leadership	August 2021-May 2022	PD Records Schoolwide articulation map Posters for student/teacher reference
Units revisions will be reviewed, evaluation using the modified EQuIP rubric, revised based on data, and stored	Teachers Magnet Coordinator Leadership	August 2021-May 2022	Off Contract Funding EQuIP Rubrics/Training Unit Plans
Evidence to be Collected for Monitoring and Assessing Strategy Implementation:			

PD Calendar PD plans 4-C Articulation Map/Crosswalk EQuIP Rubric scores Units Plans
Evidence to be Collected for Monitoring and Assessing Goal Attainment: PD Calendar 4-C Crosswalk posters EQuIP Rubric scores Units Plans

V. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

Magnet School Budget**Personnel**

#Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Magnet Teacher	\$56,876	1.0	Integration of magnet theme and continue with academic achievement	IN, AA, MT	Student Achievement
Magnet Coordinator	\$50,900	1.0	Implement integration and sustain academic achievement across all grade levels	IN, AA, MT, PL, PCI	Integrationn and Student Achievement
Teacher Assistants	\$92,837	5.5	Support academic achievement throughout all grade levels	AA	Student Achievement
Library Assistant	\$14,026	0.5	Support academic achievement throughout all grade levels	AA	Student Achievement
Classified Temporary	\$1,085.44				
Substitute Teachers	\$1,000		Cover classroom teacher as they are involved in professional development.	AA	Academic Achievement
Substitute Teachers (Magnet Teachers)	\$1,000		Cover magnet teachers as they are involved in professional development.	AA	Academic Achievement
Certified Added Duty Tutoring	\$18,614.56		Before and after school tutoring to focus Tier 2 and Tier 3 interventions	AA	Academic Achievement

Certified Added Duty Family Engagement	\$4,000		Added duty for attending and supporting magnet theme-based family engagement events	AA, MT	Academic Achievement
Certified Professional Development	\$6,630		Attend professional training to support magnet theme and academics	AA, PL, IN, MT	Academic Achievement
Certified Added Duty Magnet Recruitment	\$3,000		Magnet coordinator recruitment activities and events	IN, PCI, MT	Integration
Employee Benefits	\$71,458				
Total Budget	\$321,427				
Total FTE		8.0			

Non-Personnel

#Deseg Budget 2021-2022 SY				
Description	Amount	Purpose	MSA Pillar	Magnet Plan Principle #:
Instructional Aides	\$10,000	Instructional aides to support and sustain academic achievement and them integration across all grade levels	IN, AA, PCI, MT	Academic Achievement
District supplies	\$6,912	Instructional aides to support and sustain academic achievement and them integration across all grade levels	IN, AA, PCI, MT	Academic Achievement
Student Admissions	\$300			
Magnet Schools of America	\$1,800	National conference registration and attendance to MSA	IN, PL, MT	Academic Achievement and Integration
Magnet Schools of America Travel	\$6,000	Travel to national conference attendance to MSA	IN, PL, MT	Academic Achievement and Integration
Technology	\$5,000	To support magnet theme and academics across all grade levels	AA, PL, IN, MT	Academic Achievement
Total Budget 2022-23 SY	\$30,012			

#Deseg Budget 2021-2022 SY	
Personnel Cost	\$321,427.00
Non-Personnel Cost	\$30,012.00
Total Budget	\$351,439.00

TITLE 1 Budget

#Title 1 2021-2022 SY				
Description	Sum of FY 22 (\$)	Purpose	MSA Pillar	Magnet Plan Principle #:
Counselor	19,950	To support academic achievement through social and emotional lesson/activities	AA, PCI, MT	
Teacher Assistants	\$18,969	Support academic achievement throughout all grade levels	AA	
Employee Benefits (30%)	\$5,690.70			
Total Budget 2022-23 SY	24,618.70			
Total FTE:	.936			

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
School Integration and Achievement Action Plan
School Year 2021-22
Revised 1/7/2022

Principal: Jose Olivas

School: Davis Bilingual Magnet Elementary

Magnet Program: Dual Language Spanish Immersion

Region: Santa Cruz Region 2

Name	Position	Name	Position
Jose Olivas	Principal	Cate Arnquist	CSP
Karina Sanchez	3 rd grade	Mercedes Vella	Librarian
Anel Green	Exception Ed. Resource	Stephanie Alvarez	2 nd grade
Ashley Ali-Osman	K, 2 nd & 4 th grade parent	Reyna Vazquez	Comm. Liaison

Sign Off:

Position	Name	Signature	Date
Principal	Jose Olivas	<i>Jose Olivas</i>	12/16/21
Regional Assistant Superintendent	Mark Alvarez	<i>Mark Alvarez</i>	12/16/21
Interim Director of Magnet/Asst. Supt. of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/8/22

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I. MAGNET SCHOOL PROFILE

Vision: Davis Dual Language Magnet: Inspiring and empowering our students to become thoughtful, productive, biliterate communal global citizens (as measured by TUSD Dual Language Assessments) who work for global justice.

Davis Dual Language Magnet: Inspirar y capacitar a nuestros estudiantes para que se conviertan en ciudadanos responsables que trabajan por la justicia global. y productivos de sus comunidades y del mundo y que son bilingües (según las evaluaciones de TUSD Dual Language)

Mission: Davis Dual Language Magnet exists to celebrate the diversity of our students' cultures and languages. We empower our students with the tools to be lifelong biliterate and multicultural learners.

Davis Dual Language Magnet existe por celebrar la diversidad de culturas e idiomas de nuestros estudiantes. Fortalecemos sus destrezas para convertirse en aprendices multiculturales y bilingües de por vida.

Core Values:

At Davis we are:

- committed to serving our families and community
- committed to In LaK' ech- Respect, Responsibility, Kindness and Safety
- committed to the TUSD 90/10 Dual Language Model

En Davis somos:

- comprometido a servir a nuestras familias y comunidad
- comprometido con In LaK' ech: respeto, responsabilidad, amabilidad y seguridad
- Comprometidos con el modelo de lenguaje dual TUSD 90/10

School Profile		
2018-19 Letter Grade	2020-21 Integration Status	Theme
A	Integrated	Dual Language Spanish Immersion

Student Profile Using 40th Day Enrollment Data			
Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)
5.57	45.8%	3.4%	7.5%

School Integration Profile (USP Ethnicity)													
Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
2020-21	82	28.4%	21	7.3%	163	56.4%	9	3.1%	0	0%	14	4.8%	289
2020-21 Avg ES Enrollment	20%		10%		60%		4%		2%		4%		
USP Integration Range + / - 15% District ES Avg													
	5-35%		0-25%		45-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District ES Avg													
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%		

3 years of AzMERIT TUSD Math Data									
Math	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg.	47%	47%	47%	53%	47%	47%	51%	48%	46%
District ES Avg.	39%	36%	38%	43%	36%	37%	42%	36%	36%
Davis ES Avg.	61%	51%	43%	42%	71%	69%	45%	65%	70%

3 years of AzMERIT TUSD ELA Data									
ELA	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg.	43%	48%	44%	44%	47%	48%	46%	51%	52%
District ES Avg.	34%	37%	32%	35%	38%	37%	38%	40%	43%
Davis ES Avg.	72%	63%	35%	47%	65%	50%	49%	58%	74%

AzMERIT Proficiency by USP Ethnicity		
Ethnicity	ELA	MATH
African American	81.8%	72.7
Hispanic	57.1%	55.4
Multiracial	40%	40%
Native American	0%	50%
White	76%	80%

II. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 25 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "Magnet Merit B" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

III. INTEGRATION

A. Gaps in Integration

Area of Student Outcome	Data Sources(s)	Descriptions of Gaps																																																																																																																																																																																																																																																																																																
Maintain Integration	<p>Synergy reports</p> <p>Daily Enrollment by Grade, Gender and USP Ethnicity</p> <p>191 - Davis Bilingual Elementary Magnet</p> <p>On: 02/09/2021 (Day 110 SY 2020-21)</p> <table><tr><th></th><th colspan="2">White/Anglo</th><th colspan="2">African American</th><th colspan="2">Hispanic</th><th colspan="2">Native American</th><th colspan="2">Asian American</th><th colspan="2">Multi-racial</th><th colspan="3">Total</th></tr><tr><th>Grade</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>Total</th></tr><tr><td>KG</td><td>3</td><td>9</td><td>2</td><td>3</td><td>13</td><td>11</td><td>1</td><td>1</td><td>0</td><td>0</td><td>3</td><td>0</td><td>22</td><td>24</td><td>46</td></tr><tr><td></td><td>6.5%</td><td>19.6%</td><td>4.3%</td><td>6.5%</td><td>28.3%</td><td>23.9%</td><td>2.2%</td><td>2.2%</td><td>0.0%</td><td>0.0%</td><td>6.5%</td><td>0.0%</td><td>47.8%</td><td>52.2%</td><td></td></tr><tr><td>01</td><td>8</td><td>8</td><td>2</td><td>3</td><td>10</td><td>18</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>22</td><td>29</td><td>51</td></tr><tr><td></td><td>15.7%</td><td>15.7%</td><td>3.9%</td><td>5.9%</td><td>19.6%</td><td>35.3%</td><td>2.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>2.0%</td><td>0.0%</td><td>43.1%</td><td>56.9%</td><td></td></tr><tr><td>02</td><td>9</td><td>8</td><td>3</td><td>1</td><td>21</td><td>10</td><td>1</td><td>1</td><td>0</td><td>0</td><td>1</td><td>1</td><td>35</td><td>21</td><td>56</td></tr><tr><td></td><td>16.1%</td><td>14.3%</td><td>5.4%</td><td>1.8%</td><td>37.5%</td><td>17.9%</td><td>1.8%</td><td>1.8%</td><td>0.0%</td><td>0.0%</td><td>1.8%</td><td>1.8%</td><td>62.5%</td><td>37.5%</td><td></td></tr><tr><td>03</td><td>9</td><td>6</td><td>0</td><td>4</td><td>9</td><td>9</td><td>0</td><td>0</td><td>0</td><td>0</td><td>2</td><td>2</td><td>20</td><td>21</td><td>41</td></tr><tr><td></td><td>22.0%</td><td>14.6%</td><td>0.0%</td><td>9.8%</td><td>22.0%</td><td>22.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>4.9%</td><td>4.9%</td><td>48.8%</td><td>51.2%</td><td></td></tr><tr><td>04</td><td>11</td><td>3</td><td>0</td><td>0</td><td>13</td><td>18</td><td>0</td><td>3</td><td>0</td><td>0</td><td>1</td><td>0</td><td>25</td><td>24</td><td>49</td></tr><tr><td></td><td>22.4%</td><td>6.1%</td><td>0.0%</td><td>0.0%</td><td>26.5%</td><td>36.7%</td><td>0.0%</td><td>6.1%</td><td>0.0%</td><td>0.0%</td><td>2.0%</td><td>0.0%</td><td>51.0%</td><td>49.0%</td><td></td></tr><tr><td>05</td><td>8</td><td>0</td><td>3</td><td>0</td><td>21</td><td>10</td><td>1</td><td>0</td><td>0</td><td>0</td><td>2</td><td>1</td><td>35</td><td>11</td><td>46</td></tr><tr><td></td><td>17.4%</td><td>0.0%</td><td>6.5%</td><td>0.0%</td><td>45.7%</td><td>21.7%</td><td>2.2%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>4.3%</td><td>2.2%</td><td>76.1%</td><td>23.9%</td><td></td></tr><tr><td>Total</td><td>48</td><td>34</td><td>10</td><td>11</td><td>87</td><td>76</td><td>4</td><td>5</td><td>0</td><td>0</td><td>10</td><td>4</td><td>159</td><td>130</td><td>289</td></tr><tr><td></td><td>16.6%</td><td>11.8%</td><td>3.5%</td><td>3.8%</td><td>30.1%</td><td>26.3%</td><td>1.4%</td><td>1.7%</td><td>0.0%</td><td>0.0%</td><td>3.5%</td><td>1.4%</td><td>55.0%</td><td>45.0%</td><td></td></tr><tr><td></td><td colspan="2">82</td><td colspan="2">21</td><td colspan="2">163</td><td colspan="2">9</td><td colspan="2">0</td><td colspan="2">14</td><td colspan="2">289</td><td></td></tr><tr><td></td><td colspan="2">28.4%</td><td colspan="2">7.3%</td><td colspan="2">56.4%</td><td colspan="2">3.1%</td><td colspan="2">0.0%</td><td colspan="2">4.8%</td><td colspan="2">100.0%</td><td></td></tr></table>		White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total			Grade	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total	KG	3	9	2	3	13	11	1	1	0	0	3	0	22	24	46		6.5%	19.6%	4.3%	6.5%	28.3%	23.9%	2.2%	2.2%	0.0%	0.0%	6.5%	0.0%	47.8%	52.2%		01	8	8	2	3	10	18	1	0	0	0	1	0	22	29	51		15.7%	15.7%	3.9%	5.9%	19.6%	35.3%	2.0%	0.0%	0.0%	0.0%	2.0%	0.0%	43.1%	56.9%		02	9	8	3	1	21	10	1	1	0	0	1	1	35	21	56		16.1%	14.3%	5.4%	1.8%	37.5%	17.9%	1.8%	1.8%	0.0%	0.0%	1.8%	1.8%	62.5%	37.5%		03	9	6	0	4	9	9	0	0	0	0	2	2	20	21	41		22.0%	14.6%	0.0%	9.8%	22.0%	22.0%	0.0%	0.0%	0.0%	0.0%	4.9%	4.9%	48.8%	51.2%		04	11	3	0	0	13	18	0	3	0	0	1	0	25	24	49		22.4%	6.1%	0.0%	0.0%	26.5%	36.7%	0.0%	6.1%	0.0%	0.0%	2.0%	0.0%	51.0%	49.0%		05	8	0	3	0	21	10	1	0	0	0	2	1	35	11	46		17.4%	0.0%	6.5%	0.0%	45.7%	21.7%	2.2%	0.0%	0.0%	0.0%	4.3%	2.2%	76.1%	23.9%		Total	48	34	10	11	87	76	4	5	0	0	10	4	159	130	289		16.6%	11.8%	3.5%	3.8%	30.1%	26.3%	1.4%	1.7%	0.0%	0.0%	3.5%	1.4%	55.0%	45.0%			82		21		163		9		0		14		289				28.4%		7.3%		56.4%		3.1%		0.0%		4.8%		100.0%			<p><u>Desired State:</u> Davis is currently integrated</p> <p><u>Current Reality:</u> Current 4th and 5th grade classes have more Hispanic students. Current Kinder class has fewer white students. Current 4th grade has no African American students</p> <p><u>Gap:</u> In incoming Kinder classes we need to ensure we follow the integration percentages- 9 white students, 14 Hispanic students, 4 African American students, 1 Native American student, 1 Asian student and 2 multiracial students for the lottery. The neighborhood usually offers us more Hispanic and some white students.</p>
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Maintain participation of all ethnicities in extra curricular activities	<p>Synergy report- U-USP-GRP</p> <p>TUSD Extracurricular Activities and Data Monitoring report</p>	<p><u>Desired State:</u> maintain integration in activity groups to ensure balance and diverse experiences.</p>																																																																																																																																																																																																																																																																																																

		<p><u>Current Reality</u>: currently varied groups participate.</p> <p><u>Gap</u>: no current gap, but to maintain diverse participation we need to maintain integration as a school.</p>
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B. SMART Goal for Integration

Primary Need: Maintain recruitment of integration percentages, and will seek to address racial/ethnic gaps identified in section A, above.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. Davis will continue to be integrated in the 2021-22 school year and beyond by meeting the 70% and +/- 25% thresholds for an Integrated school.	Synergy reports

C. Integration Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1

Davis will continue to be integrated in the 2021-22 school year and beyond by meeting the 70% and +/- 25% thresholds for an Integrated school, and will seek to address racial/ethnic gaps identified in section A, above.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Onsite and Community Recruitment Events	<p>Supports: Magnet Coordinator in place, Kinder team regularly participates</p> <p>Constraints: Pandemic limits in-person events</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Onsite and Community Recruitment Events			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Organize outreach events during quarter 1 and quarter 2 presented in Spanish (Mariachi and Art focused) for preschool parents	Magnet Coordinator Art Teacher Music Teacher Kindergarten Teachers	October/ November/ December before 1 st Magnet Lottery	Added Duty funds Outreach materials Social Media

Davis will participate in recruitment events organized by the TUSD Communications Department	Magnet Coordinator	As scheduled- focus on Semester 1 before Magnet Lottery	Added Duty funds Outreach materials Social Media
Davis will use social media throughout the year to reach out to preschool families	Magnet Coordinator and principal	Year round	Davis Facebook Davis Twitter
Davis tours	Magnet Coordinator	Weekly	Presentation/ overview of Magnet program/ schedule of student ambassadors
Ongoing communication with potential/prospective families to assure they have taken necessary steps to apply to lottery and keep them informed of Davis events they may participate in.	Magnet Coordinator and Principal	Ongoing year round	Email, list of contacts and tour feedback

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy: Onsite and Community Recruitment Events

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Regularly review Smart Choice – to ensure diverse applicants are being received	Magnet Coordinator	October- January	Access to Smart Choice system
Follow up with families that have not accepted offers	Magnet Coordinator, Attendance tech	January- April	Synergy enrollment reports
Plan outreach to families that have been accepted	Magnet Coordinator/ Principal	January- April	Email, Zoom, phone calls to communicate with families
Review sign in sheets from events.	Magnet Coordinator	Year-round/ focus during Semester 1	Sign in sheets/ PETS
Review feedback from families that participate in events/ tours	Magnet Coordinator	quarterly	online feedback form
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Enrollment reports (Synergy), recruiting log, Recruitment section of magnet report			

Evidence to be Collected for Monitoring and Assessing Goal Attainment:
Enrollment reports (Synergy)

IV. STUDENT ACHIEVEMENT

A. SMART Goal for Student Achievement

Primary Need: To increase student achievement through a TWDL program.

SMART Goal Statement

Evidence to Be Used to Assess Progress and Accomplishment: AzMERIT data 2019 was used to establish these SMART goals. The State Standardized Test scores will be used to monitor and assess progress toward the SMART goals.

To ensure that all students learn at grade level or higher as follows:

ELA

Whole School:

Grades 3-5 student achievement in 2019 was 60% proficient in ELA, 19% above the district elementary school proficiency rate of 41%. They will increase proficiency from 60% to 63% on the AzM2 by 2022.

Grade Levels:

3rd grade student achievement in 2019 was 50% proficient in ELA, 12% above the district elementary school proficiency rate of 38%. They will increase proficiency from 50% to 53% on the AzM2 by 2022.

- Student achievement for African American students in 2019 was 75% proficient in ELA on the AzMERIT, 5% higher than White students and 27% higher than Hispanic students. However, caution must be used when analyzing these results because of the very low N size of African American students. The achievement gap between Davis's African American students and White and Hispanic students will narrow by 8% on the AZM2 in 2022.

4th grade student achievement in 2019 was 58% proficient in ELA, 18% above the district elementary school proficiency rate of 40%. They will increase proficiency from 58% to 61% on the AzM2 by 2022.

- Student achievement for White students in 2019 was 73% proficient in ELA on the AzMERIT, 23% higher than African American students and 20% higher than Hispanic students. However, caution must be used when analyzing these results because of the very low N size of African American students. The achievement gap between Davis's African American students and White and Hispanic students will

narrow by 8% on the AZM2 in 2022.

5th grade student achievement in 2019 was 73% proficient in ELA, 30% above the district elementary school proficiency rate of 43%. They will increase proficiency from 73% to 76% on the AzM2 by 2022.

- Student achievement for White students and African American students in 2019 was 100% proficient in ELA on the AzMERIT, 35% than Hispanic students. However, caution must be used when analyzing these results because of the very low N size of African American and White students. The achievement gap between Davis's African American students and White and Hispanic students will narrow by 4% on the AZM2 in 2022.

Math

Whole School:

Grades 3-5 student achievement in 2019 was 60% proficient math, 22% above the district elementary school proficiency rate of 38%. They will increase proficiency from 60% to 63% on the AzM2 by 2022.

Grade Levels:

3rd grade student achievement in 2019 was 44% proficient in ELA, 2% above the district elementary school proficiency rate of 42%, They will increase proficiency from 44% to 47% on the AzM2 by 2022.

- Student achievement for White students in 2019 was 70% proficient in Math on the AzMERIT, 28% higher than Hispanic students and 45% higher than African American students. However, caution must be used when analyzing these results because of the very low N size of African American students. The achievement gap between Davis's White students and African American and Hispanic students will narrow by 8% on the AzM2 in 2022.

4th grade student achievement in 2019 was 65% proficient math, 29% above the district elementary school proficiency rate of 36%. They will increase proficiency from 65% to 68% on the AzM2 by 2022.

- Student achievement for African American students in 2019 was 100% proficient in Math on the AzMERIT, 42% higher than Hispanic students and 18% higher than White students. However, caution must be used when analyzing these results because of the very low N size of African American students. The achievement gap between Davis's White students and African American and Hispanic students will narrow by 4% on the AzM2 in 2022.

5th grade student achievement in 2019 was 70% proficient in math, 35% above the district elementary

school proficiency rate of 35%. They will increase proficiency from 70% to 73% on the AzM2 by 2022.

- Student achievement for African American and White students in 2019 was 100% proficient in Math on the AzMERIT, 37% higher than Hispanic students. However, caution must be used when analyzing these results because of the very low N size of African American and White students. The achievement gap between Davis's White students and African American and Hispanic students will narrow by 4% on the AzM2 in 2022.

ELL

ELL student achievement in 2019 in grades 3 – 5 was 36% proficient in ELA and Math, 28% above the district elementary school proficiency rate of 8%. Davis will increase proficiency from 36% to 38% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade. The non-Hispanic ELL students' N size is too small to report and thus, will not be broken out by ethnic subgroups.

ExEd

ExEd student achievement in 2019 in grades 3 – 5 was 17% proficient in ELA and Math, 3% above the district elementary school proficiency rate of 14%. Davis will increase proficiency from 17% to 19% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade. The non-Hispanic ELL students' N size is too small to report and thus, will not be broken out by ethnic subgroups.

B. Student Achievement Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Strategy(ies) Selected	Supports and Constraints to Address
1. Targeted Interventions at Tier 2 and 3	<p>Supports: research-based strategies, during regular school day, targeted improvement goals for students</p> <p>Constraints: expensive, schedule adjustments</p>
2. Plan and implement TWDL strategies in the classroom	<p>Supports: Variety of offerings- sometimes during contract time or added duty (TWDL), Wednesday is always during Contract time, meaningful and targeted to Magnet theme</p> <p>Constraints: Not everyone participates in Added Duty activities</p>
3. Opportunities for Teachers to Collaborate (PLC-CTTs)	<p>Supports: Schedule is embedded</p> <p>Constraints: some teams need significant support to build capacity to plan interventions/ analyze student work</p>
4. Family and Community Engagement	<p>Supports: families at Davis have positive feelings about the school</p> <p>Constraints: families are busy and don't always have time to participate</p>

5. Social Emotional Learning	<p>Supports: The Davis nurturing environment helps students achieve to their maximum potential. Due to the effects of the pandemic, many students need additional support to feel safe and secure in their learning. When students receive the support they need, they will push themselves to learn even more in Spanish. See Addendum (*Davis Stories)</p> <p>Constraints:</p>
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Improvement Goal 1

To ensure that all students learn at grade level or higher (See SMART Goals for Student Achievement above)

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Targeted Interventions at Tier 2 and 3			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Develop schedule- determine time for push in/ pull out support. Reading interventionist has been working throughout Sem 1 with groups of at risk students (L25 based on EDL) in Kinder- 2 nd grade. Goal to master phonemic skills using <i>El Camino del Exito</i> (TWDL intervention program as directed by Language Acquisition Department)	Reading Interventionist/ Leadership team	September 2021	Specialist schedule/ classroom teacher schedules
[OBJ] [OBJ]	[OBJ] [OBJ]	[OBJ] [OBJ]	[OBJ] [OBJ]
Determine students to be targeted- analyze EDL and Adelante assessments from beginning of year	PLC/ CTT/ Reading Interventionist	August/ September 2021	Adelante assessments/ EDL data
Specialists support regular CTT time for classroom teachers to collaborative and analyze student work to plan supplemental supports.	Leadership team/ Specialists	August- May	Schedule

TA's support differentiated instruction by supervising other students/ small groups while teacher implements interventions.	Classroom teachers	August- May	Lesson Plans/ classroom schedules
Certified staff offer additional tutoring groups for identified students before and after school.	Classroom Teachers	September- April	Benchmark data to identify students

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Targeted Reading and Math Interventions at Tier 2 and 3			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review Log of students in Tier 2/ 3 groups- determine if making planned progress toward goals	O'Bolger/ CTT/PLC	August/ October/ December/ March	Frequent assessment data/ running records
Determine if different students are eligible based on assessment data	O'Bolger/ CTT/PLC	August/ October/ December/ March	frequent assessment data/ running records
Report progress to families- report cards and Parent Teacher conferences	Classroom teachers	October/ December/ March	Assessment data and teacher and student reflections
Based on Quarter 2 Benchmarks, small groups will be formed by January 15 th .to work with math L25 (subgroup) students grades 3-5. Fluid Groups of 4 students- focus on foundational math skills (** Progress Monitoring recommendation 12/10 visit)	Arnquist, Irigoyen, Vella, Miranda, Valenzuela, Olivas	Groups formed by Jan 15	Math Benchmark data, other teacher assessments/ observations. Use Empower resources, manipulatives to build conceptual understanding and fluency.

Evidence to be Collected for Monitoring and Assessing Strategy Implementation: running records, EDL data, Benchmark Adelante, TUSD Pretest and benchmark assessments and CFA (for math).

Evidence to be Collected for Monitoring and Assessing Goal Attainment: tutoring report cards, regular report cards, conference schedules and teacher communication logs, CFA results and benchmark test results.

Action Steps to Implement Improvement Strategies for Improvement Goal 1

Strategy 2: Plan and implement TWDL strategies in the classroom

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PD will be offered- SIOP strategies for Spanish language development: Thinking maps; Sentence frames; and, Prompting to use complete sentences	TWDL Department / CSP/ Magnet Coordinator	Wednesday PD (6 per year) and additional added duty PD through TWDL department	PD schedule
PD will be offered GLAD (Guided Language Acquisition Design) strategies for Spanish Language development	TWDL department	Added duty PD	TWDL PD schedule
CSP and Magnet Coordinator will conduct observation and reflection cycle	CSP/ Magnet Coordinator	Complete cycle at least once with each teacher	Log of visits and reflection conversations
Summer PD – focus on documenting use of strategies in lesson planning	CSP/ Magnet Coordinator/ Principal	Summer 2022	Power point presentations, schedule

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy 2: Plan and implement TWDL strategies in the classroom

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Create PD schedule	CSP/ Principal	August 2021	Schedule of District mandated PD

Observation and Reflection Cycle Logs- look for implementation of Davis targeted strategies	CSP/ Magnet Coordinator	Review monthly	Coaching prompts/ targets based on recent PD-
Follow up with individual teachers and teams during CTT/ PLC	CSP/ Magnet Coordinator	weekly	Observation and reflection cycle logs/ CTT minutes
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: PD Schedule, Observation and Reflection Cycle logs			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Teacher exit tickets and reflections from PD			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 3: Opportunities for Teachers to Collaborate (PLC-CTTs)			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Specialist schedule	Leadership team/ specialists	August 2021	Master schedule
CTT/ PLC schedule	Leadership team	August 2021	Master Schedule

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 3: Opportunities for Teachers to Collaborate (PLC-CTTs)			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers turn in Agendas and minutes from meetings.	Classroom teachers	August- May	Agenda and minutes format

Review Dufour questions to frame analysis of student work and planning for interventions	Classroom teachers/ Magnet Coordinator and CSP	August- May	CTT/ PLC minutes format
Quarterly Reflection for each CTT/ PLC	Classroom teachers/ Magnet Coordinator/ CSP	End of each quarter	Reflection Sheet
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Agenda and Minutes, CTT/ PLC schedule, Specialist schedule.			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Agenda and Minutes, CTT/ PLC schedule, Specialist schedule, CTT/ PLC complete reflection at the end of each quarter, Quarterly Magnet Report			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 4: Family and Community Engagement			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Cafecito- monthly	Principal/ community Liaison	monthly	Quarterly benchmark data to share
Learning focused community events- Noche de Matematicas/ Literatura	Leadership team/ community Liaison	1 per quarter	Classroom teacher support UA Dual Cats
Family Engagement team meets quarterly	Representatives from stakeholder groups- parents/ teachers/ admin/ support staff/ community members	1 per quarter	Quarterly benchmark data to share
Site Council meets quarterly	Site Council members	1 per quarter	Quarterly benchmark data to share

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1
Strategy 5: Social Emotional Learning -See addendum for Anecdotal stories

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Amiguitos* See addendum for Anecdotal stories/context	teachers	Start by October	Flexible schedules from Kinder and 5 th grade classes and planning
CTT focus on grade level appropriate SEL activities	teachers	Weekly	Planning time
Restorative Circles	teachers	Weekly	Scheduled in lesson plan
Trauma PD	Consultant	TBA	August 26 th , Consultant paid through ESSER- need to schedule
Full time counselor	Admin	TBA	Tabitha Miranda started December 6
Region 2 Social Worker	Admin	TBA	Assigned as needed by Region 2 Assistant Superintendent
INLAK'ech** See Addendum for InLaK'ech summary document	staff	Monthly	Monthly "reward" activities planned as motivating experiences. Some material needed (small budget exists in PTA funds) for activities and games. Monthly certificates/ photos for bulletin board created by student helpers.
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Photos, Pre/ Post survey for participants in Kinder and 5 th grade, Agenda/ PowerPoint from PD			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Discipline report			
Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 5: Social Emotional Learning			
Tasks to Monitor, Assess, and Adjust			
Teachers collect evidence (photos of SEL activities)			
Reflect at CTT and adjust plans for specific students who need additional support			

V. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and student achievement. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g., Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 2.0 FTE Teacher (910G, 202)
- 1.0 FTE Reading Interventionist (910G, 202)

- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 4.25 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Librarian (910G, 202)
- 5.50 FTE Teaching Assistants (910G, other (504))
- 0.75 FTE Instructional Tech Liaison (Title I)
- 1.25 FTE Teaching Assistants (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 0.5 FTE Library Assistant (M&O)

Magnet School Budget

Goal Focus: Integration and / or Student Achievement

Magnet Focus Areas: Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and Magnet Theme (MT).

Personnel

Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Magnet Plan Strategy
Teacher- Art	\$49,200	1.0	<p>Support PLC/CTT schedule Support Magnet theme implementation- Art classes are in Spanish.</p> <p>PLC-CTT time is embedded in the school day so that staff can meet weekly for at least 1 1/2-hour blocks. Staff will address achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed. Specialist teachers support the scheduled to allow for PLC-CTT time. Specialist also teaches in Spanish to support implementation of the Magnet theme.</p>	PL, MT, AA	Student Achievement

Teacher- Music	\$45,200	1.0	<p>Support PLC/CTT schedule Support Magnet theme implementation- Music classes are in Spanish.</p> <p>PLC-CTT time is embedded in the school day so that staff can meet weekly for at least 1 1/2-hour blocks. Staff will address achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed. Specialist teachers support the scheduled to allow for PLC-CTT time. Specialist also teaches in Spanish to support implementation of the magnet theme.</p>	PL, MT, AA	Student Achievement
Teacher – Reading Interventionist	\$51,601	1.0	Reading Interventionist will model interventions and pull out/ push in to support struggling early readers	AA	Student Achievement
Teacher Assistants	\$78, 815	4.25	While certified teachers provide intervention, teacher assistants will be used to provide support for all students. Bilingual para-professionals support in dual language classrooms is critical as language models, assist in district/state required assessments and help teachers manage workloads which double when learning /teaching in two languages. Bilingual paraprofessionals are language role models and are guided by teachers to support students as teacher directs learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement.	AA, MT	
Library Media Specialist	\$34,475	1.0	<p>To allow teachers to meet in PLC-CTT groups, Davis will fund a full-time librarian who creates multi-cultural learning opportunities and materials for all K-5 students.</p> <p>Teachers will meet in PLC- CTTs 1 1/2 hours weekly to analyze student data and implement action plans for Tier I/II differentiated instructional groups, common assessments, and planning.</p>	AA, PL, MT	Student Achievement
Magnet Site Coordinator	\$38,400	1.0	Magnet Coordinator will focus on all pillars- student achievement and integration: PLC –CTT coordinator, quarterly PLC-CTT units, student progress monitoring data, family event coordinator, and recruitment.	IN, AA, PCI, PL, MT	Integration and Student Achievement

Substitutes for Magnet teachers	\$2,000		Substitute pay magnet teacher sick leave.	AA	Student Achievement
Certified Added Duty	\$5,000		Before and After School Tutoring	AA	Student Achievement
Classified Hourly	\$3,000		Support before and after school tutoring- supervise approved computer-based platform use while teacher provides interventions.	AA	Student Achievement
Certified Hourly Added Duty	\$5,800		Added Duty for certified staff to participate in parent training session at school. Work with families to support family engagement and provide training sessions in reading and mathematics for parents.	PCI	Student Achievement
Certified Added Duty -	\$9,500		Summer PD- Focus on Strategies to support language development (TWDL Magnet Theme- such as SIOP strategies, GLAD strategies, Thinking Maps), also building capacity to use authentic experiences to build language.	AA, PL, MT	Student Achievement
Certified Added Duty/ Hourly	\$1,200		Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information cards, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large-targeted populations). Maintain high parent participation in PTA, Site Council and school-wide functions, and train parents as school recruiters. Pursue partnerships with the U of A, Pima College, South Tucson, Hispanic Chamber of Commerce, Mariachi clubs, and other agencies that embrace Hispanic culture to enhance the current program.	In, PL, AA	Integration
Classified Temporary	\$5,000				
Total	\$329,191.00				

Employee Benefits	\$95,607.00	
Total Budget	\$424,798.00	
Total FTE	9.25	

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus
MSA Registration	\$1800	Davis will send the Magnet Coordinator and one Administrator to the MSA National Conference. Conference registration.	In, AA, PCI, PL, MT	Integration and Student Achievement
MSA Out of State Travel	\$6000	Travel, lodging, transfers and per diem will be provided for the 2 people travelling out of state to the MSA National Conference.	In, AA, PCI, PL, MT	Integration and Student Achievement
Total Budget	\$7800			

Deseg Budget 2021-2022 SY	
Personnel Cost	\$424,798.00
Non-Personnel Cost	\$7,800.00
Total Budget	\$432,598.00

TITLE 1 Budget

Title 1 Budget 2021-22 SY		
Description	Sum of FY 22 (\$)	Purpose
Classified Salary TA's	\$41,900.00	TA's support student supervision while teachers implement interventions. TA's support use of district approved software,
School Community Liaison	\$22,000.00	Supports Communication and engagement with families, planning learning focused events and following up and supporting at risk students
District Supplies	\$2,997.00	Supplies to support student learning
Employee Benefits	\$20,448	
Total Budget 2021-22 SY	\$87,345	
Total FTE:	3	

ADDENDUMS***Amiguitos Description:**

This program was started in 1989 and it has continued consistently as 5th graders were teamed up with the Kinder students in another classroom. Fifth graders were paired up with a partner in Kinder and visits and activities were planned on a consistent basis depending on the weekly class schedules. Some of these activities included 5th graders reading to their Amiguito or working on projects in 5th grade and then sharing these with the Kinder Amiguitos. In addition, field trips between the two grades (classes) were scheduled together to include visits to Pumpkin Patch, the Zoo, Children's Museum, and a neighborhood park. Also, the 5th graders prepared Rodeo theme activities (stations) during Rodeo week for Kinders to enjoy. It was always amazing to see the relationships established during the school year as one could see/hear the interactions when they saw one another in the day. Parents from both age levels would consistently share with teachers how this program was beneficial for their child. Kinders could recognize a familiar person (face) in their school and fifth graders had the experience of being responsible for maintaining a relationship with a younger student and this contributed to that child's success in the Kinder grade.

Once students who graduated from Davis and came back years later to visit or came across Mr. Olivas (5th grade teacher) who established this program, they would ask if the Amiguito program still existed. 90% of the time they were able to recall the name of their Amiguito and have shared what a positive experience it was having an Amiguito.

****In Lak'ech Description:**

In lak'ech

Davis Bilingual Magnet school

PBIS (positive behavior intervention & support)

The Davis community is working diligently to create a positive and safe school climate. Students are taught four principles to guide them in making positive BEHAVIOR CHOICES with peers and adults in the school community as well as outside of school.

These principles are:

Kindness, Responsibility, Respect, and Safety.

We use the word InLak'ech to define this idea which comes from the Mayan culture. InLak'ech promotes the philosophy that "you are my other me". In the Davis community our goal is to live the InLak'ech philosophy by treating others the way we would like to be treated. The following are

activities we do school-wide to promote InLak'ech behavior.

INLAK'ECH RECITATION: Every morning the InLak'ech pledge is recited over the intercom.

EARN INLAK'ECH TICKETS: Students who display kindness, responsibility, respect, and safety can earn InLak'ech tickets. All faculty and staff in the building carry InLak'ech tickets. If they see a student behaving kindly, respectfully, responsibly or safely, they can give the student a ticket.

INLAK'ECH WEEKLY ACTIVITIES: Students collect tickets and can spend them on a weekly InLak'ech activities which are held every Thursday after lunch in the library. Some activities include board games, Lotería, Mini-golf, arts and crafts, and pizza parties.

INLAK'ECH LETTERS: Students can write kind letters to their peers. They place them in the InLak'ech mailbox in the library. Supplies and instruction are provided in the Library. Library helpers deliver the notes to classrooms.

INLAK'ECH STUDENT OF THE MONTH: Each classroom teacher selects 2 or 3 students who have shown kindness, responsibility, respect and safety (classes over 27 students select 3 students). Every second Monday of the month during the all school assembly, the principal announces names and classrooms of all students selected for the previous month. The teachers then distribute InLak'ech Student of the Month Certificates in the classroom and their pictures are displayed on the InLak'ech bulletin board.

INLAK'ECH BULLETIN BOARD: The InLak'ech bulletin board is in the main hallway of Davis School. Photos and names of Inlak'ech Students of the Month are displayed monthly to recognize their exemplary behavior.

INLAK'ECH SCHOOL BEHAVIOR TOUR: Twice a year all classes will go on a PBIS school tour. Stations are set up in specific areas (hallways, bathrooms, cafeteria, playground) and staff members teach behavior expectations for each area. Classes rotate through each station.

TEACHER RESPONSIBILITIES:

- Take opportunities to teach the kindness, respect, responsibility, and safety.
- When a student has displayed one of the 4 principles, give the student an InLak'ech ticket.
- Pick 2 students of the month who have displayed the 4 principles (3 students if class is over 27).

Davis STORIES....

#1:

My name is Ashley Ali-Osman and my two daughters and son have finally been honored with the exciting opportunity of being enrolled in Davis Bilingual Magnet School after years and years and years of trying to get in. When I was first told about Davis and toured the campus, I was determined for my children to attend. My first two were not accepted after a number of lottery attempts, but I refused to give up! I told myself I would not stop until one of my children was accepted to Davis and it only took me having 5 children to accomplish that task! With the abundance of unique opportunities that Davis has to offer through its art, music, linguistic, cultural, academic and emotional emphases, I had told myself I was willing to have at least 7 more children if necessary because the reward of them attending Davis was that great!

As both a parent and an educator, Davis is everything I am looking for in a school for my children. It promotes social, linguistic, academic, artistic, and emotional growth through a diverse two-way dual language program. The moment I found out about its existence I signed up for a tour and I was immediately enamored. From the moment you walk through the front door you are greeted with warmth, community, culture and love, in Spanish! Faculty and staff addressed both adults and children with excitement and their dedication to Davis continually shined. The staff took pride in themselves, their school and the children they were welcoming into their community.

My next stop on the tour was Art where Sra. Irigoyen masterfully painted a picture of the unique learning opportunity she provided at Davis. Her knowledge, bilingualism, creativity, diversity and encouragement made everyone feel welcome to express and embrace their true selves as well as expand their knowledge and push themselves to new limits culturally, academically, linguistically and artistically. Everyone needs to have a Sra. Irigoyen in their lives.

Immediately following art our tour observed the morning assembly. Students were able to display their incredible musical and vocal talents in Spanish under the creative direction of Sr. Valenzuela. He encouraged both native and nonnative speakers of Spanish to immerse themselves into the beautiful world of mariachi, further promoting linguistic achievement, cultural exploration, musicality, and leadership. In addition, students also shared and displayed the tenants of In Lak'ech, practiced effective and meaningful communication and received live information regarding their academic and social journeys and upcoming opportunities from Sr. Olivas, the most devoted principal I have ever met. His ability and desire to communicate with both students and parents left me in awe. He was extremely visible during the tour, not locked away in his office. I also observed his passion for student-success and his community-based learning approach was unlike any other I had witnessed previously.

Afterwards, I toured several classrooms. By that point I was in a stage of euphoria. In classroom after classroom, I discovered more student-centered cooperative learning communities made up of diverse students. The teachers empowered students to use Spanish even if it was not the student's native language. Students appeared to be comfortable and felt safe exploring a new language for some, while further enhancing the language of others.

I left Davis that day feeling like an honorary aguila. Now, several years later, I am the proud mom of three actual aguilas with two eagerly awaiting their opportunity to join the campus. I continue to observe in wonder, the strong leadership, dedication, support and sense of community on the Davis campus and I am just as impressed as I was years prior during my tour.

#2:

How do we create relationships at Davis?
How do we create a community at Davis?

As a Community Liaison I have been able to create a beautiful community every day, and the way that I identify with them is by using Empathy with each of our families. I feel that in this way the families / community feel that they can count on the person with whom they are in communication for some reason or another, whatever their situation, of need, academic, social, etc. In this way they share their stories, their needs and more. From there I began to create this relationship where everyone identifies as part of the Davis community, this is where experiences grow, develop, and goals are met.

The spaces create communities, we can call them. Workshops, Parent Coffees, Garden, Playground, where a special place is created where families can find support, and from there relationships grow. We witness current families opening the doors of their own homes welcoming new families and creating the Davis community.

I would like to share my most recent experience that I have had with the community that I have created here at Davis. I feel truly fortunate for the great support that I received when I ask for support for families in need. Support even comes from families that no longer have students at Davis. People still feel part of Davis even after their children move to middle schools and beyond. I feel that I facilitate the creation of a community that is eternal. Even after you leave, you know that your heart is always here.

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
School Integration and Achievement Action Plan

Principal: Dinah McGlory

School: Dodge Traditional Magnet Middle School


Magnet Program: Traditional

Region: 4 Arcadia

Date Plan Revised: January 7, 2022

Name	Position	Name	Position
Dinah McGlory	Principal	Apryl Swanson	Magnet Coordinator
Denise Rogers	CSP	Natasha Arvayo	Dean Of Students
Tonya Haley	Counselor	Carlos Silva	Office Manager

Sign Off:

Position	Name	Signature	Date
Principal	Dinah McGlory		12/8/2021
Regional Assistant Superintendent	Cathy Comstock	<i>Cathy Comstock</i>	12/8/2021
Interim Director of Magnet/Asst. Superintendent of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/8/2022

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V. MAGNET SCHOOL BUDGET

I. MAGNET SCHOOL PROFILE

Dodge Traditional Magnet Middle School is currently integrated and earned the Arizona State letter grade of B for the 2019-2020 SY. In addition, Magnet Schools of America recently awarded Dodge the Distinction Merit Award for 2020-2021. Dodge focuses on providing a 5R education focusing on Reading, Writing, Arithmetic, Respect, and Responsibility.

The school encompasses rigorous academics in a structured environment with high support systems—the school's success results from teacher commitment, involved parents, and dedicated students. The school's exemplary behavioral expectations and partnerships enable each enrolled student to advance academically. In addition, Dodge offers an assortment of advanced learning opportunities for our students: GATE resource, advanced core classes, high school credit Algebra, high school credit Spanish, a travel program, writing contests, and extracurricular clubs and sports to celebrate diversity and develop leadership skills.

Vision: Students promote from Dodge Traditional Magnet Middle School and transition seamlessly into a rigorous high school program and future academics for college and career readiness.

Mission: Provides Traditional 5 R education focusing on Reading, Writing, Arithmetic, Respect, and Responsibility. This includes rigorous academic performance, mandatory homework, active parental involvement, appropriate dress and behavior, and a high parent and student accountability level.

Core Values: Students will possess a strong foundation in the core curriculum areas, powers of reasoning and judgment, effective written and oral communication skills, and will demonstrate responsibility, integrity, industry, citizenship, patriotism, and respect.

School Profile		
2018-19 Letter Grade	2020-21 Integration Status	Theme
B	Integrated	Reading, Writing, Arithmetic, Respect, and Responsibility

Student Profile Using 40 th Day Enrollment Data			
Mobility (Rate)	F&RL (Free & Reduced Lunch) (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)
4.05	58.5%	4.5%	10.9%

School Integration Profile (USP Ethnicity)														
Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	
2020-21 Dodge Enrollment	96	22%	37	8%	262	60%	12	3%	9	2%	23	5%		439
% non-neighborhood										%				
2019-20 Avg MS Enrollment	20%		10%		60%		4%		2%		4%			
USP Integration Range + / - 15% District MS Avg														
	5-35%		0-25%		45-70%		0-19%		0-17%		0-19%			
Future Integration Range + / - 25% District MS Avg														
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%			

3 Years of AzMERIT Math Percent Proficiency by Grade

Math	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2017 Alg I	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2018 Alg I	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg I
District Avg	21%	20%	13%	29%	24%	20%	21%	29%	23%	22%	18%	62%
State Avg	41%	34%	29%	39%	43%	36%	31%	39%	41%	38%	32%	44%
Dodge	47%	40%	42%	97%	61%	40%	57%	100%	64%	44%	48%	100%

3 Years of AzMERIT ELA Percent Proficiency by Grade

School	6 Gr. 17	7 Gr. 17	8 Gr. 17	9 Gr. 17	6 Gr. 18	7 Gr. 18	8 Gr. 18	6 Gr. 19	7 Gr. 19	8 Gr. 19
District Avg	26%	30%	21%	26%	23%	31%	24%	27%	26%	24%
State Avg	41%	44%	34%	36%	39%	45%	39%	42%	41%	38%
Dodge	61%	63%	55%		45%	62%	60%	63%	51%	56%

Dodge 2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity

USP Ethnicity	ELA	Math
White	68%	69%
African American	48%	47%
Hispanic	54%	53%
Native American	42%	54%
Asian-PI	50%	55%
Multi-Racial	73%	59%
All	57%	56%

II. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

We are meeting the 70% and +/- 25% thresholds for an integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 25percentage points.

Progress towards integration. A magnet school progresses towards integration when the entry-grade enrollment is Integrated and maintains this integration through the subsequent two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "Magnet Merit B" grade. A magnet school that receives a state letter grade "C" may still receive a Magnet Merit B grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that gets a state letter grade "C" that does not reach a minimum of 4 points or that receives a state letter grade of "D" or "F" will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the District's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the District's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percentage of MP students is lower in the C magnet school than the district average, the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

III. INTEGRATION

A. Gaps in Integration

Area of Integration Outcome	Data Source(s)	Descriptions of Gaps
<ul style="list-style-type: none"> • Dodge will continue to recruit subgroups (African American and Native American students) to sustain integration goal • Magnet Coordinator will visit 5th grade classrooms at Holladay, Carrillo, Borton and Charter Schools located within minority areas throughout Tucson 	(See chart below)	<p><u>Desired State:</u> Maintain status as integrated school. Increase sub-group integration from schools with predominately African American and Native American populations</p>

- Dodge will recruit students through marketing, recruitment Zooms, recruitment events (at Dodge when permissible).
- Marketing materials, i.e., brochures, videos, flyers, banners, will be updated to support recruitment integration.

Daily Enrollment by Grade, Gender and USP Ethnicity

502 - Dodge Traditional Magnet Middle

On: 09/26/2019 (Day 40 SY 2019-20)

Grade	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
06	15	11	8	8	47	39	3	2	1	1	7	4	81	65	146
	10.3%	7.5%	5.5%	5.5%	32.2%	26.7%	2.1%	1.4%	0.7%	0.7%	4.8%	2.7%	55.5%	44.5%	
07	19	12	2	8	48	40	0	4	3	2	1	6	73	72	145
	13.1%	8.3%	1.4%	5.5%	33.1%	27.6%	0.0%	2.8%	2.1%	1.4%	0.7%	4.1%	50.3%	49.7%	
08	11	15	7	3	46	40	2	2	3	1	4	0	73	61	134
	8.2%	11.2%	5.2%	2.2%	34.3%	29.9%	1.5%	1.5%	2.2%	0.7%	3.0%	0.0%	54.5%	45.5%	
Total	45	38	17	19	141	119	5	8	7	4	12	10	227	198	425
	10.6%	8.9%	4.0%	4.5%	33.2%	28.0%	1.2%	1.9%	1.6%	0.9%	2.8%	2.4%	53.4%	46.6%	
	83		36		260		13		11		22		425		
	19.5%		8.5%		61.2%		3.1%		2.6%		5.2%		100.0%		

Current Reality:

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

Gap:

- Maintain current recruitment and marketing strategies.

B. SMART Goal for Integration

Primary Need: Maintain current integrated enrollment of Dodge.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By the 40th Day the 2021– 2022 academic school year, Dodge will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment. No single racial or ethnic group +/- 25 percentage points of the district's average for elementary schools	Synergy TUSD Webdata

C. Improvement Goal Development for Integration

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies Action
Steps to Implement Improvement Strategies
Action Steps to Monitor, Assess, and Adjust Strategies.

Improvement Goal 1

By the 40th Day the 2021– 2022 academic school year, Dodge will: maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment. No single racial or ethnic group +/- 25 percentage points of the district's average for elementary schools.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Marketing and Recruitment <ul style="list-style-type: none"> Outcomes: 	Supports: <ul style="list-style-type: none"> District Communication Department Magnet Department Magnet Coordinator Marketing Materials Constraints: <ul style="list-style-type: none"> Many families live far from the school and cannot always participate.

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy1: Marketing and Recruitment			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Meet and greet new incoming students. (Jumpstart Program)	Magnet Coordinator Principal CSP Attendance Clerk	<ul style="list-style-type: none"> August 2021 Sept 2021 	<ul style="list-style-type: none"> Marketing materials. Added duty pay for staff members. Vendors
	Dean of Students		<ul style="list-style-type: none"> Elementary school staff participants District-Level media support

Recruitment Night.	Magnet Coordinator Principal CSP Attendance Clerk Dean of Students	<ul style="list-style-type: none"> • July 2021 • Sept 2021 	<ul style="list-style-type: none"> • Marketing materials. • Added duty pay for staff members. • Vendors • Elementary school staff participants • District-Level media support
Attend Non- District functions, i.e., Children's Museum, Jewish Community Center event, and Reid Park Zoolights.	Magnet Coordinator Principal CSP Attendance Clerk Dean of Students	<ul style="list-style-type: none"> • August 2021 • Sept 2021 	<ul style="list-style-type: none"> • Marketing materials. • Added duty pay for staff members. • District-Level media support
Social Media Communications, i.e., Website, newsletter, videos, Facebook, and Instagram	Magnet Coordinator Principal CSP Attendance Clerk Dean of Students	<ul style="list-style-type: none"> • August 2021 • Sept 2021 	<ul style="list-style-type: none"> • Marketing materials. • District-Level media support

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy1: Marketing and Recruitment			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Participation sign-in sheets Zoom attendance log/reports	Magnet Coordinator Dean/Family Liaison	After each event 2021/2022	Tablet for electronic sign-in. Marketing presentation board

Survey (For parent feedback on Dodge)	Magnet Coordinator Dean/Family Liaison	2021-22 SY	Online access to survey
Number of school tours - 4 per Quarter	Magnet Coordinator	Throughout the SY 2021-22	Marketing Invites Scheduling Calendar
Number of elementary school visits – 2 schools per	Magnet Coordinator	Throughout the SY 2021-22	Added duty pay
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • Survey results • Number of complete tours • Calendar of appointments • Successful applicants from recruitment nights 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • Increase number of enrollments in 6th grade • Longer waitlist • Positive remarks from surveys 			

IV. STUDENT ACHIEVEMENT

A. Gaps in Student Outcomes

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
<u>Root Cause Analysis For Sub-group students</u>	CNA (Comprehensive Needs Assessment)	<u>Desired State</u> <ul style="list-style-type: none"> • High academic achievement and expectation from students • High academic expectations from teachers
<ul style="list-style-type: none"> • Academic Achievement • Systematically monitor, review, and evaluates the implementation of effectiveness of TUSD curricula • Maintain and create positive collaborative partnership with families and the community 		<ul style="list-style-type: none"> • Culturally relevant curriculum • TLS (Target Learning Support) • Intervention classes in Math and Language Arts. • Monitor, analyze and review student data weekly • Develop tracking protocols that help increase student academic proficiency • Staff aligns curriculum, standards, and instruction as evidence by PLC agenda meeting minutes, lesson planning, walkthroughs, and scheduled data chats, weekly • Family engagement and customer service training for all staff members • Maintain positive open communication channels with parents and students by email, phone, written, and conferences

AzMERIT scores for 8 th grade ELA (Cohort from 6 th and 7 th grade only)	6 th grade ELA Q3 Benchmark (SY 18-19) 7 th grade ELA Q3 Benchmark (SY 19-20)	<u>Desired State:</u> 100% of current 8 th -grade students move from Minimally Proficient to Proficient in ELA. <u>Current Reality:</u> <ul style="list-style-type: none">• ELA Benchmark 3 SY18-19 had a 69.8% proficient rate.• ELA Benchmark 3 SY 19-20 had a 70.1% proficient rate. We see that the current 8 th -grade students have shown little to no growth overall from 18-19 to 19-20 in BM 3. However, there is an 8% increase in the African American growth from 25% to 33%. <u>Gap:</u> All subgroups scored below their Anglo peers. <u>6th grade proficient: 2018-19: 7th grade proficient: 2019-20</u> <table><tr><td>African American: 25%</td><td>African America: 33%</td></tr><tr><td>Hispanic: 68%</td><td>Hispanic: 68% Anglo:</td></tr><tr><td>79%</td><td>Anglo: 81%</td></tr></table> <u>6th grade non-proficient: 2018-19: 7th grade non-proficient 2019-20:</u> <table><tr><td>African American: 75%</td><td>African America: 67%</td></tr><tr><td>Hispanic: 32%</td><td>Hispanic: 32%</td></tr><tr><td>Anglo: 21%</td><td>Anglo: 19%</td></tr></table>	African American: 25%	African America: 33%	Hispanic: 68%	Hispanic: 68% Anglo:	79%	Anglo: 81%	African American: 75%	African America: 67%	Hispanic: 32%	Hispanic: 32%	Anglo: 21%	Anglo: 19%
African American: 25%	African America: 33%													
Hispanic: 68%	Hispanic: 68% Anglo:													
79%	Anglo: 81%													
African American: 75%	African America: 67%													
Hispanic: 32%	Hispanic: 32%													
Anglo: 21%	Anglo: 19%													

<p>AzMERIT scores for 8th-grade MATH</p> <p>We are showing the scores from the 8th cohort for 6th and 7th grade because we do not have current AzMERIT scores.</p>	<p>6th grade Math Q3 Benchmark (SY 18-19)</p> <p>7th grade Math Q3 Benchmark (SY 19-20)</p>	<p><u>Desired State:</u> is to have 100% of current 8th-grade students move from Minimally Proficient to Proficient in Math</p> <p><u>Current Reality:</u></p> <ul style="list-style-type: none"> Math Benchmark 3 SY18-19 had a 79.0% proficient rate. Math Benchmark 3 SY 19-20 had a 79.2% proficient rate. <p>We see that the current 8th-grade students have shown no growth overall from 18-19 to 19-20 in BM 3. However, there is a 7% decrease in the African American data from 57.1% to 50%. As well as a 6% decrease for the Hispanic students.</p> <p><u>Gap:</u> All subgroups, except Multiracial, scored below their Anglo peers.</p> <p><u>6th grade proficient: 2018-19:</u> <u>7th grade proficient: 2019-20</u> African American: 57% African America: 50% Hispanic: 78% Hispanic: 72% Anglo: 86% Anglo: 87%</p> <p><u>6th grade proficient: 2018-19:</u> <u>7th grade proficient: 2019-20</u> African American: 57.1% African America: 50% Hispanic: 78% Hispanic: 72% Anglo: 86% Anglo: 87%</p>
<p>"Talking to the Test" Data Chats with individual students.</p> <p>Focused PLC meetings on Data</p>	<p>Quarterly</p>	<p><u>Desired State:</u> Student performance will increase as staff aligns curriculum, standards, and instruction as evidenced by PLC agendas, meeting minutes, lesson planning, walkthroughs, and scheduled data chats with individual students.</p>

		<u>Current Reality:</u> A few teachers in the math and ELA PLC will analyze and identify areas of student academic needs. Data chats with students do not occur.
School-wide Magnet Lesson plan that incorporates gaps, differentiation, and Magnet theme.		<u>Gap:</u> As a staff, we do not systematically analyze core standards and identify areas of student needs (specific to academic standards). Elective teachers are not involved in the math and ELA areas of review.

B. SMART Improvement Goals for Student Achievement

Primary Need: Teachers Dodge needs to respond to student learning by providing differentiation of instruction.

SMART Goal Statement

Evidence to Be Used to Assess Progress and Accomplishment: AzMERIT data 2019 was used to establish these SMART goals. The State Standardized Test scores will be used to monitor and assess progress toward the SMART goals.

Student achievement will increase as follows:

ELA

Whole School:

Grades 6-8 student achievement in 2019 was 57% proficient in ELA, 29% above the district middle school proficiency rate of 28%; they will increase proficiency from 57% to 60% on the AzM2 2022.

Grade Levels:

6th-grade student achievement in 2019 was 63% proficient in ELA, 33% above the district middle school proficiency rate of 30%; the students will increase proficiency from 63% to 66% on the AzM2 by 2022.

- Student achievement for White students in 2019 was 79% proficient in ELA on the AzMERIT, 19% higher than Hispanic students and 49% higher than African American students. The achievement gap between Dodge's White students and African American and Hispanic students will narrow by 8% on the AzM2 in 2022.

7th-grade student achievement in 2019 was 51% proficient in ELA, 25% above (below) the district middle school proficiency rate of 28%; the students will increase proficiency from 51% to 54% on the AzM2 by 2022.

- Student achievement for White students in 2019 was 58% proficient in ELA on the AzMERIT, 9% higher than Hispanic students and 20% higher than African American students. The achievement gap between Dodge's White students and African American and Hispanic students will narrow by 5% on the AzM2 in 2022.

8th-grade student achievement in 2019 was 56% proficient in ELA, 32% above (below) the district middle school proficiency rate of 26%; the students will increase proficiency from 56% to 59% on the AzM2 by 2022.

- Student achievement for African American students in 2019 was 78% proficient in ELA on the AzMERIT, 25% higher than Hispanic students and 15% higher than White students. The achievement gap between Dodge's White students and African American and Hispanic students will narrow by 5% on the AzM2 in 2022.

Math

Whole School:

Grades 6-8 student achievement in 2019 was 52% proficient math, 29% above (below) the district middle school proficiency rate of 23%; the students will increase proficiency from 52% to 55% on the AzM2 by 2022.

Grade Levels:

6th-grade student achievement in 2019 was 64% proficient in math, 39% above the district middle school proficiency rate of 25%; the students will increase proficiency from 64% to 67% on the AzM2 by 2022.

- Student achievement for White students in 2019 was 76% proficient in Math on the AzMERIT, 14% higher than Hispanic students and 36% higher than African American students. The achievement gap between Dodge's White students and African American and Hispanic students will narrow by 8% on the AzM2 in 2022.

7th-grade student achievement in 2019 was 44% proficient in math, 20% above the district middle school proficiency rate of 24%; the students will increase proficiency from 44% to 47% on the AzM2 by 2022.

- Student achievement for White students in 2019 was 58% proficient in Math on the AzMERIT, 15% higher than Hispanic students and 33% higher than African American students. The achievement gap between Dodge's White students and African American and Hispanic students will narrow by 8% on the AzM2 in 2022.

8th-grade student achievement in 2019 was 48% proficient in math, 27% above the district middle school proficiency rate of 21%; the students will increase proficiency from 48% to 51% on the AzM2 by 2022.

- Student achievement for White students in 2019 was 59% proficient in Math on the AzMERIT, 16% higher than Hispanic students and 3% higher than African American students. The achievement gap between Dodge's White students and African American and Hispanic students will narrow by 5% on the AzM2 in 2022.

ELL

ELL student achievement in 2019 in grades 6 – 8 was 17% proficient in ELA and Math, 14% above the district middle school proficiency rate of 3%. Dodge will increase proficiency from 17% to 19% on the AzM2 by 2022. Grades 6 – 8 were combined for this

SMART goal because the N sizes are too small by grade. The non-Hispanic ELL students' N size is too small to report and thus, will not be broken out by ethnic subgroups.

ExEd

ExEd student achievement in 2019 in grades 6 – 8 was 14% proficient in ELA and Math, 8% above the district middle school proficiency rate of 6%. Dodge will increase proficiency from 23% to 25% on the AzM2 by 2022. Grades 6 – 8 were combined for this SMART goal because the N sizes are too small by grade.

- Student achievement for Hispanic ExEd students in 2019 was 17% proficient on the AzMERIT, 3% higher than White ExEd students and 17% higher than African American ExEd students. However, caution is advised in the analysis of data because of the low N size of African American ExEd students. The achievement gap between Dodge's White students, African American students and Hispanic students will narrow by 2% on the AzM2 in 2022.

C. Improvement Goal Development for Student Achievement

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, assess, and Adjust Strategies.

Improvement Goal 1: To ensure that all students achieve at grade level or higher (See SMART Goals for Student Achievement)

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
<ol style="list-style-type: none"> 1. Differentiated Instruction 2. 6/5th Intervention classes 3. All certified math/ELA teachers 4. After school tutoring program 	<p>Supports:</p> <ul style="list-style-type: none"> • Training for new teachers' fewer experiences • Online application training • Mini lesson • In-class instruction • CSP support • Classroom walkthrough <p>Constraints:</p> <ul style="list-style-type: none"> • Time-consuming • Teachers buy-in. • Resource intensive

5. Collaboration Among Teachers (PLC- CTTs)	Support: <ul style="list-style-type: none"> • 7th period integrated PLC time • Virtual Collaboration • CSP and Magnet Coordinator provide individual curriculum support • MTSS process
	Constraints: <ul style="list-style-type: none"> • Lack of trust • Changing attitudes and behaviors of senior teachers • Unshared, individual beliefs, or no voice
6. Family and Community Engagement	Supports: <ul style="list-style-type: none"> • A designed employee for family and community engagement. • Monthly Family and Community Engagement meetings • Family and Community Engagement Focus Group • Family and Community survey to improve engagement. • Trusting relationships between school and families • Spring carnival with parent volunteers • A multicultural night with free food from different restaurants. • Veterans Day breakfast • Zoom increased engagement and attendance. Constraints: <ul style="list-style-type: none"> • Families live far from the school to come back to afterschool activities. • Unstable or limited internet and technology access. • Need to identify the interest of all families for engagement

7. Academic Interventions and Supports	Supports: <ul style="list-style-type: none"> • Embedded Interventions classes for math and ELA • Push-in/Pull-out of individual students for tier 2 instruction • Evening Zoom Tutoring for individual students • Teacher training in IXL, APEX, Kahoot, iReady, Nearpod after school and weekends
	Constraints: <ul style="list-style-type: none"> • Added duty pay • Time constraints during school hours • Unstable internet • Technology access
8. Theme-based Lesson Planning of Quality Tier 1 Instruction and implementation	Supports: <ul style="list-style-type: none"> • Focused CTT and PLC's • Access to the district curriculum • CSP and Magnet Coordinator provide curricular support. • Magnet Lesson plan • School Wide-Theme integrated into every lesson Constraints: <ul style="list-style-type: none"> • The time needed to train teachers in creating standards based/magnet-themed lesson plans. • Teacher training for the integration of the magnet theme into an effective lesson plan for Tier 1 instruction.

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Differentiated Instruction.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PD on rigor and differentiated instruction	TTL CSP Principal Magnet Coordinator	• 1 st of each Quarter	<ul style="list-style-type: none"> • Magnet Framework • ELA standards • Math Standards
All teachers will use a standardized lesson plan template, which includes effective research-based teaching strategies.	Principal	<ul style="list-style-type: none"> • Before the start of school • During PD • Throughout the year 	<ul style="list-style-type: none"> • Lesson plans and training
New teachers will meet with teacher mentors to review lesson plans and check for differentiated instruction.	CSP Principal Magnet Coordinator	<ul style="list-style-type: none"> • Before the start of school • Throughout the year 	<ul style="list-style-type: none"> • Lesson plans • Time to plan
Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Differentiated Instruction			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Hold classroom walkthroughs to provide constructive feedback using ELIOT.	Magnet coordinator CSP Principal	• Ongoing throughout the year	<ul style="list-style-type: none"> • Observation form • Walkthrough form • DI strategies
Observe teacher DI strategies during walkthroughs and document, monitor, and adjust instructions to allow for differentiation.	Magnet coordinator CSP Principal	• Weekly review of lesson plans and weekly walkthroughs with feedback.	<ul style="list-style-type: none"> • Observation form • Walkthrough form • DI strategies • Support from the Magnet Department

Evidence to be Collected for Monitoring and Assessing Strategy Implementation:

- ELIOT walkthrough form to evaluate the use of DI strategies
- Danielson evaluations
- Improvement in student academics monitored through CFA's.
- Evidence of DI strategies reviewed, analyzed with feedback to teachers
- Walkthrough forms

Evidence to be Collected for Monitoring and Assessing Goal Attainment:

- Effective lesson planning
- Increased DI strategies embedded in teacher lesson plans.
- Increased Benchmarks proficiency scores
- Implementation of DI strategies in lesson plans by 100% of teachers

Action Steps to Implement Improvement Strategies for Improvement Goal 1**Strategy 2: Collaboration Among Teachers (PLC- CTTs)**

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Strategies used to involve teachers in the self-assessment process. <ul style="list-style-type: none"> • Focused PLC meetings to discuss teacher self- assessment • Teachers develop a student assessment of teachers used to seek student feedback • Review of Danielson's teacher self-assessment • Teacher involved in the analysis of quarterly benchmark in PLC meetings. 	Admin, CSP, Magnet Coordinator	<ul style="list-style-type: none"> • Quarterly 	<ul style="list-style-type: none"> • "Collaborative Cultural Report" for Self-assessment form • PCL meeting time for Reflections • Teacher developed student survey • Bench Data • Danielson self-assessment
Implement TUSD Curriculum and provide lessons for effectiveness and student achievement.	PLC-CTTs	<ul style="list-style-type: none"> • 1st of each Quarter • Additional quarters throughout the year. 	<ul style="list-style-type: none"> • Magnet Framework • ELA standards • Math Standards

Assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.	Principal CSP	<ul style="list-style-type: none"> • Before the start of school • During PD • Throughout the year 	<ul style="list-style-type: none"> • Magnet Lesson framework • Lesson plan training
Utilize CFA data to identify non-mastered standards by individual students and re-teach using effective teaching strategies.	PLC-CTT teams	<ul style="list-style-type: none"> • Bi-weekly • Quarterly reports 	<ul style="list-style-type: none"> • SchoolCity • IXL • Apex
Develop rigorous vertical curriculum alignment allowing for differentiation.	Teachers CSP	<ul style="list-style-type: none"> • Weekly 	<ul style="list-style-type: none"> • PLC's Access to: • ELA Standards • Math Standards • Magnet Lesson framework

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 2: Collaboration Among Teachers (PLC- CTTs)			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor through the PLC rubric in the Magnet Quarterly Report	Magnet Coordinator	Quarterly	<ul style="list-style-type: none"> • Magnet Quarterly Report
Create and implement a calendar outlining ELA curricular goals to implement highly leveraged standards and magnet pillars.	CSP Principal Magnet Coordinator Teachers	Weekly	<ul style="list-style-type: none"> • Calendar of meetings with tasks embedded. • Agenda
Create and implement a calendar outlining Math curricular goals to implement highly leveraged standards and magnet pillars.	CSP Principal Magnet Coordinator Teacher	Weekly	<ul style="list-style-type: none"> • Calendar of meetings with tasks embedded. • Agenda
Evaluate the outcome of meetings with evidence of agenda items and tasks that were discussed	CSP Principal Magnet Coordinator Leadership Team	Weekly	<ul style="list-style-type: none"> • PLC Agenda and minutes
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • Meeting agenda with attendance • IXL monthly progress report • Evidence of Magnet themed lesson plan 			

Evidence to be Collected for Monitoring and Assessing Goal Attainment:

- PLC agenda and minutes
- PLC walkthroughs
- 7th period day
- Magnet themed lesson plans

Action Steps to Implement Improvement Strategies for Improvement Goal 1**Strategy 3: Family and Community Engagement**

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to receive input on their child's needs. Teachers will incorporate this information into individual student academic and behavioral plans.	Teachers Dean Magnet Coordinator CSP Principal Counselor	<ul style="list-style-type: none"> • Before the start of school • During PD • Throughout the year 	<ul style="list-style-type: none"> • Magnet Lesson framework • Lesson plan training
Implement structures to ensure adherence to the Magnet framework for community and family involvement.	Magnet Coordinator	<ul style="list-style-type: none"> • Before the start of school • During PD • Throughout the year 	<ul style="list-style-type: none"> • PD on the Magnet framework
Gather stakeholders quarterly to establish criteria and the expectation that all community members and families support student learning.	Magnet Coordinator Community Liaison	<ul style="list-style-type: none"> • Before the start of school • Each Quarter 	<ul style="list-style-type: none"> • Magnet framework and structural support
Inform teachers, staff, parents, and the community of our plan for improvement designed to increase student achievement.	Principal Magnet Coordinator	<ul style="list-style-type: none"> • Before the start of school • Throughout the year 	<ul style="list-style-type: none"> • Magnet Lesson framework • Time to plan

Provide at least two Dodge Family Engagement Event	Magnet Coordinator	<ul style="list-style-type: none"> • Ongoing throughout the year 	<ul style="list-style-type: none"> • Observation form • Time to do walkthroughs
Invite parents or community members to take on leadership roles in the school and participate in the decision-making process.	Principal Magnet Coordinator	<ul style="list-style-type: none"> • Before the start of school • Throughout the year 	<ul style="list-style-type: none"> • Magnet framework • Time to plan

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 3: Family and Community Engagement			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
List the volunteering opportunities at the school and the participants	Community Liaison Dean of Students Office manager	<ul style="list-style-type: none"> • 1st of each Quarter, • Additional quarters throughout the year. 	<ul style="list-style-type: none"> • Magnet Framework • Sign-in sheets
Attendance at school functions	Magnet Coordinator Principal	<ul style="list-style-type: none"> • Before the start of school, • During PD, • Throughout the year 	<ul style="list-style-type: none"> • Magnet framework • Sign-in sheets
The Community Liaison will collect, monitor, and document data related to parent and community involvement.	Community Liaison Dean of Students	<ul style="list-style-type: none"> • 1st of each Quarter • Additional quarters throughout the year 	<ul style="list-style-type: none"> • Magnet Framework • ELA standards • Math Standards
Magnet Quarterly Report indicates the number of events and attendance	Magnet Coordinator	<ul style="list-style-type: none"> • Quarterly 	<ul style="list-style-type: none"> • Sig-in sheets for attendees • Annual pre-planned calendar of events • Collaboration with stakeholders

Evidence to be Collected for Monitoring and Assessing Strategy Implementation:

- Monthly attendance reports for school functions.
- Monthly attendance reports for volunteering opportunities.
- A quarterly survey of opportunities

Evidence to be Collected for Monitoring and Assessing Goal Attainment:

- Quarterly report for attendance of school functions.
- Quarterly report for attendance for volunteering opportunities.

Action Steps to Implement Improvement Strategies for Improvement Goal 1**Strategy 4:** Academic Interventions and Supports

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assign students to tutor as need in ELA and Math. Notify parents.	Teachers	Ongoing	Parent notification system After-school tutoring
Tutoring is offered before and after school	Teachers	4x a week	The curriculum supports - IXL
Review quarterly benchmarks, intervention assessments and determine students who need additional support.	Teachers	After each benchmark	The curriculum supports – IXL, School City, APEX

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1**Strategy 4:** Academic Interventions and Supports

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review data reports from online intervention programs.	Teachers CSP Principal	Biweekly	<ul style="list-style-type: none"> • Teacher compensation. • Designated time to meet. • PD outlining expectations.

Review quarterly benchmarks, intervention assessments, and benchmark tests to determine the next steps.	Teachers CSP Principal	Quarterly	<ul style="list-style-type: none"> Designated time to meet. PD outlining expectations
Meet regularly to discuss student progress and adjust.	Teachers CSP Principal	Weekly CTT	<ul style="list-style-type: none"> Designated time to meet. PD outlining expectations
Quarterly assessment data review.	Teachers CSP Principal	Quarterly	<ul style="list-style-type: none"> Designated time to meet. PD outlining expectations.
Intervention meetings to discuss students who are struggling and those finding success: discuss next steps.	Teachers CSP Principal	Grading schedule timeline	<ul style="list-style-type: none"> Designated time to meet. PD outlining expectations.
Collected evidence for Monitoring and Assessing Strategy Implementation:			
<ul style="list-style-type: none"> Monthly reports for online intervention programs. Student progress monitoring data. 			
Collected evidence for Monitoring and Assessing Goal Attainment:			
<ul style="list-style-type: none"> End of quarter reports, progress reports final unit tests Quarterly intervention assessments. 			

Action Steps to Implement Improvement Strategies for Improvement Goal 1

Strategy 5: Theme-based Lesson Planning of Quality Tier 1 Instruction

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
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Conduct a PD to introduce the Magnet-themed lesson plan, which includes standards-based instruction and implementation. Review and provide magnet themed lesson plan feedback to teachers	Magnet Coordinator CSP Principal	Beginning of the school year. Weekly	<ul style="list-style-type: none"> • PD outlining expectations. • Designated time to meet. • Magnet-themed lesson plan.
Use TUSD curriculum scope and sequence to plan theme-based lessons.	CSP	Throughout the school year.	<ul style="list-style-type: none"> • TUSD curriculum website • Time to meet and discuss
Continue the teaching/learning cycle around the Magnet theme lesson plan in PD's.	Magnet Coordinator CSP	Monthly	<ul style="list-style-type: none"> • PD outlining expectations. • Designated time to meet. • Magnet-themed lesson plan.

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy 5: Theme-based Lesson Planning of Quality Tier 1 Instruction

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Lesson plans are visible on the teacher's desk for a quick check on the lesson planning process.	CSP Magnet Coordinator Principal	Quarterly	<ul style="list-style-type: none"> • Magnet themed lesson plan • Time for walkthroughs to be completed.
Turn in lesson plans weekly to the principal/front office.	Office manager	Weekly	<ul style="list-style-type: none"> • Magnet themed lesson plan

Lesson plans will be reviewed, and feedback was given during the pre-conference, post-conferences, or classroom walkthroughs	CSP Principal Magnet Coordinator	<ul style="list-style-type: none"> • Before the start of school • Throughout the year 	<ul style="list-style-type: none"> • Magnet Lesson framework • Time to plan
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: A Magnet-themed lesson plan will be on the teacher's desk for a walkthrough review. In addition, instant visual feedback will be left for the teacher to see.			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Weekly lesson plans – review of plans will be demonstrated during monthly PD.			

V. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assigned to your school by the District (e.g., Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 1.0 FTE Math Intervention Teacher (910G, 202)
- 1.0 FTE Reading Interventionist (910F, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 1.0 FTE School Community Liaison (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Reading Interventionist (Title I)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE Behavior Intervention Monitor (Title 1)

Goal Focus: Integration or Student Achievement

Magnet Focus Areas: Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and Magnet Theme (MT).

Personnel

Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Reading Interventionist	\$49,650.00	1.0	All 6 th -grade students will take two hours of ELA with one hour dedicated to reading instruction and one to grammar and writing	AA	Student Achievement
Math Interventionist	\$50,200.00	1.0	Students identified as needing supplemental Tier 2 support for math and Reading will be assigned an intervention class moving in and out based on performance data	AA	Student Achievement

Community Liaison	\$21,235.00	1.0	Community Liaison will work with students from targeted ethnicity to build relationships, check on attendance issues, and provide academic support, including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school	IN	Integration
Magnet Coordinator	\$46,900.00	1.0	To attract diverse ethnically balanced students and maintain an integrated status: the Magnet Coordinator will market, conduct recruitment events, track recruiting activities, and attend all District-sponsored magnet events pertinent to middle school enrollment targeting the ethnic groups needed. In addition to recruitment responsibilities, the Magnet Coordinator will ensure that student interventions are working. To help identify intervention needs, the Magnet Coordinator will participate in regular data analysis and support the MTSS team.	IN	Integration
Substitutes for Magnet Funded Teachers	\$2,000.00		Substitutes for Magnet Funded Teachers	AA	Student Achievement
Added Duty Tutoring	\$8,000.00		To provide Tier II interventions, Dodge will continue to offer after-school tutoring by grade level. Open to all students, but students with an F at progress or end of Quarter will get specific invitations to attend.	AA	Student Achievement
Added Duty: Certified Summer Hourly Summer Jump Program	\$17,000.00		Dodge will maintain a 10-day summer JumpStart program for incoming 6th graders. This sets guidelines and expectations of the Dodge program, establishes relationships with teachers, and provides remediation of basic skills in core classes.	AA	Student Achievement
Classified Hourly Summer Jump Bridge Program	\$1,200.00		Reduce the achievement gap between subgroups. Specifically working Summer Jump Program.	AA	Student Achievement

Certified Added - Recruitment	\$2,000.00		Additional monies for magnet coordinator/teachers for off-contract hours spent at magnet events to promote our school to become integrated.	IN	Student Achievement
Employee Benefits	\$59,456.00				
Total Budget	\$257,641.00				
Total FTE	4.0				

Non-Personnel

Deseg Budget 2021-2022 SY				
Description	Amount	Purpose	Magnet Plan Focus	Goal Focus:
Supplies Instructional	\$1,327.00	This will include resources for teachers to use in the classroom to improve instruction.	PL	Student Achievement
Milage	\$100.00	Magnet Coordinators are required to travel to sites around the District.	IN	Integration
MSA Registration	\$1,800.00	Dodge will send the Magnet Coordinator and one Administrator to MSA National Conference.	MT	Student achievement
Travel to attend MSA Conference	\$6,000.00	Travel, lodging, transfers, and per diem will be provided for the two people traveling out of state to the MSA National Conference and NEU Convention.	MT; AA; In	Student Achievement / Integration
U of A Sky School	\$4,400.00	A group of middle school students will be provided with the opportunity to participate in UA Sky School's Sky Island Survey, a three day/2-night field trip that includes daytime field instruction in small groups, nighttime astronomy experiences, dormitory lodging, and all meals. This opportunity will be available to 20 7th-8th graders (located within the Coronado National Forest and Mt. Lemmon).	AA	Student Achievement

Tech related Hardware & Software less than \$5,000	\$10,100.00			
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Deseg Budget 2021-2022 S	
Personnel Cost	\$257,641.00
Non-Personnel Cost	\$23,727.00
Total Budget	\$281,368.00

TITLE 1 Budget

Title 1 Budget 2021-22 SY		
Description	Sum of FY 22 (\$)	Purpose
1.0 FTE Reading Intervention	\$45,000.00	<ul style="list-style-type: none"> Improve overall achievement for all students. Improve achievement for subgroups. Reduce the achievement gap between subgroups.
1.0 FTE Dean of Students	\$51,000.00	<ul style="list-style-type: none"> Supports student academic and social-emotional behaviors. Improves overall student achievement in the classroom. Improves overall student success in the classroom.
1.0 FTE Behavior Intervention Monitor	\$22,500.00	<ul style="list-style-type: none"> Provides social and emotional support for students and families. Improves overall student achievement in the classroom. Improves overall student success in the classroom.
Instructional Supplies	\$1,000.00	<ul style="list-style-type: none"> Improve overall achievement for all students. Improve achievement for TSI subgroups. Reduce the achievement gap between subgroups. Differentiate Tier I and II instruction Provide 21st Century technology opportunities

Technology Supplies 1000.6250	\$1,000.00	<ul style="list-style-type: none"> • To support remote learning. (purchase mousepads, keyboards, cables, and glare screens)
Instructional aids-manipulatives, non-consumable educational materials	\$3,132.00	<ul style="list-style-type: none"> • Student Achievement
Technology Related Hardware & Software less than \$5000 (1000.6737)	\$9,000.00	<ul style="list-style-type: none"> • Improve overall achievement for all students. • Improve achievement for subgroups. • Reduce the achievement gap between subgroups. • Differentiate Tier I and II instruction • Provide 21st Century technology opportunities
Employee Benefits (30%)	\$33,000.00	
Total Budget 2022-23 SY	\$165,632	
Total FTE:	3.0	

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
School Integration and Achievement Action Plan
School Year 2021-22**

Principal: Jesús Celaya

School: Drachman K-8 Montessori Magnet School

Magnet Program: Montessori

Region: Santa Cruz

Plan Revised: 1/7/22

Name	Position	Name	Position
Jesús Celaya	Principal	Wendy Gordon Weeks	Magnet Coordinator
Krystal Enriquez	MTSS Facilitator	Adriana Manrique	Montessori Lead Teacher & Reading Interventionist

Sign Off:

Position	Name	Signature	Date
Principal	Jesus Celaya	<i>Jesus Celaya</i>	12/17/21
Regional Assistant Superintendent	Mark Alvarez	<i>Mark Alvarez</i>	12/17/21
Interim Director of Magnet/Asst. Supt. of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/8/22

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I. MAGNET SCHOOL PROFILE

Drachman K-8 Montessori is currently an integrated school that received an Arizona Letter Grade of a C in SY2019-20. In Montessori education, children use hands-on Montessori learning materials, which make abstract concepts more concrete. Multiage classrooms create an opportunity for younger students to be exposed to higher level concepts, and older students the opportunity to work with younger students, resulting in a greater depth of understanding for the older learners. Montessori classrooms allow for intervention and academic acceleration to coexist in a single classroom.¹

Vision: Drachman K-8 Montessori Magnet is an American Montessori Society certified magnet school where:

- Students are well-rounded, responsible, peaceful, and successful on both Montessori performance measures and mandated assessments.
- Educators are trusted and allowed to be faithful to the Montessori approach to instruction, curriculum sequencing, and evaluation.
- Parents and community members are informed partners who support our Montessori values and Mission.

Mission: Drachman K-8 Montessori Magnet nurtures the whole child, helps students discover their cosmic task and role as citizens of the world, and guides students to achieve individual excellence.

Core Values: The core values that define our work and who we are as a school are:

- We are responsible and peaceful.
- We respect and care for ourselves, others, and the environment.
- We communicate openly and honestly and disagree respectfully.
- We intentionally build a diverse and inclusive community and embrace differing perspectives.
- We are committed to educational excellence for all children and collaborate to ensure a rigorous, nurturing learning environment.
- We celebrate successes, large and small, in meaningful ways that support the Montessori philosophy.

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

School Profile

2018-19 Letter Grade	2020-21 Integration Status	Theme
C	Integrated	Montessori

Student Profile Using 40th Day Enrollment Data

Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)
20.15	50.8%	8.4%	18.6%

School Integration Profile (USP Ethnicity)

School Integration Profile (USP Ethnicity)													
Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
2020-21 Drachman Enrollment	73	20%	29	8%	221	62%	15	4%	4	1%	16	4%	358
2019-20 Avg K-8 Enrollment	12%		9%		70%		4%		1%		3%		
USP Integration Range + / - 15% District K-8 Avg													
	0-27%		0-24%		55-70%		0-19%		0-16%		0-18%		
Future Integration Range + / - 25% District K-8 Avg													
	0-37%		0-34%		45-70%		0-29%		0-26%		0-28%		

3 Years of AzMERIT TUSD K - 8 Schools Math Grades 3 - 8

Math	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 6	2017 Gr. 7	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg. I
District Avg	39%	36%	38%	21%	20%	43%	36%	37%	24%	20%	21%	42%	36%	36%	23%	22%	18%	62%
State Avg	47%	47%	47%	41%	34%	53%	47%	47%	43%	36%	31%	51%	48%	46%	41%	38%	32%	44%
Drachman	47%	27%	41%	14%	33%	53%	41%	34%	10%	11%	26%	50%	40%	48%	29%	17%	11%	100%^

3 Years of AzMERIT TUSD K - 8 Schools ELA Grades 3 - 8																	
ELA	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 6	2017 Gr. 7	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
District Avg	34%	37%	32%	26%	30%	35%	38%	37%	23%	31%	24%	38%	40%	43%	27%	26%	24%
State Avg	43%	48%	44%	41%	44%	44%	47%	48%	39%	45%	39%	46%	51%	52%	42%	41%	38%
Drachman	46%	28%	42%	30%	52%	43%	32%	30%	20%	22%	26%	45%	47%	58%	19%	26%	22%

Drachman 2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	ELA	Math
White	59%	46%
African American	39%	33%
Hispanic	38%	38%
Native American	22%	44%
Asian-PI	0%	0%
Multi-Racial	43%	43%
All	40%	39%

II.

III. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 25 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

IV. INTEGRATION

A. Gaps in Integration

Area of Integration Outcome	Data Source(s)															Descriptions of Gaps																																																																																																																																																																																																																																																																																																																																																																																																
Enrollment	<div>Daily Enrollment by Grade, Gender and USP Ethnicity 203 - Drachman K-8 Montessori Magnet On: 10/05/2020 (Day 40 SY 2020-21)</div> <table><tr><th></th><th colspan="2">White/Anglo</th><th colspan="2">African American</th><th colspan="2">Hispanic</th><th colspan="2">Native American</th><th colspan="2">Asian American</th><th colspan="2">Multi-racial</th><th colspan="3">Total</th></tr><tr><th>Grade</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>Total</th></tr><tr><td>KG</td><td>2</td><td>6</td><td>1</td><td>3</td><td>10</td><td>10</td><td>2</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>15</td><td>20</td><td>35</td></tr><tr><td></td><td>5.7%</td><td>17.1%</td><td>2.9%</td><td>8.6%</td><td>28.6%</td><td>28.6%</td><td>5.7%</td><td>0.0%</td><td>0.0%</td><td>2.9%</td><td>0.0%</td><td>0.0%</td><td>42.9%</td><td>57.1%</td><td></td></tr><tr><td>01</td><td>7</td><td>7</td><td>3</td><td>1</td><td>19</td><td>13</td><td>1</td><td>0</td><td>0</td><td>0</td><td>2</td><td>2</td><td>32</td><td>23</td><td>55</td></tr><tr><td></td><td>12.7%</td><td>12.7%</td><td>5.5%</td><td>1.8%</td><td>34.5%</td><td>23.6%</td><td>1.8%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>3.6%</td><td>3.6%</td><td>58.2%</td><td>41.8%</td><td></td></tr><tr><td>02</td><td>5</td><td>8</td><td>2</td><td>1</td><td>13</td><td>14</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>2</td><td>22</td><td>25</td><td>47</td></tr><tr><td></td><td>10.6%</td><td>17.0%</td><td>4.3%</td><td>2.1%</td><td>27.7%</td><td>29.8%</td><td>2.1%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>2.1%</td><td>4.3%</td><td>46.8%</td><td>53.2%</td><td></td></tr><tr><td>03</td><td>6</td><td>7</td><td>1</td><td>3</td><td>10</td><td>12</td><td>2</td><td>1</td><td>0</td><td>2</td><td>0</td><td>0</td><td>19</td><td>25</td><td>44</td></tr><tr><td></td><td>13.6%</td><td>15.9%</td><td>2.3%</td><td>6.8%</td><td>22.7%</td><td>27.3%</td><td>4.5%</td><td>2.3%</td><td>0.0%</td><td>4.5%</td><td>0.0%</td><td>0.0%</td><td>43.2%</td><td>56.8%</td><td></td></tr><tr><td>04</td><td>1</td><td>5</td><td>3</td><td>1</td><td>13</td><td>6</td><td>0</td><td>2</td><td>0</td><td>0</td><td>1</td><td>2</td><td>18</td><td>16</td><td>34</td></tr><tr><td></td><td>2.9%</td><td>14.7%</td><td>8.8%</td><td>2.9%</td><td>38.2%</td><td>17.6%</td><td>0.0%</td><td>5.9%</td><td>0.0%</td><td>0.0%</td><td>2.9%</td><td>5.9%</td><td>52.9%</td><td>47.1%</td><td></td></tr><tr><td>05</td><td>5</td><td>3</td><td>3</td><td>2</td><td>13</td><td>19</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td><td>22</td><td>25</td><td>47</td></tr><tr><td></td><td>10.6%</td><td>6.4%</td><td>6.4%</td><td>4.3%</td><td>27.7%</td><td>40.4%</td><td>2.1%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>2.1%</td><td>46.8%</td><td>53.2%</td><td></td></tr><tr><td>06</td><td>4</td><td>2</td><td>1</td><td>0</td><td>15</td><td>9</td><td>1</td><td>1</td><td>1</td><td>0</td><td>1</td><td>1</td><td>23</td><td>13</td><td>36</td></tr><tr><td></td><td>11.1%</td><td>5.6%</td><td>2.8%</td><td>0.0%</td><td>41.7%</td><td>25.0%</td><td>2.8%</td><td>2.8%</td><td>2.8%</td><td>0.0%</td><td>2.8%</td><td>2.8%</td><td>63.9%</td><td>36.1%</td><td></td></tr><tr><td>07</td><td>3</td><td>0</td><td>2</td><td>1</td><td>6</td><td>16</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td><td>12</td><td>18</td><td>30</td></tr><tr><td></td><td>10.0%</td><td>0.0%</td><td>6.7%</td><td>3.3%</td><td>20.0%</td><td>53.3%</td><td>3.3%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>3.3%</td><td>40.0%</td><td>60.0%</td><td></td></tr><tr><td>08</td><td>0</td><td>1</td><td>0</td><td>2</td><td>9</td><td>11</td><td>1</td><td>2</td><td>0</td><td>0</td><td>1</td><td>0</td><td>11</td><td>16</td><td>27</td></tr><tr><td></td><td>0.0%</td><td>3.7%</td><td>0.0%</td><td>7.4%</td><td>33.3%</td><td>40.7%</td><td>3.7%</td><td>7.4%</td><td>0.0%</td><td>0.0%</td><td>3.7%</td><td>0.0%</td><td>40.7%</td><td>59.3%</td><td></td></tr><tr><td>Total</td><td>33</td><td>39</td><td>16</td><td>14</td><td>108</td><td>110</td><td>10</td><td>6</td><td>1</td><td>3</td><td>6</td><td>9</td><td>174</td><td>181</td><td>355</td></tr><tr><td></td><td>9.3%</td><td>11.0%</td><td>4.5%</td><td>3.9%</td><td>30.4%</td><td>31.0%</td><td>2.8%</td><td>1.7%</td><td>0.3%</td><td>0.8%</td><td>1.7%</td><td>2.5%</td><td>49.0%</td><td>51.0%</td><td></td></tr><tr><td></td><td colspan="2">72</td><td colspan="2">30</td><td colspan="2">218</td><td colspan="2">16</td><td colspan="2">4</td><td colspan="2">15</td><td colspan="2">355</td><td></td></tr><tr><td></td><td colspan="2">20.3%</td><td colspan="2">8.5%</td><td colspan="2">61.4%</td><td colspan="2">4.5%</td><td colspan="2">1.1%</td><td colspan="2">4.2%</td><td colspan="2">100.0%</td><td></td></tr></table>																White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total			Grade	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total	KG	2	6	1	3	10	10	2	0	0	1	0	0	15	20	35		5.7%	17.1%	2.9%	8.6%	28.6%	28.6%	5.7%	0.0%	0.0%	2.9%	0.0%	0.0%	42.9%	57.1%		01	7	7	3	1	19	13	1	0	0	0	2	2	32	23	55		12.7%	12.7%	5.5%	1.8%	34.5%	23.6%	1.8%	0.0%	0.0%	0.0%	3.6%	3.6%	58.2%	41.8%		02	5	8	2	1	13	14	1	0	0	0	1	2	22	25	47		10.6%	17.0%	4.3%	2.1%	27.7%	29.8%	2.1%	0.0%	0.0%	0.0%	2.1%	4.3%	46.8%	53.2%		03	6	7	1	3	10	12	2	1	0	2	0	0	19	25	44		13.6%	15.9%	2.3%	6.8%	22.7%	27.3%	4.5%	2.3%	0.0%	4.5%	0.0%	0.0%	43.2%	56.8%		04	1	5	3	1	13	6	0	2	0	0	1	2	18	16	34		2.9%	14.7%	8.8%	2.9%	38.2%	17.6%	0.0%	5.9%	0.0%	0.0%	2.9%	5.9%	52.9%	47.1%		05	5	3	3	2	13	19	1	0	0	0	0	1	22	25	47		10.6%	6.4%	6.4%	4.3%	27.7%	40.4%	2.1%	0.0%	0.0%	0.0%	0.0%	2.1%	46.8%	53.2%		06	4	2	1	0	15	9	1	1	1	0	1	1	23	13	36		11.1%	5.6%	2.8%	0.0%	41.7%	25.0%	2.8%	2.8%	2.8%	0.0%	2.8%	2.8%	63.9%	36.1%		07	3	0	2	1	6	16	1	0	0	0	0	1	12	18	30		10.0%	0.0%	6.7%	3.3%	20.0%	53.3%	3.3%	0.0%	0.0%	0.0%	0.0%	3.3%	40.0%	60.0%		08	0	1	0	2	9	11	1	2	0	0	1	0	11	16	27		0.0%	3.7%	0.0%	7.4%	33.3%	40.7%	3.7%	7.4%	0.0%	0.0%	3.7%	0.0%	40.7%	59.3%		Total	33	39	16	14	108	110	10	6	1	3	6	9	174	181	355		9.3%	11.0%	4.5%	3.9%	30.4%	31.0%	2.8%	1.7%	0.3%	0.8%	1.7%	2.5%	49.0%	51.0%			72		30		218		16		4		15		355				20.3%		8.5%		61.4%		4.5%		1.1%		4.2%		100.0%			<p><u>Desired State:</u> Drachman will meet the USP definition for an integrated school (No ethnic group exceeds 70% of the total student population and all subgroups are within 25% of the district percentage for that subgroup in schools of the same level) both overall and within each grade level.</p> <p><u>Current Reality:</u> Drachman is fully integrated overall. In digging deeper into each grade level, all grade levels are within 25% of the district percentage for that grade level. Only two grades, 7th and 8th, have a subgroup that represents greater than 70% of the total enrollment.</p>
	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total																																																																																																																																																																																																																																																																																																																																																																																																			
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	2.9%	14.7%	8.8%	2.9%	38.2%	17.6%	0.0%	5.9%	0.0%	0.0%	2.9%	5.9%	52.9%	47.1%																																																																																																																																																																																																																																																																																																																																																																																																		
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	11.1%	5.6%	2.8%	0.0%	41.7%	25.0%	2.8%	2.8%	2.8%	0.0%	2.8%	2.8%	63.9%	36.1%																																																																																																																																																																																																																																																																																																																																																																																																		
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	0.0%	3.7%	0.0%	7.4%	33.3%	40.7%	3.7%	7.4%	0.0%	0.0%	3.7%	0.0%	40.7%	59.3%																																																																																																																																																																																																																																																																																																																																																																																																		
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Daily Enrollment by Grade, Gender and USP Ethnicity

1b. K-8 Schools

On: 10/05/2020 (Day 40 SY 2020-21)

Grade	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
KG	39	39	22	22	197	214	16	7	5	6	8	9	287	297	584
	6.7%	6.7%	3.8%	3.8%	33.7%	36.6%	2.7%	1.2%	0.9%	1.0%	1.4%	1.5%	49.1%	50.9%	
01	42	48	41	27	243	232	10	13	4	6	13	17	353	343	696
	6.0%	6.9%	5.9%	3.9%	34.9%	33.3%	1.4%	1.9%	0.6%	0.9%	1.9%	2.4%	50.7%	49.3%	
02	39	55	28	32	229	263	9	11	5	9	8	12	318	382	700
	5.6%	7.9%	4.0%	4.6%	32.7%	37.6%	1.3%	1.6%	0.7%	1.3%	1.1%	1.7%	45.4%	54.6%	
03	44	53	24	31	227	219	8	14	4	6	6	11	313	334	647
	6.8%	8.2%	3.7%	4.8%	35.1%	33.8%	1.2%	2.2%	0.6%	0.9%	0.9%	1.7%	48.4%	51.6%	
04	35	46	38	26	288	269	21	16	5	4	12	7	399	368	767
	4.6%	6.0%	5.0%	3.4%	37.5%	35.1%	2.7%	2.1%	0.7%	0.5%	1.6%	0.9%	52.0%	48.0%	
05	48	67	37	31	258	302	14	15	3	6	13	14	373	435	808
	5.9%	8.3%	4.6%	3.8%	31.9%	37.4%	1.7%	1.9%	0.4%	0.7%	1.6%	1.7%	46.2%	53.8%	
06	59	61	47	47	364	368	26	32	9	5	15	19	520	532	1052
	5.6%	5.8%	4.5%	4.5%	34.6%	35.0%	2.5%	3.0%	0.9%	0.5%	1.4%	1.8%	49.4%	50.6%	
07	58	53	56	69	386	381	26	26	6	7	14	12	546	548	1094
	5.3%	4.8%	5.1%	6.3%	35.3%	34.8%	2.4%	2.4%	0.5%	0.6%	1.3%	1.1%	49.9%	50.1%	
08	49	67	35	42	368	432	30	33	4	6	13	16	499	596	1095
	4.5%	6.1%	3.2%	3.8%	33.6%	39.5%	2.7%	3.0%	0.4%	0.5%	1.2%	1.5%	45.6%	54.4%	
Total	413	489	328	327	2560	2680	160	167	45	55	102	117	3608	3835	7443
	5.5%	6.6%	4.4%	4.4%	34.4%	36.0%	2.1%	2.2%	0.6%	0.7%	1.4%	1.6%	48.5%	51.5%	
	902		655		5240		327		100		219		7443		
	12.1%		8.8%		70.4%		4.4%		1.3%		2.9%		100.0%		

Gap: None overall
None for grades

K-6

7th Grade: none compared to the district's percentages; 3.3% compared to the 70% threshold.

8th Grade: none compared to the district's percentages; 4.1% compared to the 70% threshold.

B. SMART Goal for Integration**Primary Need:** Maintain integration status and increase enrollment.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the 40 th day of SY2021-2022, Drachman will remain integrated as measured by the USP, meeting the 70% and +/-25% thresholds for an integrated school.	Enrollment data from the Synergy database
2. During the SY2021-2022, Drachman will increase enrollment by increasing the incoming kindergarten class to 60 (including neighborhood and magnet students) for SY 2022-2023.	Enrollment data from the Synergy database Enrollment data from the Smart Choice magnet application software

C. Integration Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies
 Action Steps to Implement Improvement Strategies
 Action Steps to Monitor, Assess, and Adjust Strategies

Integration Improvement Goal 1:

By the 40th day of SY2021-2022, Drachman will remain integrated as measured by the USP, meeting the 70% and +/-25% thresholds for an integrated school.

Most Effective and Feasible Strategies for Integration Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Marketing and Recruitment	<p>Supports:</p> <ul style="list-style-type: none"> •District Communication Department (marketing materials, commercial media, district-planned recruitment and marketing activities) •District Magnet Department (department-planned recruitment and retention activities, strategic support for site-based recruitment and marketing efforts) •Magnet Coordinator position (coordination and planning at the site level) <p>Constraints:</p> <ul style="list-style-type: none"> •Maintaining fidelity to the Montessori model necessitates only accepting new students at the kindergarten level with limited exceptions.

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Marketing and Recruitment			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Obtain marketing materials including brochures, posters, and banners.	District Communications Dept.	Throughout the year	District support and funding
Plan marketing and recruitment activities.	District Communications Dept., District Magnet Dept., Magnet Coordinator	Quarters 1, 2, and 3, with emphasis on Quarter 2	Activity-specific materials as needed
Attend marketing and recruitment activities.	Magnet Coordinator	Quarters 1, 2, and 3, with emphasis on Quarter 2	District funding; PowerPoint; marketing materials
Provide tours to interested families.	Magnet Coordinator and/or Principal	Throughout the year, especially Quarters 2 and 3	Magnet Coordinator; marketing materials; pre-tour survey
Follow up with interested families to confirm submitted applications and enrollment.	Magnet Coordinator	Throughout the year, especially Quarters 2 and 3	Magnet Coordinator; system for tracking families

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Marketing and Recruitment			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Keep recruitment log documenting district and school recruitment events, school tours, and magnet phone inquiries	Magnet Coordinator	Throughout the year	System for documentation
Prepare quarterly report documenting recruitment and retention efforts	Magnet Coordinator	Within 2-4 weeks after the end of Quarters 1, 2 and 3	Documentation from recruitment log
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Recruitment log documenting district and school recruitment events, school tours, and magnet phone inquiries Quarterly report documenting recruitment and retention efforts			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Enrollment data from the Synergy database Enrollment data from the Smart Choice magnet application software			

Integration Improvement Goal 2:

During the SY2021-2022, Drachman will increase enrollment by increasing the incoming kindergarten class to 60 (including neighborhood and magnet students) for SY 2022-2023.

Most Effective and Feasible Strategies for Integration Improvement Goal 2	
Strategy(ies) Selected	Supports and Constraints to Address
1. Targeted marketing and recruitment of potential Kindergarten students for school year 2022-23.	Supports: •District Communication Department (marketing materials, commercial media, district-planned recruitment and marketing activities) •District Magnet Department (department-planned recruitment and retention activities, strategic support for site-based recruitment and marketing efforts)

	<ul style="list-style-type: none"> •Magnet Coordinator position (coordination and planning at the site level) <p>Constraints:</p> <ul style="list-style-type: none"> •Connections with specific preschools are still developing. •Time and availability in light of other necessary tasks.
2. Strengthen Montessori Method implementation.	<p>Supports:</p> <ul style="list-style-type: none"> •Montessori Lead Teachers •Magnet Coordinator •Staff with Montessori-aligned teaching philosophy <p>Constraints:</p> <ul style="list-style-type: none"> •Lack of alignment between district scope and sequence and Montessori curriculum sequence. •Students in later grade levels who did not have authentic Montessori experience in earlier grade levels. •Lack of funding for formal Montessori training. •Lack of teacher availability for formal Montessori training. •Insufficient materials

Action Steps to Implement Improvement Strategies for Integration Improvement Goal 2			
Strategy 1: Targeted marketing and recruitment of potential Kindergarten students for school year 2022-23.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Reach out to Montessori preschools for marketing and recruitment (including Montessori Learning School, Mis Manos Montessori, and Via Montessori)	Magnet Coordinator	Throughout the year, but especially Quarter 2	Montessori-literate Marketing materials; contact information
Reach out to typical feeder preschools for marketing and recruitment (including Santa Rosa Center, Brichta, Apple Tree, Krystal Klear)	Magnet Coordinator	Throughout the year, but especially Quarter 2	Marketing materials; contact information

Plan presentations for specific preschools	Magnet Coordinator	Throughout the year, but especially Quarter 2	Marketing materials; Presentation (PowerPoint)
Plan theme- and curriculum- based events that include potential future students.	Magnet Coordinator	Throughout the year, but especially Quarter 2	Staff and Volunteers to run the events; event-specific materials

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 1: Targeted marketing and recruitment of potential Kindergarten students for school year 2022-23.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Keep recruitment log documenting district and school recruitment events, school tours, and magnet phone inquiries specifically for incoming Kindergarten students.	Magnet Coordinator	Throughout the year	System for documentation
Prepare quarterly report documenting recruitment and retention efforts	Magnet Coordinator	Within 2-4 weeks after the end of Quarters 1, 2 and 3	Documentation from recruitment log
Monitor tour, application and enrollment data.	Magnet Coordinator	Throughout the year, but especially the second half of Quarter 2 and all of Quarter 3.	System for documentation
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Recruitment log documenting district and school recruitment events, school tours, and magnet phone inquiries Quarterly report documenting recruitment and retention efforts			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Enrollment data from the Synergy database Enrollment data from the Smart Choice magnet application software			

Action Steps to Implement Improvement Strategies for Integration Improvement Goal 2			
Strategy 2: Strengthen Montessori Method implementation.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide instruction primarily on an individual and small group basis.	All teachers with support from staff	All year	Low student: staff ratios Teaching Assistants
Provide inquiry-based activities.	All teachers with support from staff	All year	Montessori materials
Provide independent individual student activities with an element of student choice.	All teachers with support from staff	All year	Low student: staff ratios Teaching Assistants
Provide extended uninterrupted work blocks.	All teachers with support from staff	All year	none
Use Montessori hands-on materials as the primary means of delivering curriculum in the elementary classrooms.	Elementary teachers with support from staff	All year	Montessori materials
Incorporate flexible groupings within classrooms.	All teachers with support from staff	All year	Time to plan for flexible groupings
Incorporate opportunities for peer mentoring within and across classrooms.	All teachers with support from staff	All year	Time to plan for peer mentoring.
Incorporate small group work in the middle school classrooms.	Middle school teachers with support from staff	All year	Knowledge/training about the middle school Montessori structure
Incorporate student presentations in the middle school classrooms.	Middle school teachers with support from staff	All year	Knowledge/training about the middle school Montessori structure
Use an extended day for middle school (with teachers remaining with their students throughout the extended day) to allow sufficient time to use the Montessori middle school method with fidelity.	Middle school teachers	All year	Funding for 6/5 positions
Sequence instruction differently than the TUSD pacing guide as needed to support the Montessori practice of mixed grade level groupings and to utilize Montessori	All teachers	All year	Montessori pacing guide, TUSD pacing guide

materials more effectively to support mastery of standards.			
Assess student work on the basis of mastery and differentiate mastery standards for students based on individualized student needs.	All teachers	All year	Knowledge/training Montessori structures
Incentivize Montessori credentialing for teachers by providing a stipend to all certified staff who hold a Montessori credential.	Principal	Once per year	Funding for credential bonus.

Action Steps to Monitor, Assess, and Adjust Strategies for Integration Improvement Goal 2			
Strategy 2: Strengthen Montessori Method implementation.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Follow a Montessori system for monitoring daily instruction.	Principal; school leadership team	All year	Montessori-based evaluation instrument
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Lesson Plans Classroom Schedules Walkthrough Feedback PLC Agendas			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Walkthrough Feedback			

V. STUDENT ACHIEVEMENT

A. Gaps in Student Outcomes

Note: Due to the way students are grouped in our Montessori classrooms, the data was examined in three clusters: 2nd-3rd grade, 4th-5th grade, and 6th-8th grade. Typically, state standardized assessments would be the preferred data source, but given that the most recent available data is two years old, we are looking at an average of this year's benchmark scores.

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
2 nd -3 rd grade ELA	<p>SY20-21 Q1 & Q2 Benchmarks Combined</p> <p>School Average: 49.7% District Average: 47.2%</p> <p>African American: 62.3%* Hispanic: 45.0% White: 56.3%</p> <p>*This represents only 2 students (We are integrated at this level with 7 students enrolled in this subgroup, but students who are English Language Learners do not participate in the ELA benchmark testing.)</p>	<p><u>Desired State:</u> Drachman students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> Both the African American and the white subgroups outperformed the district average, as did the group as a whole. The African American subgroup outperformed the white subgroup (although it should again be noted that the African American subgroup represents only 2 students in this data). The difference between our highest subgroup (African American) and our lowest subgroup (Hispanic) is 17.3%.</p> <p><u>Gap:</u> Overall: none (2.5% above district) African American: none (15.1% above district) Hispanic: 2.2% below district White: none (9.1% above district)</p>
4 th -5 th grade ELA	<p>SY20-21 Q1 & Q2 Benchmarks Combined</p> <p>School Average: 42.1% District Average: 45.4%</p>	<p><u>Desired State:</u> Drachman students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups.</p>

	<p>African American: 39.5%</p> <p>Hispanic: 40.2%</p> <p>White: 55.2%</p>	<p><u>Current Reality:</u> The African American and Hispanic subgroups' scores were below the district average, while the white subgroup was above. The group as a whole scored 3.3% below the district. Both the African American and the Hispanic subgroups scored below the white subgroup. The difference in scores between our highest subgroup (white) and our lowest subgroup (African American) is 15.7%.</p> <p><u>Gap:</u> Overall: 3.3% below district African American: 5.9% below district Hispanic: 5.2% below district White: none (9.8% above district)</p>
6 th -8 th grade ELA	<p>SY20-21 Q1 & Q2 Benchmarks Combined</p> <p>School Average: 45.1%</p> <p>District Average: 46.1%</p> <p>African American: 48.2%</p> <p>Hispanic: 44.1%</p> <p>White: 50.2%</p>	<p><u>Desired State:</u> Drachman students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> The African American and white subgroups outperformed the district, while the Hispanic subgroup scored slightly below the district (2.0%). The group as a whole scored slightly below the district (1.0%). Both the African American and the Hispanic subgroups scored below the white subgroup. The difference between our highest subgroup (white) and our lowest subgroup (Hispanic) is 6.1%.</p> <p><u>Gap:</u> Overall: 1.0% below district African American: none (2.1% above district) Hispanic: 2.0% below district White: none (4.1% below district)</p>
2 nd -3 rd grade math	SY20-21 Q1 & Q2 Benchmarks Combined	

	<p>School Average: 45.9% District Average: 41.8%</p> <p>African American: 34.9% Hispanic: 41.1% White: 55.7%</p>	<p><u>Desired State:</u> Drachman students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> The African American and Hispanic subgroups' scores were below the district average, while the white subgroup was above; the Hispanic subgroup's was only slightly below at 0.7%. The group as a whole scored 4.1% above the district. Both the African American and the Hispanic subgroups scored below the white subgroup. The difference in scores between our highest subgroup (white) and our lowest subgroup (African American) is 20.8%.</p> <p><u>Gap:</u> Overall: none (4.1% above district) African American: 6.9% below district Hispanic: 0.7% below district White: none (13.9% above district)</p>
4 th -5 th grade math	<p>SY20-21 Q1 & Q2 Benchmarks Combined</p> <p>School Average: 49.6% District Average: 44.8%</p> <p>African American: 32.6% Hispanic: 49.5% White: 54.5%</p>	<p><u>Desired State:</u> Drachman students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> The African American and white subgroups' scores were above the district average, while the Hispanic subgroup's was below. The group as a whole scored 4.8% above the district. Both the African American and the Hispanic subgroups scored below the white subgroup. The difference in scores between our highest subgroup (white) and our lowest subgroup (African American) is 21.9%.</p> <p><u>Gap:</u> Overall: none (4.8% above district) African American: 12.2% below district Hispanic: none (4.7% above district)</p>

		White: none (9.7% above district)																																
6 th -8 th grade math	<p>SY20-21 Q1 & Q2 Benchmarks Combined</p> <p>School Average: 39.7% District Average: 37.5%</p> <p>African American: 31.9% Hispanic: 38.2% White: 58.8%</p>	<p><u>Desired State:</u> Drachman students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> The Hispanic and white subgroups’ scores were above the district average, while the African American subgroup’s was below. The group as a whole scored 2.2% above the district. Both the African American and the Hispanic subgroups scored below the white subgroup. The difference in scores between our highest subgroup (white) and our lowest subgroup (African American) is 26.9%.</p> <p><u>Gap:</u> Overall: none (2.2% above district) African American: 5.6% below district Hispanic: none (0.7% above district) White: none (21.3% above district)</p>																																
AzMERIT ELA Proficiency	<table><tr><th>2019 AzMERIT ELA</th><th>Drachman</th><th>District K-8</th><th>Comparison</th></tr><tr><td>3rd ELA</td><td>44.6%</td><td>35.8%</td><td>8.8%</td></tr><tr><td>4th ELA</td><td>46.8%</td><td>36.9%</td><td>9.9%</td></tr><tr><td>5th ELA</td><td>57.5%</td><td>42.6%</td><td>14.9%</td></tr><tr><td>6th ELA</td><td>19.4%</td><td>21.7%</td><td>-2.3%</td></tr><tr><td>7th ELA</td><td>26.3%</td><td>23.0%</td><td>3.3%</td></tr><tr><td>8th ELA</td><td>22.2%</td><td>18.5%</td><td>3.7%</td></tr><tr><td>Overall 3-8 ELA</td><td>40.3%</td><td>28.8%</td><td>11.5%</td></tr></table> <p>Overall 3-8 Proficiency: African American: 41.2% Hispanic: 37.5% White: 59.4%</p>	2019 AzMERIT ELA	Drachman	District K-8	Comparison	3rd ELA	44.6%	35.8%	8.8%	4th ELA	46.8%	36.9%	9.9%	5th ELA	57.5%	42.6%	14.9%	6th ELA	19.4%	21.7%	-2.3%	7th ELA	26.3%	23.0%	3.3%	8th ELA	22.2%	18.5%	3.7%	Overall 3-8 ELA	40.3%	28.8%	11.5%	<p><u>Desired State:</u> Drachman students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> Drachman students overall and at every grade level except 6th grade outperformed the district in proficiency on the last AzMERIT. Each subgroup also outperformed the district. The difference between our highest subgroup (white) and our lowest subgroup (Hispanic) is 21.9%.</p> <p><u>Gap:</u> Overall: none (11.5% above district) African American: none (12.4% above district) Hispanic: none (8.7% above district)</p>
2019 AzMERIT ELA	Drachman	District K-8	Comparison																															
3rd ELA	44.6%	35.8%	8.8%																															
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Overall 3-8 ELA	40.3%	28.8%	11.5%																															

		White: none (30.6% above district)																																				
AzMERIT Math Proficiency	<table><tr><th>2019 AzMERIT Math</th><th>Drachman</th><th>District K-8</th><th>Comparison</th></tr><tr><td>3rd Math</td><td>50.0%</td><td>37.3%</td><td>12.7%</td></tr><tr><td>4th Math</td><td>39.6%</td><td>30.8%</td><td>8.8%</td></tr><tr><td>5th Math</td><td>47.6%</td><td>34.9%</td><td>12.7%</td></tr><tr><td>6th Math</td><td>29.0%</td><td>18.3%</td><td>10.7%</td></tr><tr><td>7th Math</td><td>16.7%</td><td>17.8%</td><td>-1.1%</td></tr><tr><td>8th Math</td><td>11.1%</td><td>12.8%</td><td>-1.7%</td></tr><tr><td>Algebra</td><td>100.0%</td><td>38.6%</td><td>61.4%</td></tr><tr><td>Overall 3-8 Math</td><td>38.7%</td><td>24.6%</td><td>14.1%</td></tr></table> <p>Overall 3-8 Proficiency: African American: 29.4% Hispanic: 37.6% White: 45.5%</p>	2019 AzMERIT Math	Drachman	District K-8	Comparison	3rd Math	50.0%	37.3%	12.7%	4th Math	39.6%	30.8%	8.8%	5th Math	47.6%	34.9%	12.7%	6th Math	29.0%	18.3%	10.7%	7th Math	16.7%	17.8%	-1.1%	8th Math	11.1%	12.8%	-1.7%	Algebra	100.0%	38.6%	61.4%	Overall 3-8 Math	38.7%	24.6%	14.1%	<p><u>Desired State:</u> Drachman students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> Drachman students overall and at every grade level except 7th and 8th outperformed the district in proficiency on the last AzMERIT. Each subgroup also outperformed the district. The difference between our highest subgroup (white) and our lowest subgroup (African American) is 16.1%.</p> <p><u>Gap:</u> Overall: none (14.1% above district) African American: none (4.8% above district) Hispanic: none (13.0% above district) White: none (20.9% above district)</p>
2019 AzMERIT Math	Drachman	District K-8	Comparison																																			
3rd Math	50.0%	37.3%	12.7%																																			
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Overall 3-8 Math	38.7%	24.6%	14.1%																																			

B. SMART Improvement Goals for Student Achievement

Primary Need: Drachman needs to assure that Montessori strategies are implemented with fidelity to ensure student achievement in a Montessori setting.

Evidence to Be Used to Assess Progress and Accomplishment: AzMERIT data 2019 was used to establish these SMART goals. The State Standardized Test scores will be used to monitor and assess progress toward the SMART goals.

Student achievement will increase as follows:

ELA:

Each grade level and the school overall will increase the proficiency rate on the 2022 ELA AzM2 by 3% over their 2019 ELA AzMERIT, as follows:

Overall, Drachman (3rd-8th grade) will increase the proficiency rate from 40.3% proficient on the 2019 ELA AzMERIT (11.5% above the district K-8 proficiency rate of 28.8%) to 43.3% on the ELA AzM2 by 2022.

3rd grade will increase the proficiency rate from 44.6% proficient on the 2019 ELA AzMERIT (8.8% above the district K-8 proficiency rate of 35.8%) to 47.6% on the ELA AzM2 by 2022.

- Student achievement for Hispanic students in 2019 was 47.1% proficient in ELA on the AzMERIT, 5.4% higher than White students and 9.6% higher than African American students. The achievement gap between Drachman's White students and African American and Hispanic students will narrow by 3% on the AzM2 in 2022.

4th grade will increase the proficiency rate from 46.8% proficient on the 2019 ELA AzMERIT (9.9% above the district K-8 proficiency rate of 36.9%) to 49.8% on the ELA AzM2 by 2022.

- Student achievement for White students in 2019 was 100% proficient in ELA on the AzMERIT, 64.5% higher than Hispanic students. No African American students were enrolled in this grade. The achievement gap between Drachman's White students and Hispanic students will narrow by 10% on the AzM2 in 2022.

5th grade will increase the proficiency rate from 57.5% proficient on the 2019 ELA AzMERIT (14.9% above the district K-8 proficiency rate of 42.6%) to 60.5% on the ELA AzM2 by 2022.

- Student achievement for African American students in 2019 was 80% proficient in ELA on the AzMERIT, 19.3% higher than Hispanic students and 40.0% higher than White students. However, caution is advised in the analysis of this data because of the very low N sizes for African American and White students. The achievement gap between Drachman's White students and Hispanic students will narrow by 4% on the AzM2 in 2022.

6th grade will increase the proficiency rate from 19.4% proficient on the 2019 ELA AzMERIT (2.3% below the district K-8 proficiency rate of 21.7%) to 22.4% on the ELA AzM2 by 2022

- Student subgroup achievement goals are not advised for this grade because of the very low N sizes of African American and White students.

7th grade will increase the proficiency rate from 26.3% proficient on the 2019 ELA AzMERIT (3.3% above the district K-8 proficiency rate of 23.0%) to 29.3% on the ELA AzM2 by 2022.

- Student subgroup achievement goals are not advised for this grade because of the very low N sizes of African American and White students.

8th grade will increase the proficiency rate from 22.2% proficient on the 2019 ELA AzMERIT (3.7% above the district K-8 proficiency rate of 18.5%) to 25.3% on the AzM2 by 2022. ELA

- Student subgroup achievement goals are not advised for this grade because of the very low N sizes of African American and White students.

Math:

Each grade level and the school overall will increase the proficiency rate on the 2022 Math AzM2 by 3% over their 2019 Math AzMERIT, as follows:

Overall, Drachman (3rd-8th grade) will increase the proficiency rate from 38.7% proficient on the 2019 Math AzMERIT (14.1% above the district K-8 proficiency rate of 24.6%) to 17.1% on the Math AzM2 by 2022.

3rd grade will increase the proficiency rate from 50.0% proficient on the 2019 Math AzMERIT (12.7% above the district K-8 proficiency rate of 37.3%) to 53.0% on the Math AzM2 by 2022.

- Student achievement for Hispanic and African American students in 2019 was 50.0% proficient in Math on the AzMERIT, 8.3% higher than White students. The achievement gap between Drachman's White students and African American and Hispanic students will narrow by 3% on the AzM2 in 2022.

4th grade will increase the proficiency rate from 39.6% proficient on the 2019 Math AzMERIT (8.8% above the district K-8 proficiency rate of 30.8%) to 42.6% on the Math AzM2 by 2022.

- Student achievement for White students in 2019 was 70% proficient in Math on the AzMERIT, 32.5% higher than Hispanic students. No African American students were enrolled in this grade. The achievement gap between Drachman's White students and Hispanic students will narrow by 10% on the AzM2 in 2022.

5th grade will increase the proficiency rate from 47.6% proficient on the 2019 Math AzMERIT (12.7% above the district K-8 proficiency rate of 34.9%) to 50.6% on the Math AzM2 by 2022.

- Student achievement for Hispanic students in 2019 was 51.7% proficient in Math on the AzMERIT, 11.7% higher than Hispanic students and 18.4% higher than White students. However, caution is advised in the analysis of this data because of the low N sizes for African American and White students. The achievement gap between Drachman's White students and Hispanic students will narrow by 4% on the AzM2 in 2022.

6th grade will increase the proficiency rate from 29.0% proficient on the 2019 Math AzMERIT (10.7% above the district K-8 proficiency rate of 18.3%) to 32.0% on the Math AzM2 by 2022.

- Student subgroup achievement goals are not advised for this grade because of the very low N sizes of African American and White students.

7th grade will increase the proficiency rate from 16.7% proficient on the 2019 Math AzMERIT (1.1% below the district K-8 proficiency rate of 17.8%) to 19.7% on the Math AzM2 by 2022.

- Student subgroup achievement goals are not advised for this grade because of the very low N sizes of African American and White students.

8th grade will increase the proficiency rate from 11.1% proficient on the 2019 Math AzMERIT (1.7% below the district K-8 proficiency rate of 12.8%) to 14.1% on the Math AzM2 by 2022.

- Student subgroup achievement goals are not advised for this grade because of the very low N sizes of African American and White students.

ELL

ELL student achievement in 2019 in grades 3 – 8 was 6.7% proficient in ELA and Math, 2.3% above the district K-8 school proficiency rate of 4.1%. Drachman will increase proficiency from 6.7% to 9.7% on the AzM2 by 2022. Grades 3 – 8 were combined for this SMART goal because the N sizes are too small by grade. The non-Hispanic ELL students' N size is too small to report and thus, will not be broken out by ethnic subgroups.

ExEd

ExEd student achievement in 2019 in grades 3 – 8 was 12.2% proficient in ELA and Math, 4% above the district K-8 school proficiency rate of 8.2%. Drachman will increase proficiency from 12.2% to 14.2% on the AzM2 by 2022. Grades 3 – 8 were combined for this SMART goal because the N sizes are too small by grade.

- Student achievement for White ExEd students in 2019 was 21.1% proficient on the AzMERIT, 9.2% higher than Hispanic ExEd students. The N size for African American students was too low to include. The achievement gap between Drachman's White students and Hispanic students will narrow by 2% on the AzM2 in 2022.

C. Student Achievement Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies
 Action Steps to Implement Improvement Strategies
 Action Steps to Monitor, Assess, and Adjust Strategies

Achievement Improvement Goal

Student achievement will increase as follows:

Each grade level and the school overall will increase the proficiency rate on the 2022 ELA AzM2 by 3% over their 2019 ELA AzMERIT (to the scores detailed above).

Each grade level and the school overall will increase the proficiency rate on the 2022 Math AzM2 by 3% over their 2019 Math AzMERIT (to the scores detailed above).

Most Effective and Feasible Strategies for Achievement Improvement Goal	
Strategy(ies) Selected	Supports and Constraints to Address
1. Provide PD on Montessori methods for planning and implementation in the classroom. Design a Montessori-Based intervention/acceleration program to be implemented at least four days a week that includes instruction by support staff (Certified and Classified)	<p>Supports:</p> <ul style="list-style-type: none"> •Montessori-trained staff •Montessori Lead Teachers and Magnet Coordinator •Support Staff (Certified and Classified) <p>Constraints:</p> <ul style="list-style-type: none"> •Limited PD time due to District-required PD, cadre PLC time, and other needed PD topics

<p>2. Provide differentiation in instruction through fidelity of implementation of the Montessori Method.</p>	<p>Supports:</p> <ul style="list-style-type: none"> •Montessori-trained staff •Montessori Lead Teachers and Magnet Coordinator •Support Staff (Certified and Classified) <p>Constraints:</p> <ul style="list-style-type: none"> •Conflict between Montessori sequencing of material, state standards, and TUSD's Scope and Sequence of curriculum. •Availability of budget for Montessori materials.
<p>3. Plan for inclusion of students new to Montessori.</p>	<p>Supports:</p> <ul style="list-style-type: none"> •Montessori-trained staff. •Montessori Lead Teachers and Magnet Coordinator •Support Staff (Certified and Classified) <p>Constraints:</p> <ul style="list-style-type: none"> •To maintain an environment with fidelity to the Montessori model, most students in a classroom should have attended Montessori classrooms from kindergarten up. •Students transferring in may not have experience or even understanding of the Montessori method.
<p>4. Provide PLC-CTT time for teachers to collaborate on teaching and learning.</p>	<p>Supports:</p> <ul style="list-style-type: none"> •Montessori Lead Teachers and Magnet Coordinator •Music teacher to provide specials during PLC <p>Constraints:</p> <ul style="list-style-type: none"> •Limited Wednesday cadre PLC time •Limited specialists/staffing to cover job-embedded PLC time
	<p>Supports:</p> <ul style="list-style-type: none"> •District Department of Curriculum & Instruction

5. Increase staff knowledge and capacity related to Social Emotional Learning and trauma-sensitive practices.	<ul style="list-style-type: none"> •“Train the Trainer” sessions at Curriculum and Instruction Professional Development Academy •District Counselor department •Drachman’s School Counselor <p>Constraints:</p> <ul style="list-style-type: none"> •Limited PD time due to District-required PD, cadre PLC time, and other needed PD topics
6. Increase family and community engagement.	<p>Supports:</p> <ul style="list-style-type: none"> •Family and Community Engagement Liaison •Magnet Coordinator •PTA •District-provided conference days •District-planned Family Engagement Center Support Events <p>Constraints:</p> <ul style="list-style-type: none"> •Family member availability •Full participation by all in all events may be impacted by language barriers, particularly with those who do not speak English or Spanish

Action Steps to Implement Improvement Strategies for Achievement Improvement Goal			
Strategy 1: Provide PD on Montessori methods for planning and implementation in the classroom.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Design staff survey	Magnet Coordinator	August 2021	Inventory of core Montessori principles/techniques
Survey staff on areas of greatest need	Magnet Coordinator	August 2021	Survey/survey method

Select PD topics	Principal, Magnet Coordinator, Montessori Lead Teachers	August 2021	Results of survey
Plan PD sessions (and Include PD on a Montessori-Based intervention/acceleration program to be implemented at least four days a week that includes instruction by support staff (Certified and Classified))	Magnet Coordinator, Montessori Lead Teachers	August 2021	PD calendar, survey results
Execute PD sessions	Magnet Coordinator, Montessori Lead Teachers	Throughout the year, at least once per quarter	Montessori knowledge Presentation Resources

Action Steps to Monitor, Assess, and Adjust Strategies for Achievement Improvement Goal			
Strategy 1: Provide PD on Montessori methods for planning and implementation in the classroom.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Select focus principle/material to implement.	All PD Participants	At the end of each PD session	Method to record selected focus
Look for selected focus during walkthroughs.	Principal, Magnet Coordinator, Montessori Lead Teachers	Within 2-4 weeks of PD	Montessori walkthrough instrument; record of selected foci
Report back on selected focus	PD Participants	At PD/PLC 2 weeks after PD	Evidence of focus use
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: PD Calendar PD Agendas and Sign in Sheets Documentation of plan to implement			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: PD Calendar PD Agendas and Sign in Sheets Documentation of plan to implement			

Action Steps to Implement Improvement Strategies for Achievement Improvement Goal			
Strategy 2: Provide differentiation in instruction through fidelity of implementation of the Montessori Method.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Deliver instruction tailored directly to students' individual academic progress and needs (via use of the Montessori practices such as individual/small group instruction, "isolation of difficulty", and Montessori sequencing – see Appendix 1 for more detail)	All teachers with support from staff	All year	Low student: staff ratios Teaching Assistants
Provide instruction primarily on an individual and/or small group basis.	All teachers with support from staff	All year	Low student: staff ratios Teaching Assistants
Use Montessori hands-on materials as the primary means of delivering curriculum in the elementary classrooms.	Elementary teachers with support from staff	All year	Montessori materials
Incorporate flexible groupings within classrooms, as well as across classrooms when appropriate.	All teachers with support from staff	All year	Time to plan for flexible groupings
Incorporate opportunities for peer mentoring (for example "reading buddies") within and across classrooms.	All teachers with support from staff	All year	Time to plan for peer mentoring.
Incorporate small group work with heterogeneous groupings in the middle school classrooms.	Middle school teachers with support from staff	All year	Knowledge/training about the middle school Montessori structure
Create a crosswalk of state standards with Montessori Standards of Practice (SOP) and curricula implementation	Magnet Coordinator, Montessori Lead Teachers	February 14, 2022	State standards, TUSD Scope & Sequence, Montessori Standards of Practice
Sequence instruction differently than the TUSD pacing guide as needed to support the Montessori practice of mixed grade level groupings and to utilize Montessori materials more effectively to support mastery of standards.	All teachers	All year	Montessori pacing guide, TUSD pacing guide

Assess student work on the basis of mastery and differentiate mastery standards for students based on individualized student needs.	All teachers	All year	Knowledge/training Montessori structures
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Action Steps to Monitor, Assess, and Adjust Strategies for Achievement Improvement Goal			
Strategy 2: Provide differentiation in instruction through fidelity of implementation of the Montessori Method.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Follow a Montessori system for monitoring daily instruction.	Principal; school leadership team	All year	Montessori-based evaluation instrument
Review weekly data on student progress and present levels of achievement.	Principal, PLC Teams	Weekly	Teacher-provided ongoing formative data and Montessori records
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Teacher-provided ongoing formative data and Montessori records			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Benchmark data			

Action Steps to Implement Improvement Strategies for Achievement Improvement Goal			
Strategy 3: Plan for inclusion of students new to Montessori.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Limit the number of students entering after first grade to preserve Montessori “normalization” of the learning environment.	Principal, Magnet Coordinator, TUSD Placement office	All year, especially January	Data on previous Montessori experience of students
Interview prospective students and families entering after first grade to prioritize students with previous Montessori experience and ensure commitment to a Montessori system.	Principal, Magnet Coordinator	All year, especially January	Interview questions
Balance the number of students with previous Montessori experience in regular Montessori classrooms	Principal, Magnet Coordinator	All year, especially April	Data on previous Montessori experience of students

At the middle school level, provide an alternate option for a classroom experience that is Montessori-influenced but more highly structured.	Principal, middle school teacher	All year	Classroom, teacher
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Action Steps to Monitor, Assess, and Adjust Strategies for Achievement Improvement Goal			
Strategy 3: Plan for inclusion of students new to Montessori.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review progress of students new to Montessori to monitor progress.	Magnet Leadership Team	Beginning of Quarters 3 and 4 (in SY22-23, this will also include Quarter 2)	Data from classroom teachers
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Data on previous Montessori experience of students and classroom distribution			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Data on progress of students new to Montessori			

Action Steps to Implement Improvement Strategies for Achievement Improvement Goal			
Strategy 4: Provide PLC-CTT time for teachers to collaborate on teaching and learning.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Schedule 45 minutes embedded within the school day for teachers to meet with a group of 3-4 teachers of similar grade level and a resource teacher who will facilitate the PLC.	Principal, Magnet Coordinator, Montessori Lead Teachers	Once per week, all year	Magnet Coordinator, Montessori Lead Teachers
Coordinate coverage for weekday PLC-CTT meetings	Principal, Magnet Coordinator, Montessori Lead Teachers	Once per week, all year	Music teacher, Counselor, Montessori Lead Teachers, Library Assistant, Teaching Assistants to provide instruction and

			supervision while teachers participate
Schedule Cadre PLC-CTT meetings for 60 minutes during Wednesday PD time.	Principal	Goal of twice per month all year	None
Provide extended-day PLC-CTT time to allow for additional collaboration on teaching and learning.	Principal	Additional strategic time to be determined as needed since budget is limited	Funding for additional hours.
Work with PLC-CTTs on planning for incorporating Montessori strategies, instruction, common formatives, re-teaching lessons, and analyzing common formatives and benchmark data.	Magnet Coordinator and Montessori Lead Teachers	Weekly during all PLC meetings	Knowledge of Montessori strategies; common formative and benchmark data
Include Montessori-specific topics or agenda items in PLCs.	Magnet Coordinator and Montessori Lead Teachers	Weekly during all PLC meetings	Knowledge of Montessori strategies

Action Steps to Monitor, Assess, and Adjust Strategies for Achievement Improvement Goal			
Strategy 4: Provide PLC-CTT time for teachers to collaborate on teaching and learning.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review Schedule and PLC Agendas/Minutes, including for Montessori-specific topics/agenda items.	Magnet Coordinator, Principal	At the end of every month	PLC schedules, PLC minutes
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: PLC-CTTs Agendas and Minutes PLC-CTT Observation Data PLC-CTT Action Plans PD/PLC Sign-In Sheets Magnet Reports			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: PLC-CTTs Agendas and Minutes PLC-CTT Observation Data			

PLC-CTT Action Plans
 PD/PLC Sign-In Sheets
 Magnet Reports

Action Steps to Implement Improvement Strategies for Achievement Improvement Goal

Strategy 5: Increase staff knowledge and capacity related to Social Emotional Learning and trauma-sensitive practices.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Plan PD on trauma sensitive practices	School Counselor	August 2021	PD calendar, Information about trauma sensitive practices
Implement PD on trauma sensitive practices	School Counselor, Outside agency	Once per quarter	Information about trauma sensitive practices
Plan PD on SEL practices	School Counselor	August 2021	PD calendar, Information about SEL practices
Implement PD on SEL practices	School Counselor, Outside agency	Once per quarter	Information about SEL practices

Action Steps to Monitor, Assess, and Adjust Strategies for Achievement Improvement Goal

Strategy 5: Increase staff knowledge and capacity related to Social Emotional Learning and trauma-sensitive practices.

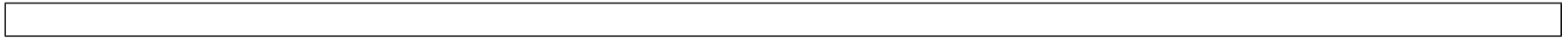
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Have PD participants complete a knowledge check and exit surveys about their knowledge of these practices.	Counselor to lead; PD participants to complete survey	At the beginning of the year and after each PD session	Knowledge check and Exit surveys.
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: PD Agendas PD Calendar Staff Schedules Exit Surveys for the Training			
Evidence to be Collected for Monitoring and Assessing Goal Attainment:			

PD Agendas
 PD Calendar
 Staff Schedules
 Exit Surveys for the Training

Action Steps to Implement Improvement Strategies for Achievement Improvement Goal			
Strategy 6: Increase family and community engagement			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Provide every parent at least two meaningful, personal forms of engagement or communication during the school year.	All staff members	Throughout the year; minimum one during first quarter	Parent contact information; possibly translators
Host regular meetings of School Council, Family Engagement Team, and PTA to keep parents and community members engaged and informed.	Principal, PTA President	PTA monthly; Site Council and Family Engagement quarterly	Meeting space, agendas
Broadcast PTA, School Council, and Family Engagement Teams meetings (via Facebook Live, Zoom, or a similar technology) to encourage greater participation.	Principal	PTA monthly; Site Council and Family Engagement quarterly	Technology capable of broadcasting (both hardware and software)
Use social media (including Facebook, Instagram, and Twitter), Parent Link calls and emails, our website, and hard copy documents (when reasonable) to share information about events, accomplishments, and programs.	Principal, Magnet Coordinator	Goal of posting or communicating an average of 3-5 times per week	Accounts on social media platforms; parent contact information; content (including graphics and software to generate them)
Keep school website updated with relevant information for families and community members.	Web Editor (currently Magnet Coordinator)	Monthly at minimum, but more frequently when possible	Knowledge of how to update website
Support family connections and behavioral supports for students with behavioral issues to maximize their engagement in the classroom.	Montessori Behavior Monitor	As needed, within 24-hours of significant behavior incidents	Funding for Montessori Behavior Monitor position

Schedule, plan and execute academic family engagement activities and events (including Literacy Night, Math Night, and Montessori Curriculum Night).	Title 1 Family Engagement Lead Staff Member	at least once quarterly	Staff member and volunteer support, Event-specific materials
Participate in meetings/trainings focused on developing partnerships with families.	Magnet Coordinator, Title 1 Family Engagement Lead Staff Member	As available through Title I and Magnet Departments	None other than what is provided in those trainings and meetings

Action Steps to Monitor, Assess, and Adjust Strategies for Achievement Improvement Goal 2			
Strategy 6: Increase family and community engagement			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Complete monthly Family Engagement Report detailing outreach and engagement efforts	Title 1 Family Engagement Lead Staff Member	Monthly	Tracking system; Funding for Family Engagement Lead Staff
Complete quarterly Magnet Report detailing (among other things) outreach and engagement efforts	Magnet Coordinator	Quarterly	Tracking system, Funding for Magnet Coordinator
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Family Engagement Report Magnet Report Parent Link communications Newsletters Social media posts Meeting/Training Agendas & Sign-In Sheets			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: School Quality Survey Data Family Engagement Report Magnet Report Parent Link communications Newsletters Social media posts Meeting/Training Agendas & Sign-In Sheets			



V. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and student achievement. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g., Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- FTE Montessori Lead Teachers (910G, 202)
- 2.0 FTE Magnet Teachers (910G, 202)
- 3.51 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Montessori Behavior Intervention Monitor (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.25 FTE Teaching Assistant (Title 1)
- 0.3 FTE Reading Interventionist (Title 1)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE Counselor (M&O)
- 1.0 FTE Library Assistant (M&O)

Goal Focus: Integration and / or Student Achievement

Magnet Focus Areas: Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and Magnet Theme (MT).

Personnel

Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Montessori Lead Teachers	\$112,245	2.5	These teachers will provide professional development for teachers who are new to Montessori Teaching and/or the teaching profession.	AA, PL, & MT	Achievement Goal 1, Strategies 1 & 2

Magnet Teachers	\$83,700	2.0	These funds are for placing five middle school teachers on 6/5 th contracts and for the cost of a music teacher. Our middle school students attend school for an additional 45 minutes beyond the minutes of K-5 students. In our Montessori Middle School Model, these teachers will be required to teach their self-contained 6th, 7th, and 8th grade classes all day, without a mid-day planning period, and will also provide students with elective experiences. This was a part of our proposal and plan to become a K-8 school that was approved by the district, the Special Master, and individuals involved in the Deseg case. The music teacher will provide violin instruction to students and mariachi. This will provide teachers will additional time for professional growth and PLCs while on contract.	AA, PL, MT	Integration Goal 2, Strategy 2; Achievement Goal 1, Strategy 2
Teaching Assistants	\$69,060	3.51	The Montessori Model of education requires teaching assistants in grades K-3, and recommends teaching assistants in grades 4-8, to support instruction. These funds would be for four 7-hour TAs.	AA & MT	Integration Goal 2, Strategy 2; Achievement Goal 1, Strategy 2
Montessori Behavior Intervention Monitor	\$20,820	1.0	The classified Montessori Behavior Intervention Monitor will help with the culture and climate among students and the implementation of PBIS practices. This individual will monitor and conduct dialogues with students, using Montessori Grace & Courtesy techniques, will serve as liaison between students, families, and the administration.	AA, PCI, & MT	Achievement Goal 1, Strategy 4

			This individual will also support our students who are new to Drachman in understanding Montessori behavioral expectations and will help them build relationships with returning students.		
Magnet Coordinator	\$47,900	1.0	The Magnet Coordinator will specifically target the integration pillar. She will also provide Montessori Professional Development, support PLC-CTTs, our implementation of TUSD's Multicultural Curriculum, and our CFA calendar. Lastly, she will provide Montessori-Based Parent Education and support incoming families with helping them understand the principles of Montessori Education.	IN, AA, PCI, PL, & MT	Integration Goal 1, Strategy 1; Integration Goal 2, Strategy 1; Achievement Goal 1, Strategy 1; Achievement Goal 1, Strategy 2; Achievement Goal 1, Strategy 4
Subs for Sick Leave	\$3,500			AA, PL, MT	
Certified Added Duty – Recruitment	\$2000		This budget line will be used by our Magnet Coordinator to pay for staffing recruitment events outside of contract time.	In	Integration Goal 1, Strategy 1; Integration Goal 2, Strategy 1; Achievement Goal 1, Strategy 4
Added Duty- PLC Work	\$460.00		This line would be for PLC/CTT work after contract hours.		Achievement Goal 1, Strategy 2
Montessori Stipends	\$7,000			PL & MT	Integration Goal 2, Strategy 2
Employee Benefits	\$102,710				
Total Budget	\$449,395				
Total FTE		10.0			

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus
Montessori Registration for Training	\$200	This line would be to partially pay for the registration of teachers for Montessori Training at Khalsa	PL	Integration Goal 2, Strategy 2; Achievement Goal 1, Strategy 1
Montessori Supplies	\$108	This line would be to purchase Montessori learning materials	MT	Integration Goal 2, Strategy 2; Achievement Goal 1, Strategy 1
Registration Fee - Magnet Schools of America	\$1,800	This line is required for the Principal and Magnet Coordinator to attend the Magnet Schools of America Conference per the district mandate.	PL, MT	Integration Goal 1, Strategy 1; Integration Goal 2, Strategy 1; Achievement Goal 1, Strategy 4
Out of State Travel- Magnet Schools of America	\$6,000	This line is required for the Principal and Magnet Coordinator to attend the Magnet Schools of America Conference per the district mandate.	PL, MT	Integration Goal 1, Strategy 1; Integration Goal 2, Strategy 1; Achievement Goal 1, Strategy 4
Total Budget	\$8,108			

Deseg Budget 2021-2022 SY	
Personnel Cost	\$ 449,395.00
Non-Personnel Cost	\$8,108.00
Total Budget	\$457,503.00

TITLE 1 Budget

Title 1 Budget 2021-22 SY		
Description	Sum of FY 22 (\$)	Purpose
1.0 FTE Classroom Teacher	\$41,710	Class size reduction teacher
0.3 FTE Reading Interventionist	\$14,000	Reading Interventionist
3.25 FTE Teaching Assistants	\$67,750	Teaching Assistants
Substitutes	\$1,300	Substitutes for Sick Leave
Instructional Supplies	\$1,000	Instructional Supplies
District Supplies (1000)	\$1,000	Needed supplies
Subs for Data Talks	\$2,000	Subs for Data Talks
Technology	\$30,000	Technology, computers to replace broken devices
District Supplies (2000)	\$7,467	Needed supplies
Employee Benefits (30%)	\$39,510	
Total Budget 2021-22 SY	\$205,737	
Total FTE:	4.55	

Drachman Montessori Magnet School Plan SY21-22

Appendix 1

The following describes essential aspects of the Montessori method and key Montessori terminology or concepts. All content is quoted directly from the websites of the two major Montessori organizations: the American Montessori Society (<https://amshq.org/>) and Association Montessori Internationale (<https://montessori-ami.org/>).

5 Core Components of Montessori Education

1. Trained Montessori Teachers: A properly credentialed Montessori teacher has the skills and expertise to implement high-fidelity Montessori.
2. The Multi-Age Classroom: Classes with 3-year age spans facilitate mentorship among the students and encourage leadership development.
3. Using Montessori Materials: A hallmark of Montessori is specially designed materials that provide a hands-on approach to learning.
4. Child-Directed Work: Students are given agency to self-select work, leading to intrinsic motivation and sustained attention.
5. Uninterrupted Work Periods: An extended period of “free choice” enables students to work at their own pace and without interruption.

Features of a Montessori Classroom

Individualization/Differentiation

- Each child is valued as a unique individual. Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are free to learn at their own pace, each advancing as he is ready, guided by the teacher and an individualized learning plan.
- An advantage of the Montessori approach—including multi-age classrooms with students of varying abilities and interests—is that it allows each child to work at his or her own pace. Students whose strengths and interests propel them to higher levels of learning can find intellectual challenge without being separated from their peers. The same is true for students who may need extra guidance and support, including students with special needs such as ADHD, learning differences, and autism spectrum disorders: each can progress through the curriculum at her own comfortable pace, without feeling pressure to “catch up.”
- When you observe a Montessori teacher at work you may be surprised! You will not see her standing in front of the classroom teaching the same lesson to the entire class, because the Montessori curriculum is individualized to the needs, interests, and learning style of each child. Often you will find her on the floor, working with an individual child. With the older children, she may be giving a small group lesson, or demonstrating a lesson or activity that the students will then complete on their own.
- One of the many roles of the Montessori teacher is to observe each child and the classroom community as a whole and make adaptations to the environment and lesson-planning as needed to support each child’s development. As the Montessori teacher observes, he is determining when and how to introduce a new challenging lesson to a student, and when to review a previous lesson if a skill has not yet been mastered.

Independence, Choice and Freedom

- Beginning at an early age, Montessori nurtures order, concentration, and independence. Intentional classroom design, materials, and daily routines support the student’s emerging “self-regulation” (the ability to educate one’s self, and to think about what one is learning), in toddlers through adolescents.
- Beginning at the Elementary level, students typically set learning goals and create personal work plans under their teacher’s guidance.
- Montessori students enjoy freedom within limits. Working within parameters set by their teachers and the classroom community, students are active participants in deciding what their focus of learning will be.
- Students are supported in becoming active seekers of knowledge. Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions. Internal satisfaction drives the child’s curiosity and interest and results in joyous learning that is sustainable over a lifetime.
- Although students are free to work at their own pace, they’re not going it alone. The Montessori teacher closely observes each child and provides materials and activities that advance his learning by building on skills and knowledge already gained. This gentle guidance helps each child master the challenge at hand—and protects him from moving on before he’s ready, which is often what causes children to “fall behind.” Each child is challenged appropriately in each area of the curriculum to ensure that skills and competencies are fully developed and that the child is able to pursue his own unique interests.
- While a Montessori student may choose her activities on any given day, her decisions are limited by the materials and activities in each area of the curriculum that the teacher has prepared and presented to her. The teacher’s observations inform each child’s personalized learning plan and allow each child to move through the curriculum at an appropriate pace and level of challenge.

Self-Correction and Self Assessment

- Self-correction and self-assessment are an integral part of the Montessori classroom approach. As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.

Community Building and Social Emotional Skills

- Students are part of a close, caring community. The multi-age classroom—typically spanning 3 years—re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a peaceful conflict resolution.
- Montessori supports social-emotional skills. Contemporary research supports the 100-year-old Montessori Method's effectiveness, indicating that children who learn in Montessori classrooms demonstrate stronger social-emotional skills in many areas than children in more traditional environments.

Continuity of Montessori Education

- A growing body of research comparing Montessori students to those in traditional schools suggests that in academic subjects, Montessori students perform as well as or better—academically and socially—than their non-Montessori peers. These benefits grow as children have more experience in a Montessori environment.

Montessori Terminology

Control of error – Montessori materials are designed so that the child receives instant feedback about her progress as she works, allowing her to recognize, correct, and learn from an error without adult assistance. Putting control of the activity in the child’s hands strengthens her self-esteem and self-motivation as well as her learning.

Cosmic education – Maria Montessori urged us to give children a “vision of the universe” to help them discover how all of its parts are interconnected and interdependent, and to help them understand their place in society and the world. In Montessori schools, children in Elementary programs (between the ages of 6 – 12) learn about the creation of the universe through stories that integrate the studies of astronomy, chemistry, biology, geography, and history. These lessons help children become aware of their own roles and responsibilities as humans and as members of society, and help them explore their “cosmic task”—their unique, meaningful purpose in the world.

Normalization – A natural developmental process exhibited by a love of work or activity, concentration, self-discipline, and joy in accomplishment. Dr. Montessori observed that children in Montessori programs exhibit normalization through repeated periods of uninterrupted work during which time they work freely and at their own pace on their own chosen activities. A normalized child is a happy, well-adjusted child who exhibits positive social skills in the Montessori classroom.

Prepared environment – The teacher prepares the environment of the Montessori classroom with carefully selected, aesthetically arranged materials that are presented sequentially to meet the developmental needs of the children using the space. Well-prepared Montessori environments contain appropriately sized furniture, a full complement of Montessori materials, and enough space to allow children to work in peace, alone, or in small or large groups.

Isolation of a Difficulty – Before giving a presentation, the Montessori teacher analyses the activity she wants to show to the child. Procedures or movements that might prove troublesome are isolated and taught to the child separately. For example, holding and snipping with scissors, a simple movement, is shown before cutting curved or zigzag lines; folding cloths is shown before table washing, an activity requiring folding. A task should neither be so hard that it is overwhelming, nor so easy that it is boring.

Three-Hour Work Cycle – Through years of observation around the world, Montessori came to understand that children, when left in freedom, displayed a distinct work cycle which was so predictable it could even be graphed. This cycle, with two peaks and one valley, lasted approximately three hours. In Montessori schools children have three hours of open, uninterrupted time to choose independent work, become deeply engaged, and repeat to their own satisfaction.

Magnet Programs
TUCSON UNIFIED
 SCHOOL DISTRICT

**TUSD Magnet Programs
 School Integration and Achievement Action Plan
 School Year 2021-22**

Principal: Tonya Strozier, M.Ed.

School: Holladay Elementary Magnet School

Magnet Program: Visual Arts and Performing Arts

Region: Santa Cruz

Revised: 1/7/2022

Planning Team

Name	Position	Name	Position
Tonya Strozier	Principal	Trevor Salago	Magnet Site Coordinator
Mauria Terry	Instructional Data and Interventions Coordinator	Tellishus Cepher	Office Manager

Sign Off:

Position	Name	Signature	Date
Principal	Sean Wilkin	<i>Sean Wilkin</i>	12/10/2021
Regional Assistant Superintendent	Mark Alvarez	<i>Mark Alvarez</i>	12/10/2021
Interim Director of Magnet Programs/ Asst. Superintendent of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/8/2022

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- C. Integration Strategies
 - Most Effective and Feasible Strategies for Integration
 - Action Steps to Implement Improvement Strategies for Integration
 - Action Steps to Monitor, Assess, and Adjust Strategies for Integration

IV. STUDENT ACHIEVEMENT

- A. Gaps in Student Achievement
- B. SMART Goal for Student Achievement
- C. Student Achievement Strategies
 - Most Effective and Feasible Strategies for Student Achievement
 - Action Steps to Implement Improvement Strategies for Student Achievement
 - Action Steps to Monitor, Assess, and Adjust Strategies for Student Achievement

V. MAGNET SCHOOL BUDGET

I. MAGNET SCHOOL PROFILE

Holladay Elementary Magnet School is currently a B-rated school by the Arizona Department Education. Holladay is an integrated school with no racial or ethnic group exceeding 70 percent. Holladay has representation of White/Anglo, Black/African American, Hispanic, Native American, Asian American, and Multi-racial groups. All racial or ethnic groups are within +/- 25 percentage points of their respective racial or ethnic groups among Tucson Unified School District's (TUSD) elementary schools. Holladay's programmatic themes include Visual Arts and Performing Arts. The Visual Arts and Performing Arts programs at Holladay are devoted to helping all students consistently achieve the highest possible competence not only in core academic subjects, but to foster creativity, equity, cultural responsiveness, and innovation. At Holladay, curriculum and pedagogy is aligned with, and infused by, the arts so students experience an interactive, comprehensive arts integrated education. Students at Holladay are expected to participate in culturally relevant performing arts projects and visual arts presentations.

Holladay focuses on family and community engagement with arts themed programs and partnerships. Holladay has an annual art show and quarterly performances where students sing, dance, act, and recite lines. Student artwork is also shown throughout the school site and around the community in libraries and grocery stores. All students learn to play the piano keyboard in the district's only piano keyboard lab. Fourth grade students learn to play drums and fifth grade students are invited to participate in Band or Orchestra. Holladay also puts on community showcases throughout the Tucson community for all of its performing groups including modern dance, folkloric, and step-team. The visual and performing arts teachers also work with classroom teachers to support arts integration. The visual and performing arts teachers also push-in for school-wide interventions for Math and English-Language Arts (ELA).

Students receive leadership development skills through Holladay's Multi-Tiered Systems of Supports (MTSS) framework and Positive Behavioral Intersections and Sports (PBIS). All students receive Social and Emotional Learning (SEL) lessons from the School Counselor. The School Counselor also works on social and emotional development through individual or group sessions. As a Leader In Me School, students learn to take ownership of their learning and decisions to become scholars and leaders within the Holladay community and all communities they are part of. Administration, teachers, and staff are committed to the success of the whole child.

Holladay is a one-to-one technology environment and offers makerspaces sessions, library sessions, after school athletic programs, and after school enrichment activities all in addition to the arts.

Vision:

Holladay's Vision Statement for 2021 – 2022:

The vision for Holladay's students is to learn in a fully art integrated, technology rich, and equitable environment. Students continuously develop critical thinking skills, meaningful relationships, and leadership abilities.

Mission:

Holladay's Mission Statement for 2021 – 2022:

Holladay's mission is to integrate visual and performing arts to such a degree that fosters creativity, equity, cultural responsiveness, and innovation.

Core Values:

Holladay's Core Values for 2021 – 2022:

Love – We value all individuals. Love is demonstrated through kindness, respect, and celebrate our unique gifts.

Family and Community – We cultivate relationships and a sense of belonging within our diverse community by working collaboratively, embracing empathy, and shared decision-making.

Creativity – We encourage the integration and expression of all art forms to solve problems, communicate with others, work collaboratively, and gain knowledge.

Cultural Relevance – We champion cultural competence, equity, diversity, and the inclusion of different points of view and cultures.

Leadership – We believe that everyone is a leader.

Innovation – We inspire curiosity, critical thinking, and lifelong learning through dynamic experiences.

School Profile

2018-19 Letter Grade	2020-21 Integration Status	Theme
B	Integrated	Visual Arts and Performing Arts

Student Profile Using 40th Day Enrollment Data

Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)
23.26	64.3%	12.3%	13.9%

School Integration Profile (USP Ethnicity)

School Integration Profile (USP Ethnicity)													
Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
2020 – 21 Holladay Enrollment	14	8%	44	24%	120	64%	2	2%	1	1%	3	1%	187
2020 – 21 Avg Elementary Enrollment	20%		10%		60%		4%		2%		4%		
USP Integration Range + / - 25% District Elementary Schools Average													
	5-35%		0-25%		45-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District Elementary Schools Average													
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%		

3 Years of AzMERIT TUSD Elementary School Math Grades 3 - 5

School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
District Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
State Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
Holladay	32%	18%	13%	39%	15%	14%	66%	27%	21%

3 Years of AzMERIT TUSD Elementary Schools ELA Grades 3 - 5

School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
District Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
State Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
Holladay	18%	21%	13%	26%	18%	25%	48%	27%	27%

Holladay 2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity

USP Ethnicity	ELA	Math
White	67%	67%
African American	55%	52%
Hispanic	23%	26%
Native American	0%	33%
Asian-PI	0%	0%
Multi-Racial	0%	33%
All	33%	36%

II. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 25 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

III. INTEGRATION

A. Gaps in Integration

Area of Student Outcome	Data Source(s)	Descriptions of Gaps																					
<p>Overall (187 students)</p> <table border="1" data-bbox="170 508 520 774"> <tr> <th></th><th>Holl.</th><th>TUSD</th></tr> <tr> <td>W/A</td><td>7.5%</td><td>20.5%</td></tr> <tr> <td>Af. A.</td><td>23.5%</td><td>10.5%</td></tr> <tr> <td>Hisp.</td><td>64.2%</td><td>59.9%</td></tr> <tr> <td>Na A.</td><td>1.6%</td><td>3.6%</td></tr> <tr> <td>Asi.A.</td><td>0.5%</td><td>1.7%</td></tr> <tr> <td>Multi</td><td>2.7%</td><td>3.8%</td></tr> </table> <p>48.7% Female 51.3% Male</p>		Holl.	TUSD	W/A	7.5%	20.5%	Af. A.	23.5%	10.5%	Hisp.	64.2%	59.9%	Na A.	1.6%	3.6%	Asi.A.	0.5%	1.7%	Multi	2.7%	3.8%	<p>40th Day Enrollment for the 2020 – 2021 Academic School Year</p> <p>Synergy Reports: Report U-STU-02: Daily Enrollment by Student Demographics</p> <p>Quarterly Magnet Report</p>	<p><u>Desired State:</u> A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 25 percentage points.</p> <p><u>Current Reality:</u> Holladay has representation of all racial or ethnic groups. No racial or ethnic group exceeds 70% of the school's enrolled population. All racial or ethnic groups are within +/- 25% of the district's racial or ethnic groups.</p> <p><u>Gap:</u> Holladay can work on recruitment practices to increase the White/Anglo group, Native American group, and Asian American group.</p>
	Holl.	TUSD																					
W/A	7.5%	20.5%																					
Af. A.	23.5%	10.5%																					
Hisp.	64.2%	59.9%																					
Na A.	1.6%	3.6%																					
Asi.A.	0.5%	1.7%																					
Multi	2.7%	3.8%																					

B. SMART Goal for Integration**Primary Need:** Diversity

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>By the 40th day of the 2021 – 2022 academic school year, Holladay will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment and when no single racial or ethnic group +/- 25 percentage points of the district's average for elementary schools and will seek to address racial/ethnic gaps identified in section A, above.</p>	<p>40th Day Enrollment for the 2021 – 2022 Academic School Year</p> <p>Synergy Reports: Report U-STU-02: Daily Enrollment by Student Demographics</p> <p>Quarterly Magnet Report</p>

C. Integration Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1: By the 40th day of the 2021 – 2022 academic school year, Holladay will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment; and when no single racial or ethnic group +/- 25 percentage points of the district's average for elementary schools, and will seek to address racial/ethnic gaps identified in section A.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Recruitment and Selection	<p>Supports: Diversifying student population and equitable practices/access.</p> <p>Constraints: Non-existent online marketing budget without the use of TUSD's Communication Department funding to boosted ads.</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Recruitment and Selection			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Holladay's principal and magnet site coordinator will work together to develop and assess yearly recruitment plans and marketing plans to increase minority population representations from White/Anglo students, Asian American Students, and Native American Students. Holladay emphasizes on using social media platforms (school website, Facebook, and Instagram) to target parents. The recruitment plan and marketing plan are reviewed regularly for effectiveness based on student application data and social media analytics, respectively.	Principal, Magnet Site Coordinator	Ongoing	Social media marketing funds, brochures, street banners.
Holladay recruitment plan includes a summer program targeted at students entering kindergarten for the next school year. The Kinder Ready Camp will showcase Holladay's arts magnet theme and focus on English-Language Arts (ELA).	Principal, Magnet Site Coordinator, Instructional Data and Intervention Coordinator	Ongoing	Funding 3 summer program teachers for the Kinder Reading Camp. Social media campaign ads for the program.
Holladay's recruitment plan includes scheduling non-district recruitment activities for preschool parent nights, visual and performing arts centers, community centers, public libraries, and Art in the Park events.	Principal, Magnet Site Coordinator	Ongoing	Social media marketing funds, brochures, street banners.
Holladay's recruitment and marketing plans will align with the district's open enrollment process for magnet school placement for potential students.	Principal, Magnet Site Coordinator	Ongoing	Social media marketing funds, brochures, street banners.
Holladay's magnet status students that live within the Tucson Unified boundaries and live greater than 1.5 miles from the school site will qualify for transportations services.	Principal, Magnet Site Coordinator	Ongoing	Social media marketing funds, brochures, street banners.

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Recruitment and Retention			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The recruitment and marketing plan is reviewed, monitored, assessed, and adjusted regularly on population needs to diversify student population. Social media analytics and student application data will drive this process.	Principal, Magnet Site Coordinator	Ongoing	Social media marketing funds, brochures, street banners.
Monitor, assess, and adjust Kinder Ready Camp based on social media analytics, applications, and enrollment for the next school year.	Principal, Magnet Site Coordinator	Ongoing	Social media marketing funds, brochures, street banners.
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Annual recruitment and marketing planning documents, 40 th day student demographic data, Kinder Ready Camp applications, recruitment logs			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: 40 th day student demographic data, open enrollment applications			

IV. STUDENT ACHIEVEMENT

A. Gaps in Student Outcomes

Area of Student Outcome	Data Source(s)	Descriptions of Gaps																
<div>Math</div> <table><tr><th>School</th><th>2019 Gr. 3</th><th>2019 Gr. 4</th><th>2019 Gr. 5</th></tr><tr><td>District Avg</td><td>42%</td><td>36%</td><td>36%</td></tr><tr><td>State Avg</td><td>51%</td><td>48%</td><td>46%</td></tr><tr><td>Holladay</td><td>66%</td><td>27%</td><td>21%</td></tr></table>	School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	District Avg	42%	36%	36%	State Avg	51%	48%	46%	Holladay	66%	27%	21%	TUSDWebData	<u>Desired State:</u> Maintain B-rating from Arizona Department of Education. <u>Current Reality:</u> Data unavailable for a state standardized tests from the 2020 AzM2 (previously named AzMERIT) because of the cancellation for COVID-19 pandemic. The data available for state standardized tests comes from the 2019 AzMERIT (presently named AzM2). Holladay’s then 3 rd grade cohort are now 5 th grade students at Holladay. Data for the 4 th grade and 5 th grade cohorts are from students that no longer are at Holladay. <u>Gap:</u> Gap is not measurable due to state cancellation of the 2020 AzM2 (previously named AzMERIT).
School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5															
District Avg	42%	36%	36%															
State Avg	51%	48%	46%															
Holladay	66%	27%	21%															
<div>ELA</div> <table><tr><th>School</th><th>2019 Gr. 3</th><th>2019 Gr. 4</th><th>2019 Gr. 5</th></tr><tr><td>District Avg</td><td>38%</td><td>40%</td><td>43%</td></tr><tr><td>State Avg</td><td>46%</td><td>51%</td><td>52%</td></tr><tr><td>Holladay</td><td>48%</td><td>27%</td><td>27%</td></tr></table>	School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	District Avg	38%	40%	43%	State Avg	46%	51%	52%	Holladay	48%	27%	27%		
School	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5															
District Avg	38%	40%	43%															
State Avg	46%	51%	52%															
Holladay	48%	27%	27%															

B. SMART Improvement Goals for Student Achievement

Primary Need 1: Holladay needs to ensure that all students' gaps are addressed.

Evidence to Be Used to Assess Progress and Accomplishment: AzMERIT data 2019 was used to establish these SMART goals. The State Standardized Test scores will be used to monitor and assess progress toward the SMART goals.

Improvement Goal: To ensure that all students achieve at grade level or higher as follows (including addressing racial/ethnic gaps identified in section III.A):

ELA:

3rd Grade-ELA achievement for all students will increase by 5% moving from 48% proficient or highly proficient on 2019 AzMERIT to 53% proficient or highly proficient on 2023 AzM2.

- Student achievement for African American students in 2019 was 67% proficient in ELA on the AzMERIT, 31% higher than Hispanic students and 17% higher than White students. However, caution must be used when analyzing these results because of the very low N size of White students. The achievement gap between Holladay's White students and African American and Hispanic students will narrow by 5% on the AzM2 in 2022.

4th Grade-ELA achievement for all students will increase by 5% moving from 27% proficient or highly proficient on 2019 AzMERIT to 32% proficient or highly proficient on 2023 AzM2.

- Student achievement for African American students in 2019 was 50% proficient in ELA on the AzMERIT and was 33% higher than Hispanic students. However, caution must be used when analyzing these results because of the very low N size of White students (N=1). The achievement gap between Holladay's African American and Hispanic students will narrow by 10% on the AzM2 in 2022.

5th Grade-ELA achievement for all students will increase by 5% moving from 27% proficient or highly proficient on 2019 AzMERIT to 32% proficient or highly proficient on 2023 AzM2.

- Student achievement for African American students in 2019 was 46% proficient in ELA on the AzMERIT and was 36% higher than Hispanic students. No White students were enrolled in 5th grade. The achievement gap between Holladay's African American and Hispanic students will narrow by 10% on the AzM2 in 2022.

Math:

3rd Grade-MATH achievement for all students will increase by 5% moving from 66% proficient or highly proficient on 2019 AzMERIT to 71% proficient or highly proficient on 2023 AzM2.

- Student achievement for African American students in 2019 was 83% proficient in Math on the AzMERIT, 33% higher than Hispanic students and 33% higher than White students. However, caution must be used when analyzing these results because of the very low N size of White students. The achievement gap between Holladay's White students and African American and Hispanic students will narrow by 5% on the AzM2 in 2022.

4th Grade-MATH achievement for all students will increase by 5% moving from 27% proficient or highly proficient on 2019 AzMERIT to 32% proficient or highly proficient on 2023 AzM2.

- Student achievement for African American students in 2019 was 50% proficient in Math on the AzMERIT and was 33% higher than Hispanic students. However, caution must be used when analyzing these results because of the very low N size of White students (N=1). The achievement gap between Holladay's African American and Hispanic students will narrow by 10% on the AzM2 in 2022.

5th Grade-MATH achievement for all students will increase by 5% moving from 21% proficient or highly proficient on 2019 AzMERIT to 26% proficient or highly proficient on 2023 AzM2.

- Student achievement for Hispanic students in 2019 was 20% proficient in Math on the AzMERIT and was 2% higher than African American students. No White students were enrolled in 5th grade. The achievement gap between Holladay's African American and Hispanic students will narrow by 2% on the AzM2 in 2022.

ELL

ELL student achievement in 2019 in grades 3 – 5 was 0% proficient in ELA and Math, 8% below the district elementary school proficiency rate of 8%. Holladay will increase proficiency from 0% to 5% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade. The non-Hispanic ELL students' N size is too small to report and thus, will not be broken out by ethnic subgroups.

ExEd

ExEd student achievement in 2019 in grades 3 – 5 was 23% proficient in ELA and Math, 9% above the district elementary school proficiency rate of 14%. Holladay will increase proficiency from 23% to 25% on the AzM2 by 2022. Grades 3 – 5 were combined for this SMART goal because the N sizes are too small by grade.

- Student achievement for African American ExEd students in 2019 was 50% proficient on the AzMERIT, 39% higher than Hispanic ExEd students. No White students were ExEd. The achievement gap between Holladay's African American students and Hispanic students will narrow by 2% on the AzM2 in 2022.

C. Student Achievement Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1

To ensure that all students achieve at grade level or higher (See SMART Goals for Student Achievement), (including addressing racial/ethnic gaps identified in section III.A)

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Diversity and Equity	Supports: Population integration and classroom/school diversity Constraints: NA
2. Innovative Curriculum and Professional Development	Supports: Theme and curriculum fidelity; professional development Constraints: NA
3. Academic Excellence	Supports: Student achievement Constraints: NA

4. High Quality Instructional Systems	Supports: Leadership and educator development; district and magnet relations Constraints: NA
5. Family and Community Partnerships	Supports: Community engagement and partnerships; family engagement and communications Constraints: NA

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Diversity and Equity			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Holladay offers a school-wide magnet program. All K – 5 students are intentionally placed into classrooms to diversify student populations and learning levels.	Principal and Leadership Team	Ongoing	
Holladay's stakeholders (principal, teachers, staff, community members, students, etc.) all take part in working on the mission, vision, and core values to emphasize the importance of the arts magnet theme, student learning, diversity, and equitable practices.	Principal and Leadership Team	Ongoing	
Holladay's emphasizes its staff to welcome all students in our school community. Differences are celebrated and embraced during the 12 Days of Holladay and is used as a launching for the rest of the academic school year.	Principal and Leadership Team	Ongoing	
Holladay's future plans include using Universal Design for Learning to follow the three principles for engagement, representation, and action and expression. These practices will allow students to take part in equitable learning experiences and assessments.	Principal and Leadership Team	Ongoing	
Holladay's full-time school counselor works with all K – 5 classrooms, small group, and one-on-one sessions to offer social emotional learning. Counseling session will be monitored regularly for student academic success and social/behavioral success.	Principal and Leadership Team	Ongoing	
The school counselor offers professional development topics based on school trends and district mandates.	Principal and Leadership Team	Ongoing	
Holladay's principal, magnet site coordinator, and 5 th grade teachers participated in Harvard University's Reimagining Integration: Diverse and Equitable Schools (RIDES) program. The group help lead discussions on belonging and setting the ethos of the school teacher and staff community.	Principal and Leadership Team	Ongoing	

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy1: Diversity and Equity			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Stakeholder surveys will be used to monitor, assess, and adjust plans and action steps for belonging, inclusion, and environment.	Principal and Leadership Team	Ongoing	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Stakeholder surveys			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Stakeholder surveys			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 2: Innovative Curriculum and Professional Development			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Holladay's arts magnet theme are integrated in classrooms in the majority of subjects. Holladay staff members will learn Art Integration strategies from the Art Institute. Holladay teachers will use national art standards found at https://www.nationalartsstandards.org . Art integration strategies will be reviewed regularly to align with Holladay's arts magnet theme and academic success.	Principal and Leadership Team	Ongoing	
English Language Arts (ELA) standards, Social Studies standards, and national art standards were used to create cultural units.	Principal and Leadership Team	Ongoing	
Holladay's arts magnet theme framework shows the progression of grade levels for its art discipline, art enhancement, and art integration. Currently, art enhanced learning is happening at the K – 3 grade levels and art is integrated at the 4 and 5 grade levels.	Principal and Leadership Team	Ongoing	
Holladay's arts magnet theme framework emphasizes its theme to intentionally differentiate its approach to art integration, as opposed to a school that has art programs. The arts magnet theme framework fosters relevant and rigorous approach to prepare ensure students are college and career ready.	Principal and Leadership Team	Ongoing	
Professional development topics align to the arts magnet theme and academic success. The topics are prioritized on school trends and district mandates.	Principal and Leadership Team	Ongoing	
Art consultants and academic consultants are used to align with the arts magnet theme framework and student academic achievement, respectively. Consultants equip teachers with art integration strategies during professional development Collaborative Teacher Team (CTT) sessions.	Principal and Leadership Team	Ongoing	

Along with professional development, grade level teachers meet with the Instructional Data and Intervention Coordinator (IDIC) weekly for two hour CTT sessions. These sessions allow teachers to collaborate, align and plan classroom instruction to district/state standards and integrate the arts to align with the arts magnet theme framework.	Principal and Leadership Team	Ongoing	
Holladay's future plans include using Universal Design for Learning to follow the three principles for engagement, representation, and action and expression. These practices will allow students to take part in equitable learning experiences and assessments.	Principal and Leadership Team	Ongoing	
Teachers use CTT sessions to plan and include collaborative and problem solving components for classroom learning experiences. These projects are monitored for student success and higher student achievement.	Principal and Leadership Team	Ongoing	
In CTT sessions, grade level teachers and the IDIC work together to create daily exit tickets, weekly Math Common Formative Assessments (CFAs), and biweekly ELA CFAs. CFA data is disaggregated into subgroup breakdown by ethnic and racial grouping, English-Language (ELL) students, and Exceptional Education students. Disaggregated exit ticket and CFA data is used to improve daily instruction/interventions to improve student achievement.	Principal and Leadership Team	Ongoing	
Tier 1, 2, and 3 interventions are used to narrow achievement gaps and aligned with the arts magnet theme framework. Holladay embeds a 30 minute Math intervention and 30 minute ELA intervention sessions daily.	Principal and Leadership Team	Ongoing	
Holladay's K – 3 staff will receive ongoing training in the Science of Literacy from a community partnership. The professional development content prepares teachers to provide academic and career-ready literacy skills.	Principal and Leadership Team	Ongoing	

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy2: Innovative Curriculum and Professional Development			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The principal and leadership team monitor, assess, and adjust with the Danielson Domain 3 observation instrument. Teachers take part in reflection and feedback cycles from professional development and collaborative teacher team session topics.	Principal and Leadership Team	Ongoing	
Art consultants and academic consultants visit Holladay once a semester to monitor, assess, and adjust professional development and collocative teacher team learning.	Principal and Leadership Team	Ongoing	
Classroom instruction and interventions are monitored, assessed, and adjusted with data from exit tickets and Common Formative Assessments (CFAs).	Principal and Leadership Team	Ongoing	
Holladay's Multi-Tiered Systems of Support (MTSS) framework will monitor, assess, and adjust student services. The framework process will be used to maximize student achievement and personal and social development for struggling students through systemic gathering of quantitative and qualitative data used for educational decision making in interventions (screening diagnosis and progress monitoring).	Principal and Leadership Team	Ongoing	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Professional development calendar and sign-in logs; MTSS observations, enrollment, and progress monitoring; CTT sign-in and logs; Observation-Reflection cycles using Danielson Domain 3			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Professional development calendar and sign-in logs; MTSS observations, enrollment, and progress monitoring; cultural art units that include ELA, Social Studies, and Art standards			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 3: Academic Excellence			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Holladay's triangulated approach to Curriculum, Instruction, and Assessments are used to align, monitor, assess, and re-teach to narrow achievement gaps for all students.	Principal and Leadership Team	Ongoing	
Grade level teachers meet weekly with the Instructional Data and Intervention Coordinator to review data. Classroom instruction and interventions are monitored, assessed, and adjusted with data from exit tickets and Common Formative Assessments (CFAs).	Principal and Leadership Team	Ongoing	
Holladay's Multi-Tiered Systems of Support (MTSS) framework will monitor, assess, and adjust student services. The framework process will be used to maximize student achievement and personal and social development for struggling students through systemic gathering of quantitative and qualitative data used for educational decision making in interventions (screening diagnosis and progress monitoring).	Principal and Leadership Team	Ongoing	
New Holladay instructional staff will receive targeted trainings and support to facilitate sustainability of academic excellence.	Principal and Leadership Team	Ongoing	

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy 3: Academic Excellence

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers are monitored frequently with the Danielson Domain 3 instrument, a Daily 5 protocol, and a math protocol. Coaching and observation-feedback cycles follow for best practices.	Principal and Leadership Team	Ongoing	
Holladay's Multi-Tiered Systems of Support (MTSS) framework will monitor, assess, and adjust student services. The framework process will be used to maximize student achievement and personal and social development for struggling students through systemic gathering of quantitative and qualitative data used for educational decision making in interventions (screening diagnosis and progress monitoring).	Principal and Leadership Team	Ongoing	
Classroom instruction and interventions are monitored, assessed, and adjusted with data from exit tickets and Common Formative Assessments (CFAs).	Principal and Leadership Team	Ongoing	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: MTSS observations, enrollment, and progress monitoring; CTT sign-in and logs; Observation-Reflection cycles using Danielson Domain 3			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: MTSS observations, enrollment, and progress monitoring; CTT sign-in and logs; Observation-Reflection cycles using Danielson Domain 3			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 4: High Quality Instructional Systems			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The school principal and leadership team structure ensure the arts magnet theme framework is implemented with fidelity. The team work together to collaborate and carry out decision making process for the arts magnet theme. The team works with all stakeholders (teachers, staff, community members, and students) for magnet theme implementation.	Principal and Leadership Team	Ongoing	
Teachers and staff take part in professional development and collaborative teacher team collaboration to implement the arts magnet theme.	Principal and Leadership Team	Ongoing	
Grade level teachers work with the Instructional Data and Intervention Coordinator to effectively plan instruction and interventions to align with the arts magnet theme and district/state standards.	Principal and Leadership Team	Ongoing	
Teachers are monitored frequently with the Danielson Domain 3 instrument, a Daily 5 protocol, and a math protocol. Coaching and observation-feedback cycles follow for best practices.	Principal and Leadership Team	Ongoing	
Student learning is monitored, assessed, and adjusted from exit tickets, Common Formative Assessment (CFA) data, and quarterly benchmark assessments data for Math, ELA, and Writing.	Principal and Leadership Team	Ongoing	
Holladay has autonomy to recruit and hire all faculty and staff to support the magnet theme.	Principal and Leadership Team	Ongoing	
The principal and leadership team recognize excellent instruction and provide coaching sessions to improve instructional techniques to support student achievement.	Principal and Leadership Team	Ongoing	
Holladay uses its magnet theme to allow students to demonstrate their understanding through the arts.	Principal and Leadership Team	Ongoing	
Holladay's future plans include certifying all staff in art integration.	Principal and Leadership Team	Ongoing	

To maintain high quality instructional systems, Holladay will offer a yearly retention stipend for staff certified in art integration.	Principal and Leadership Team	Ongoing	
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Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 4: High Quality Instructional Systems			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers are monitored frequently with the Danielson Domain 3 instrument, a Daily 5 protocol, and a math protocol. Coaching and observation-feedback cycles follow for best practices.	Principal and Leadership Team	Ongoing	
Classroom instruction and interventions are monitored, assessed, and adjusted with data from exit tickets and Common Formative Assessments (CFAs).	Principal and Leadership Team	Ongoing	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: CTT sign-in and logs; Observation-Reflection cycles using Danielson Domain 3; Exit tickets, CFAs, and benchmark data			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: CTT sign-in and logs; Observation-Reflection cycles using Danielson Domain 3; Exit tickets, CFAs, and benchmark data			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 5: Family and Community Partnerships			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Holladay's framework includes an artist in residence program to offer experiential learning from our local and national community. Students are exposed to careers and businesses for students to be college/career ready.	Principal and Leadership Team	Ongoing	
Holladay's principal, magnet site coordinator, and school community liaison will work together to establish and maintain partnerships with business and organizations to support the school's arts magnet theme framework.	Principal and Leadership Team	Ongoing	
Holladay's stakeholders (principal, teachers, staff, community members, students, etc.) all take part in working on the mission, vision, and core values to emphasize the importance of the magnet theme, student learning, and diversity.	Principal and Leadership Team	Ongoing	
Holladay's stakeholders are all involved in the data, implementation, planning, and participation in academic and magnet theme.	Principal and Leadership Team	Ongoing	
Holladay's Parent-Teacher Organization (PTO), School Site Council, and Family Engagement Team work together to make recommendations for the magnet school operation and school success.	Principal and Leadership Team	Ongoing	
Holladay use social media (Facebook, Instagram, Class Dojo Application), emails, monthly letters, ParentLink phone calls and emails to documents its magnet theme, academic commitments and progress, and family engagement opportunities.	Principal and Leadership Team	Ongoing	
Holladay's magnet plan and title 1 plans are placed and accessible on the school's website.	Principal and Leadership Team	Ongoing	

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 5: Family and Community Partnerships			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Magnet policies, recommendations, and plans will be monitored, assessed, and adjusted for evidence and effectiveness.	Principal and Leadership Team	Ongoing	
Stakeholder surveys will be used to monitor, assess, and adjust plans and action steps for belonging, inclusion, and environment.	Principal and Leadership Team	Ongoing	
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Event calendar; leadership team meetings; communication logs; social media posts; community partnership letters			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Event calendar; leadership team meetings; communication logs; social media posts; community partnership letters			

V. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and student achievement. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g., Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 3.0 FTE Magnet Teacher (910G, 202)
- 1.0 FTE Instructional Data and Intervention Coordinator (910G, 202)
- 1.5 FTE Instructional Specialist (910G, 202)
- 1.0 FTE School Community Liaison (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Curriculum Service Provider (Title 2)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE Reading Interventionist (Title 1)

Goal Focus: Integration and / or Student Achievement

Magnet Plan Focus Areas: Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and Magnet Theme (MT).

Personnel

Desegregation Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Teacher – Magnet Teacher	\$42,200.00	1.0	The Magnet Teacher will be placed as a classroom teacher to reduced classroom size, provide quality Tier 1 instruction, collaborate with grade level teacher to align instruction to the district/state, align instruction to arts magnet theme framework, and use Tier 2/3 interventions/re-teachings to narrow achievement gaps.	AA; MT	Student Achievement
Teacher – Performing Arts	\$54,893.00	1.0	Holladay will produce culturally relevant Broadway productions. Students will participate in weekly Performing Arts with the Performing Arts Teacher. Performing Arts Teacher will also lead the Performing Arts Club during student lunch sessions. Grade level Collaborative Teacher Team (CTT) sessions will meet during the contract day for 2-hour sessions when students attend weekly Visual Arts and Performing Arts courses.	AA; MT	Student Achievement
Teacher – Visual Arts	\$41,700.00	1.0	Holladay will produce culturally relevant fine arts exhibitions. Students will participate in weekly Visual Arts with the Visual Arts Teacher. Visual Arts Teacher will also lead the Visual Arts Club during student lunch sessions. Grade level Collaborative Teacher Team (CTT) sessions will meet during the contract day for 2-hour sessions when students attend weekly Visual Arts and Performing Arts courses.	AA; MT	Student Achievement
Instructional Data and Intervention Coordinator	\$54,020.00	1.0	Instructional Data and Intervention Coordinator (IDIC) will lead grade level Collaborative Teacher Team (CTT) sessions. The IDIC will mentor teachers and provide coaching sessions for best practices for all K – 5	AA; PL; MT	Student Achievement

			teachers. THE IDIC will provide Tier 2 and 3 interventions in Math and ELA for grades 2 – 5. The IDIC will work with the principal and teachers to assess, analyze and collect relevant student formative and summative achievement data to improve instruction.		
Instructional Specialists	\$33,242.00	1.5	Instructional Specialists will provide classroom management and support for all students through their time in the classroom while certified instructional staff provide tier 2 and 3 interventions/re-teaching.	AA	Student Achievement
School Community Liaison	\$26,181.00	1.0	The full-time School Community Liaison will be the point of contact to provide resources to address the financial, social, and emotional needs of our community. The need for a full-time School Community Liaison was stressed heavily by the Special Master and his team.	PCI	Student Achievement
Magnet Site Coordinator	\$42,400.00	1.0	Holladay will utilize a full-time Magnet Site Coordinator whose responsibilities include recruitment, retention, and marketing campaigns. The Magnet Site Coordinator will also facilitate/participate in grade level Collaborative Teacher Team (CTT) sessions, support quality Tier 1 instruction, and provide magnet related Professional Development (PD).	In; PCI; MT	Integration Student Achievement
School Counselor	\$23,950.00	0.5	Holladay use various funding sources to ensure it has a full-time School Counselor. Half of the funding comes from Maintenance and Operation (M&O) funds and the other half is funding comes from desegregation funds. The School Counselor provides full-time support for social and emotional learning in individual and small groups. The School Counselor also provides culturally relevant support with Social and Emotional Learning (SEL) lessons in all classrooms. The School Counselor supports Holladay's Positive Behavioral Interventions and Supports (PBIS) framework.	AA	Student Achievement
Stipend	\$6,000.00	NA	Provide supplemental tier 2 and 3 interventions for identified students. The stipend will provide time to create and implement plans/goals to monitor, analyze, and adjust goals.	AA; MT	Student Achievement

Substitute Teachers	\$3,000.00	NA	Sick leave funds to pay substitute teachers for magnet teachers including Magnet Teacher, Performing Arts Teacher, and Visual Arts Teacher.	AA	Student Achievement
Added Duty – Recruitment	\$3,000.00	NA	To increase racial and ethnic diversity, the Magnet Site Coordinator will focus recruitment activities at targeted recruitment events, libraries, preschools, private preschools, and charter preschools.	In; MT; PCI	Integration Student Achievement
Tutoring	\$18,000.00	NA	<p>Certified Added Duty for Holladay’s certified staff to provide tutoring for students with support in the areas of math and ELA with Arts Integration. Tutoring will be offered before, after school, and summer school.</p> <p>After school and before school 1-hr x 4 days x 5 teachers x \$25 an hour x 30 weeks = \$15,000 Summer school 6-hr x 5 days x 2 teachers x \$25 an hour x 2 weeks = \$3,000</p>	AA	Student Achievement
Certified PLC Work	\$2,475.00	NA	<p>3 certified teachers will support Holladay’s Leadership Team in pursuing the Magnet Schools of America’s Magnet School Certification.</p> <p>33 weeks x \$25 per hour x 3 hour total a week = \$2475</p>	MT	Student Achievement
Classified PLC Work	\$1,980.00	NA	<p>3 classified employees will support Holladay’s Leadership Team in pursuing the Magnet Schools of America’s Magnet School Certification.</p> <p>33 weeks x \$20 per hour x 3 hour total a week = \$1980</p>	MT	Student Achievement
Employee Benefits	\$102,467.00				
Total Budget	\$455,508.00				
Total FTE		8.0			

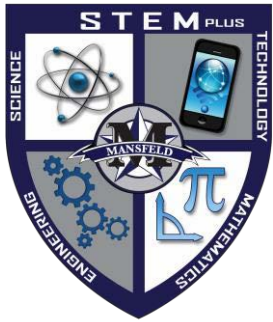
Non-Personnel

Desegregation Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus:
Certified Professional Development	\$10,000.00	NA	Certified instructional staff will participate in Professional Development (PD) during pre-contract, post-contract, and off-contract time for district mandates, magnet theme integration, build organizational capacity, and work on school-wide initiatives. This will include reviewing student data and the creation of action plans for individual students.	AA; PL; MT	Student Achievement
Supplies Fine Arts	\$4,000.00	NA	Holladay will purchase arts supplies for use in the Visual Arts and Performing Arts classrooms.	AA; MT	Student Achievement
Magnet Schools of America – Registration	\$1,800.00	NA	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	MT	Student Achievement
Magnet Schools of America – Out of State Travel	\$6,000.00	NA	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	MT	Student Achievement
Consultants	\$19,200.00	NA	Art integration and Math/ELA (professional development and coaching; 3 consultants, throughout the school year) to develop art integration skills of all teachers in support of the magnet theme. Consultants also support cross curricular research based instructional strategies.	MT; PL; AA	Student Achievement
Employee Training and Professional	\$800.00				
Instructional Aids	\$1,150.00				
Furniture and Equipment less than \$5,000	\$1,850.00				
Total Budget	\$44,800.00				

Deseg Budget 2021-2022 SY	
Personnel Cost	\$455,508.00
Non-Personnel Cost	\$44,800.00
Total Budget	\$500,308.00

TITLE 1 Budget

Title 1 Budget 2021-22 SY		
Description	Sum of FY 22 (\$)	Purpose
1.0 FTE Reading Interventionist	\$55,836.00	The Reading Specialist will support Tier 2/3 ELA support for pull-out/push-in sessions using Guided Reading. Students will receive individualized plans to be monitored, analyzed, and adjusted to meet their goals. 42,300 salary +13,536 benefits = 55,836 (1000.6112)
1.0 FTE Teacher	\$56,100.00	Teacher will be placed as a classroom teacher to reduced class size for the chosen grade level, provide quality Tier 1 instruction, and use Tier 2/3 interventions/re-teachings. 42,500 salary +13,600 benefits = 56,100 (1000.6112)
Substitute Teachers	\$2,000.00	Sick Leave funds to pay for Substitute Teachers for 1.0 FTE Reading Interventionist and 1.0 FTE Teacher. (1000.6113)
Added Duty – Summer	\$3,000.00	Total of 48 hours at \$25 an hour and \$300 for benefits for 2 summer school teacher. 6-hour x 4 days x 2 teachers x \$25 an hour x 2 weeks (1000.6120)
Instructional Aid	\$15,000.00	i-Ready program licensing from Curriculum Associates for 200 students. i-Ready integrates powerful assessments with engaging instruction to help students grow and succeed. Data from I-Ready supports interventions for Tier 2 and 3. (1000.6643)
District Supplies	\$14,476.00	Funds supplies to support quality classroom instruction. (2213.6611)
Employee Benefits	\$27,736.00	13,536+13,600+300+300
Total Budget 2021-22 SY	\$146,412.00	
Total FTE	2.0	



Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
2021-2022 Magnet Plan**

Principal: Luke van Schie

School: Mansfeld STEM *Plus* Middle Magnet School

Magnet Program: STEM *Plus*

Region: Arroyo Chico

Date Plan Completed: 3/8/21

Revised: 1/7/2022

Name	Position	Name	Position
Luke van Schie	Principal	Sara Sultan	Assistant Principal
Jennifer Flagg	Magnet Coordinator	Patricia Croaker	Instructional Coach-Innovative Learning
Lisa Bradford	Teacher, Fine Arts	Dean Holbrook	Teacher, Science
Amanda Falk	Teacher, Math	Leticia Lozano	Teacher, Engineering
Carolyn Mosconi	School Community Liaison	France Contreras	Office Manager

Sign Off:

Position	Name	Signature	Date
Principal	Luke van Schie	<i>Luke Van Schie</i>	12/7/2021
Regional Assistant Superintendent	Richard Sanchez	<i>Richard Sanchez</i>	12/8/2021
Interim Director of Magnet Programs/Asst. Superint. of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/8/2022

Magnet Plan Table of Contents

MAGNET SCHOOL PROFILE

- School Summary
- Vision; Mission; Core Values
- School Profile
- Student Profile
- School Integration Profile
- 3 years of AzMERIT TUSD of Math and ELA Data
- AzMERIT Proficiency by USP Ethnicity

TUSD GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration
2. Student Achievement

Mansfeld's ROOT CAUSE Analysis

- Academic Achievement
- Integration & Enrollment
- Opportunity/Achievement Gaps

Mansfeld's INTEGRATION Action Plan

- **Goal 1:** Mansfeld's will remain an integrated school, and total Hispanic student enrollment will be 67.7% or less in the 2022-2023 school year.
 - Strategy 1: Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.
- **Goal 2:** Mansfeld will improve integration of Advanced Learning Experiences: 7.8% of African American 6th grade students and 67.1% of Hispanic 6th grade students will be enrolled in ALEs at Mansfeld during the 2022-2023 school year, matching total enrollment in the school.
 - Strategy 1: Increase GATE opportunities for underrepresented students through expanded class offerings, recruitment, and student preparation.

Mansfeld's STUDENT ACHIEVEMENT Action Plan

- **Goal 1:** Overall proficiency rates on the state standardized assessment will grow by 3% and the achievement gap between white students and African American and Hispanic students will narrow by 15% in 6th and 7th grade ELA and Math, and by 10% in 8th grade.
 - Strategy 1: Strengthen consistency of high-quality Tier 1 instruction, including additional CRC opportunities.

- [Strategy 2](#): Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment, including one-on-one tutoring and mentoring.
- [Goal 2](#): 20% or more of families/caregivers will respond to a survey about which interventions are most wanted and most likely to be successful for their child.
 - [Strategy 1](#): Maintain school-wide family engagement events, including quarterly STEM Nights, while broadening family engagement to include providing input on academic interventions

Mansfeld's MAGNET SCHOOL BUDGET

MAGNET SCHOOL PROFILE

Mansfeld STEM Plus Middle Magnet School is currently a B-rated, integrated school. Mansfeld is also a nationally recognized Magnet School of Excellence (Magnet Schools of America) and a state recognized A+ School of Excellence (Arizona Educational Foundation). Mansfeld's programmatic theme is STEM (Science, Technology, Engineering, and Math). In order to best prepare the diverse student population for a variety of educational opportunities and career choices, Mansfeld has selected 17 STEM practices to embed into the curriculum. Students engage in these STEM practices in every lesson in every class, including electives. Students also engage in quarterly integrated STEM units in all classes, so students apply STEM thinking across subject areas. Mansfeld is proud to offer a 7-period school day, which allows all students to take a STEM core class, plus two electives of their choice, along with the core classes of Language Arts, Math, Social Studies, and Science. As a STEM Plus school, Mansfeld offers a variety of electives, including Physical Education, Visual Arts, Band, Orchestra, Guitar, Spanish, and Science Olympiad. Throughout all of these classes, students utilize practices of scientists, technicians, engineers, and mathematicians (STEM) to work through all types of problems creatively. These foundational processes teach analytical thinking and problem solving that will make all students successful in furthering their future educational, vocational, and professional pursuits.

Mansfeld was the recipient of a new Verizon Innovative Learning (VILS) Lab grant in the 2020-2021 SY. This grant will build a new Immersive Media Lab on campus that will allow students to engage in 3D modeling and printing and virtual and augmented reality. In addition, Mansfeld has submitted an application to extend a VILs iPad grant that was received in 2019-2020, which provides all students and teachers with an iPad. It also provides coaching support and professional development for Mansfeld teachers in the areas of technology integration and project-based learning (PBL).

Vision: Mansfeld will be an A-rated, nationally recognized, and certified STEM magnet school and state-recognized A+ School of Excellence that attracts racially, economically, and culturally diverse students who are challenged and supported to achieve academic excellence. All students have the supports they need to succeed, and all students engage in rigorous STEM thinking in each class throughout every day at Mansfeld. Technology is deeply and richly integrated throughout the curriculum, so that students experience innovative opportunities to build technology skills. Families feel deeply connected to the school and are valuable partners in their children's education. Community STEM partners, including academic institutions,

STEM-related nonprofit organizations, local businesses, and industry groups, enhance the educational opportunities available to students and expand students' vision for college and career. When students leave Mansfeld, they are curious, innovative problem-solvers who are ready to tackle the demands of high-performing high schools throughout Southern Arizona.

Mission: Mansfeld is a community dedicated to student academic and personal success, for today, and the future, through STEM education.

Core Values: Mansfeld's Collective Commitments are:

- We will create a culture of success with consistent policies and scaffolding in order to encourage perseverance and independence by:
 - Allowing students to redo work to show mastery
 - Allowing students to make test corrections to demonstrate mastery
 - Accepting late work/alternative assignments so students can show mastery (cut off at teacher discretion)
- We will hold ourselves and our students to high expectations by providing clear rubrics so that students can produce quality work by:
 - Creating rubrics for projects and major assignments
 - Using concrete and specific language in rubrics
 - Including descriptions to levels of performance for criteria
- We will provide a culturally relevant curriculum by utilizing real world, interdisciplinary, and STEM connections to prepare students for high school and beyond by:
 - Creating and implementing lessons and units that allow students to see the “WiiFM”
 - Creating and implementing 4+ STEM units
 - Embedding the STEM practices into daily lessons
- We will increase complexity by providing open-ended opportunities to show mastery by:
 - Gradually increasing complexity of tasks
 - Using project menus to allow for student choice
 - Using open ended questions to encourage student thinking
- We will encourage students to become intrinsically motivated and take ownership of their academic success by providing a variety of formative assessment tools so both teachers and students can reflect and analyze their progress by:
 - Using projects, essays, tests, etc. to assess mastery
 - Encouraging students to become self-reflective and focus on a growth mindset

Mansfeld's School-Wide Expectations are:

- Be safe
- Be smart
- Belong

School Profile

School Profile

2018-19 Letter Grade	2020-21 Integration Status	Theme
B	Integrated	STEM PLUS

Student Profile Using 40th Day Enrollment Data**Student Profile**

Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)
8.71	63.4%	7.8%	11.3%

School Integration Profile (USP Ethnicity)**School Integration Profile (USP Ethnicity)**

School Integration Profile (USP Ethnicity)													
Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
2020-21 Mansfeld Enrollment	130	14%	89	10%	630	68%	22	2%	19	2%	30	3%	920
% non-neighborhood													%
2019-20 Avg MS Enrollment	20%		10%		60%		4%		2%		4%		
USP Integration Range + / - 15% District MS Avg													
	5-35%		0-25%		45-70%		0-19%		0-17%		0-19%		

Future Integration Range + / - 25% District MS Avg						
	0-45%	0-35%	35-70%	0-29%	0-27%	0-29%

3 Years of AzMERIT TUSD Math Data

3 Years of AzMERIT Math Percent Proficiency by Grade												
Math	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2017 Alg I	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2018 Alg I	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg I
District Avg	21%	20%	13%	29%	24%	20%	21%	29%	23%	22%	18%	62%
State Avg	41%	34%	29%	39%	43%	36%	31%	39%	41%	38%	32%	44%
Mansfeld	37%	32%	34%	94%	39%	37%	35%	87%	41%	35%	43%	98%

3 Years of AzMERIT TUSD ELA Data

3 Years of AzMERIT ELA Percent Proficiency by Grade										
School	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2017 Gr. 9	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
District Avg	26%	30%	21%	26%	23%	31%	24%	27%	26%	24%
State Avg	41%	44%	34%	36%	39%	45%	39%	42%	41%	38%
Mansfeld	34%	38%	25%		35%	45%	30%	38%	37%	39%

AzMERIT Proficiency by USP Ethnicity

USP Ethnicity	ELA	Math
White	66%	70%
African American	28%	32%
Hispanic	35%	39%
Native American	10%	17%
Asian-PI	46%	50%
Multi-Racial	29%	40%
All	38%	43%

TUSD's GOALS FOR MAGNET SCHOOL EFFECTIVENESS**1. Integration**

The district uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

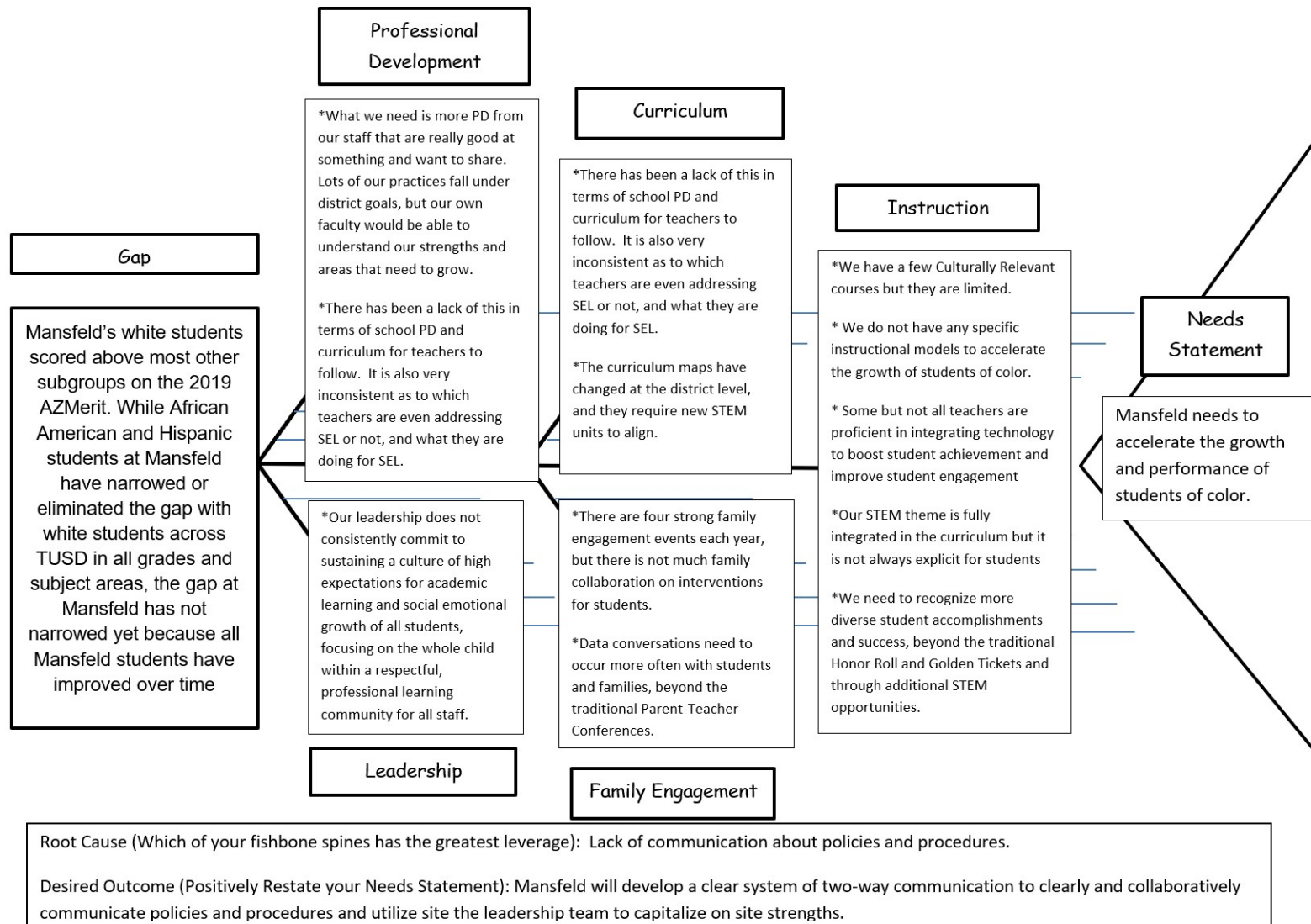
Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

ROOT CAUSE ANALYSIS

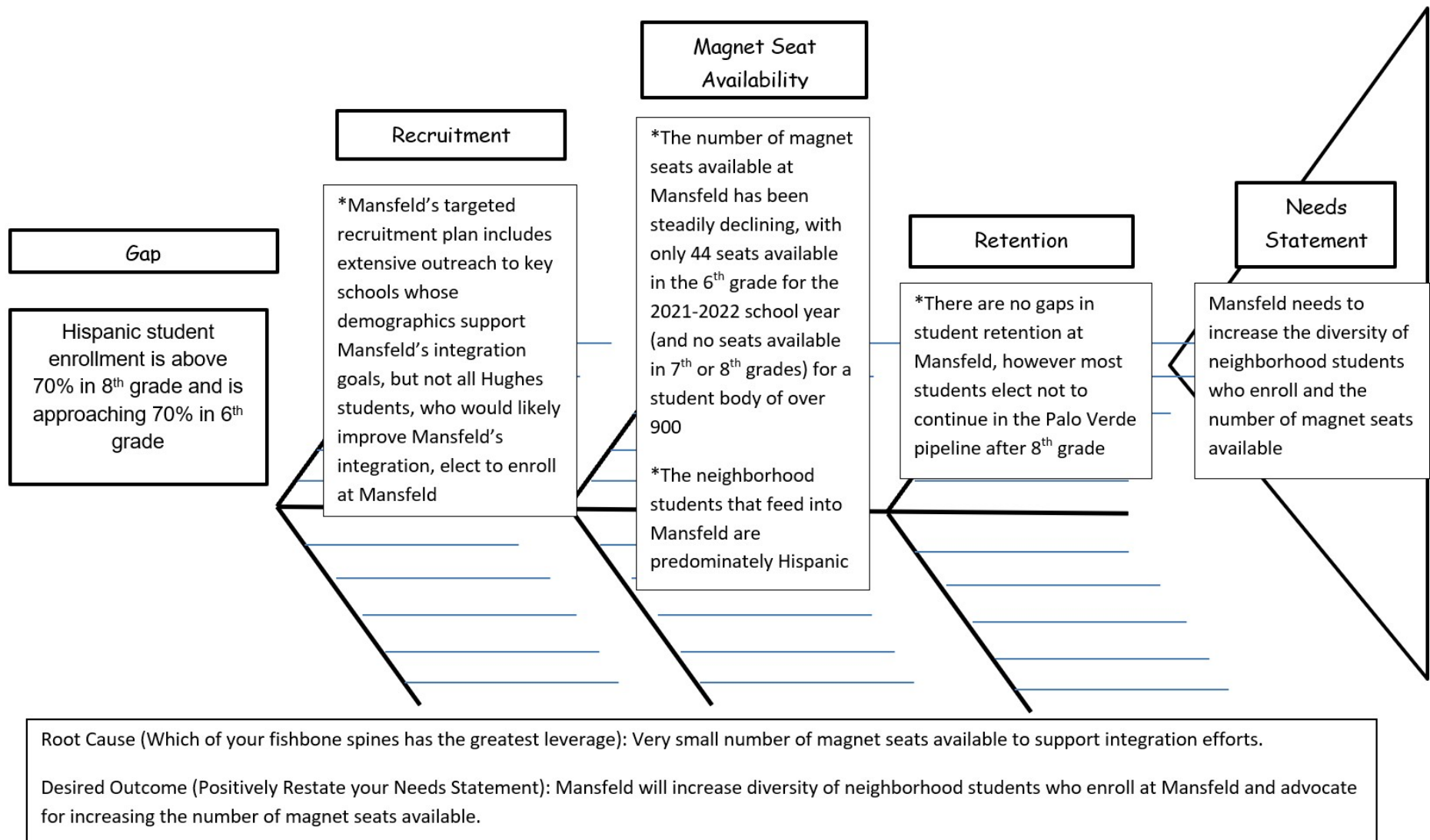
Academic Achievement

Mansfeld Root Cause Analysis Fishbone – Academic Achievement



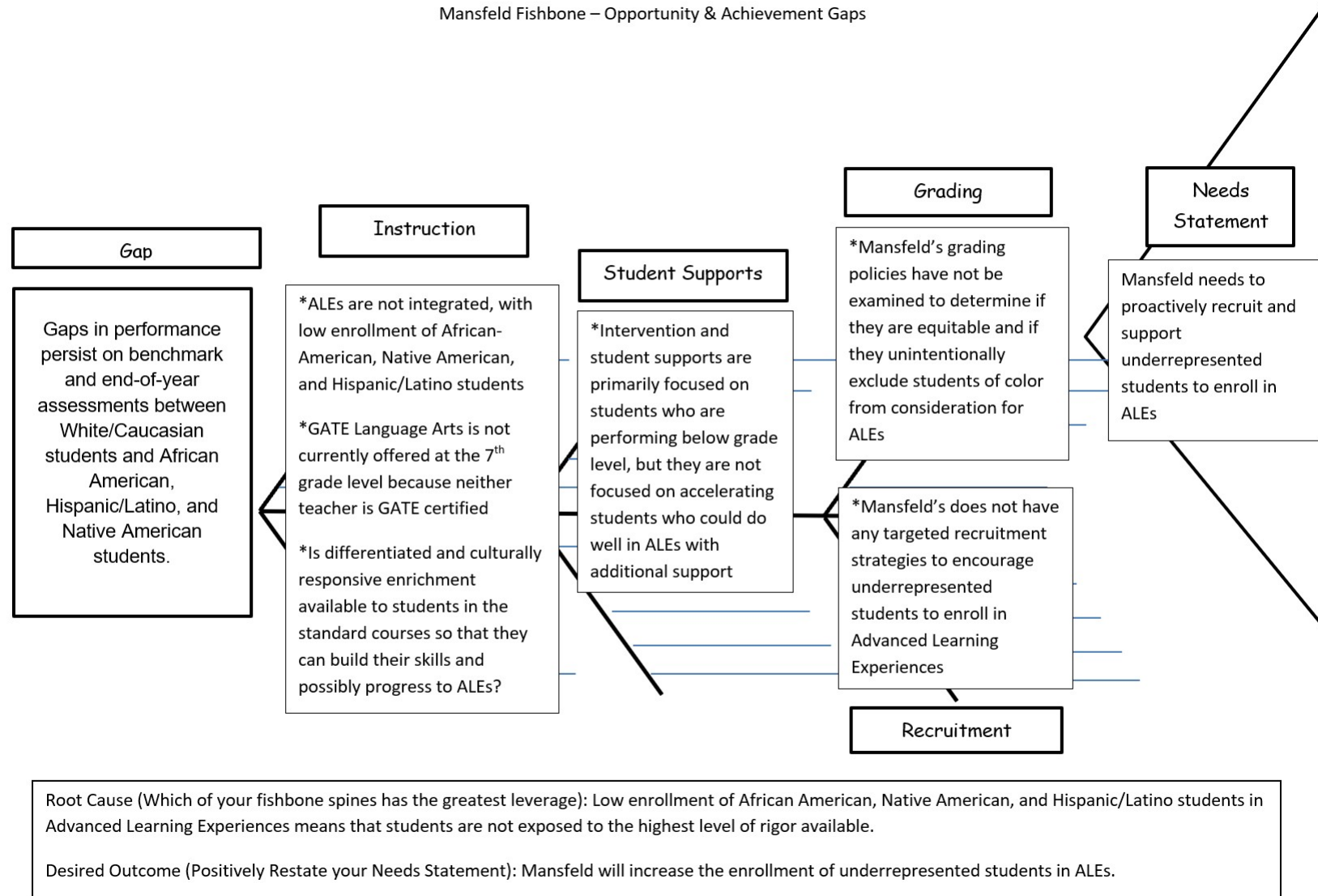
Integration & Enrollment

Mansfeld Fishbone – Integration: Enrollment



Opportunity and Achievement Gaps

Mansfeld Fishbone – Opportunity & Achievement Gaps



INTEGRATION Action Plan

Primary Need: Mansfeld needs to maintain integration in enrollment and improve integration in Advanced Learning Experiences.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Goal 1: Mansfeld's will remain an integrated school, and total Hispanic student enrollment will be 67.7% or less in the 2022-2023 school year.	<ul style="list-style-type: none"> Enrollment data, disaggregated by race/ethnicity Recruitment plan Magnet seat allocations
Goal 2: Mansfeld will improve integration of Advanced Learning Experiences: 7.8% of African American 6th grade students and 67.1% of Hispanic 6th grade students will be enrolled in ALEs at Mansfeld during the 2022-2023 school year, matching total enrollment in the school.	<ul style="list-style-type: none"> 6th grade ALE enrollment data Summer School enrollment data and teacher recommendations/observations Course selection and course recruitment data, events, and publicity

Improvement Goal 1: Mansfeld will remain an integrated school, and total Hispanic student enrollment will be 67.7% or less in the 2022-2023 school year.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.	<p>Supports:</p> <ol style="list-style-type: none"> 1. Strong school reputation and popularity, full enrollment, integrated school 2. Strong relationships in magnet department and School Community Services department 3. Targeted recruitment plan and existing relationships with targeted elementary schools 4. Academic excellence and theme recognition <p>Constraints:</p> <ol style="list-style-type: none"> 1. The allotment of magnet seat available to improve integration has steadily been declining

	2. School tours and in-person recruitment events have temporarily been negatively impacted by the Covid pandemic 3. School choice decisions ultimately rest with families
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Strategy 1: Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy: Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Magnet Coordinator, in collaboration with school leadership, will identify decision-makers and hold initial conversations to understand constraints and explore possible options to increase enrollment of students who support integration goals	Magnet Coordinator, with school leadership team	May 2021	Personnel contacts
Magnet Coordinator, in collaboration with school leadership, will brainstorm and evaluate possible steps to increase enrollment of students who support integration goals	Magnet Coordinator, with school leadership team	May 2021-October 2022	Personnel contacts
The Magnet Coordinator and Counseling Department will develop and implement strategies to build awareness for incoming 6 th grade families about the ALEs that are available.	Magnet Coordinator, Counselors, GATE Teachers	January-July 2022	Course Selection Night, Master Schedule
Magnet coordinator will develop and implement marketing and recruitment plan that emphasizes neighborhood students who will support integration goals, continuing partnership and outreach to Same Hughes, Tully, Carrillo, Lineweaver, and Fruchthendler.	Magnet Coordinator	July-October 2021	Recruitment materials, mileage, time off campus
Magnet coordinator will attend recruitment events at neighborhood schools and targeted non-neighborhood schools, including middle school nights, literacy nights, Love of Reading events, and district recruitment events.	Magnet Coordinator	July-December 2021	Recruitment materials, mileage, time off campus

Magnet Coordinator will collaborate with principal and leadership team to strategically identify areas for school-based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship].	Magnet Coordinator	July 2021-May 2022	Marketing materials
Magnet Coordinator will maintain partnerships with community members that assist in recruitment events and school magnet visibility.	Magnet Coordinator	July 2021-May 2022	Recruitment materials, mileage, time off campus
Magnet coordinator will provide campus tours and shadowing opportunities for interested students and registered neighborhood students to encourage matriculation.	Magnet Coordinator	January-April 2022	Teacher participation
Magnet Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after three times per year.	Magnet Coordinator	October 2021, January 2022, May 2022	None
Principal will promote a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.	Principal	July 2021-May 2022	Marketing materials
The Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.	District	July 2021-May 2022	Marketing materials
Mansfeld will be included in the district-level deployment of commercial media including television, print, and social media.	District	July 2021-May 2022	None

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy: Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
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Magnet Coordinator will evaluate and report recruitment progress three times per year in Magnet Report	Magnet Coordinator	October 2021, January 2022, May 2022	Enrollment data, Magnet Applications/Acceptance data, Recruitment Log, Event Attendance Sheets
Magnet Coordinator will evaluate status of community STEM partnerships twice per year	Magnet Coordinator	January 2022, May 2022	Community Partner Survey
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Magnet Applications/Acceptance data, Recruitment event attendance/contact data			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • Marketing/Recruitment Plan and Log • Magnet Report • List of Partnerships • Magnet Applications/Acceptance • Recruitment Event Attendance 			

Improvement Goal 2: Mansfeld will improve integration of Advanced Learning Experiences: 7.8% of African American 6th grade students and 67.1% of Hispanic 6th grade students will be enrolled in ALEs at Mansfeld during the 2022-2023 school year, matching total enrollment in the school.

Most Effective and Feasible Strategies for Improvement Goal 2	
Strategy(ies) Selected	Supports and Constraints to Address
1. Increase GATE opportunities for underrepresented students through expanded class offerings, recruitment, and student preparation.	<p>Supports:</p> <ol style="list-style-type: none"> 1. Pima County Superintendent's Office GATE certification training courses 2. Existing GATE-certified teachers in most classes (English/Language Arts, Science, Social Studies) in most grades 3. Culture of academic excellence and advanced learning opportunities 4. Recruitment of students from GATE schools, including Tully and Lineweaver <p>Constraints:</p> <ol style="list-style-type: none"> 1. Insufficient number of teachers who are GATE-endorsed, particularly in 7th grade Language Arts and 6th grade Science 2. Demographics of students who enter Mansfeld already GATE-qualified 3. No method for gauging the potential of entering 6th grade students who are not GATE-qualified to succeed in ALEs at Mansfeld

Strategy: Increase GATE opportunities for underrepresented students through expanded class offerings, recruitment, and student preparation.

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy: Increase GATE opportunities for underrepresented students through expanded class offerings, recruitment, and student preparation.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Mansfeld will offer summer and after-school acceleration opportunities for incoming 6 th graders who are not already GATE-qualified and will use teacher recommendations to place incoming 6 th graders in ALEs.	Principal, Magnet Coordinator, Teachers	June-July 2022	Summer School Busses, Publicity, Registration, Building, Teachers
The Magnet Coordinator and Counseling Department will develop and implement strategies to build awareness for incoming 6 th grade families about the ALEs that are available.	Magnet Coordinator, Counselors, GATE Teachers	January-July 2022	Course Selection Night, Master Schedule
The principal will encourage teachers to earn GATE certification.	Principal	July 2021-May 2022	Pima County Superintendent's Office GATE Certification Courses & Fees
The Counseling Department will review the master schedule and teaching assignments to maximize ALE offerings in 6 th and 7 th grades.	Counseling Department, GATE Teachers	January-July 2022	Master Schedule

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy: Increase GATE opportunities for underrepresented students through expanded class offerings, recruitment, and student preparation.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Counseling department and Magnet Coordinator will analyze demographics of students enrolled in summer school acceleration program	Counseling Department and Magnet Coordinator	June/July 2022	Summer School enrollment data
Counseling department and Magnet Coordinator will collect recommendations from summer schoolteachers for students to be placed in ALEs	Counseling Department and Magnet Coordinator	July 2022	Summer School student performance information
Counseling department and Magnet Coordinator will analyze enrollment data for 6 th and 7 th grade ALEs	Counseling Department and Magnet Coordinator	August-September 2022	GATE rosters

Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Summer School Enrollment and Achievement data

Evidence to be Collected for Monitoring and Assessing Goal Attainment:

- Summer School enrollment and performance data in Summer of 2022
- GATE enrollment data for 6th and 7th grades in Fall of 2022

STUDENT ACHIEVEMENT Action Plan

Primary Need: Mansfeld needs maintain overall student achievement while closing the gap in performance on state standardized assessments between white students and African American and Hispanic students.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>Goal 1: Overall proficiency rates on the state standardized assessment will grow by 3% and the achievement gap between white students and African American and Hispanic students will narrow:</p> <p>6th grade ELA: 6th grade student achievement in 2019 was 38% proficient in ELA on the AzMERIT, 11.2% above the district 6th grade ELA proficiency rate. Mansfeld students will increase proficiency from 38% to 41% on the AZM2 in 2022.</p> <ul style="list-style-type: none"> Student achievement for white students in 2019 was 76.9% proficient in ELA on the AzMERIT, 45.9% higher than that of African American students and 45% higher than that of Hispanic students. The achievement gap between Mansfeld's white students and African American and Hispanic students will narrow to 30% or less on the AZM2 in 2022. <p>6th grade math: 6th grade student achievement in 2019 was 40.7% proficient in math on the AzMERIT, 18% above the district 6th grade math proficiency rate. Mansfeld students will increase proficiency from 40.7% to 43.7% on the AZM2 in 2022.</p> <ul style="list-style-type: none"> Student achievement for white students in 2019 was 74.4% proficient in math on the AzMERIT, 39.9% higher than that of African American students and 38.8% higher than that of Hispanic students. The achievement gap between Mansfeld's white students and African American and Hispanic students will narrow to 30% or less on the AZM2 in 2022. 	<ul style="list-style-type: none"> AZM2 assessment data, disaggregated by race/ethnicity Benchmark assessment data

7th grade ELA: 7th grade student achievement in 2019 was 36.8% proficient in ELA on the AzMERIT, 10.7% above the district 7th grade ELA proficiency rate. Mansfeld students will increase proficiency from 36.8% to 39.8% on the AZM2 in 2022.

- Student achievement for white students in 2019 was 69.4% proficient in ELA on the AzMERIT, 45.1% higher than that of African American students and 36.4% higher than that of Hispanic students. The achievement gap between Mansfeld's white students and African American and Hispanic students will narrow to 30% or less on the AZM2 in 2022.

7th grade math: 7th grade student achievement in 2019 was 35% proficient in math on the AzMERIT, 13.4% above the district 7th grade math proficiency rate. Mansfeld students will increase proficiency from 35% to 38% on the AZM2 in 2022.

- Student achievement for white students in 2019 was 68.3% proficient in math on the AzMERIT, 47.2% higher than that of African American students and 38.8% higher than that of Hispanic students. The achievement gap between Mansfeld's white students and African American and Hispanic students will narrow to 30% or less on the AZM2 in 2022.

8th grade ELA: 8th grade student achievement in 2019 was 38.7% proficient in ELA on the AzMERIT, 15.2% above the district 8th grade ELA proficiency rate. Mansfeld students will increase proficiency from 38.7% to 41.7% on the AZM2 in 2022.

- Student achievement for white students in 2019 was 51.2% proficient in ELA on the AzMERIT, 17.9% higher than that of African American students and 12.6% higher than that of Hispanic students. The achievement gap between Mansfeld's white students and African American and

<p>Hispanic students will narrow to 10% or less on the AZM2 in 2022.</p> <p>8th grade math: 8th grade student achievement in 2019 was 43.1% proficient in math on the AzMERIT, 24.8% above the district 8th grade math proficiency rate. Mansfeld students will increase proficiency from 43.1% to 46.1% on the AZM2 in 2022.</p> <ul style="list-style-type: none"> • Student achievement for white students in 2019 was 68.4% proficient in math on the AzMERIT, 20.3% higher than that of African American students and 18.8% higher than that of Hispanic students. The achievement gap between Mansfeld's white students and African American and Hispanic students will narrow to 10% or less on the AZM2 in 2022. 	
<p>ELL Students: ELL student achievement in 2019 in grades 6 – 8 was 6% proficient in ELA and Math, 3% above the district middle school proficiency rate of 3%. Mansfeld will increase proficiency from 6% to 8% on the AzM2 by 2022. Grades 6 – 8 were combined for this SMART goal because the N sizes are too small by grade.</p> <ul style="list-style-type: none"> • Student achievement for White ELL students in 2019 was 7% proficient on the AzMERIT, 1% higher than Hispanic ELL students and 4% higher than African American ELL students. The achievement gap between Mansfeld's White ELL students, African American ELL students and Hispanic ELL students will narrow by 2% on the AzM2 in 2022 	<ul style="list-style-type: none"> •

<p>ExEd Students: ExEd student achievement in 2019 in grades 6 – 8 was 11% proficient in ELA and Math, 5% above the district elementary school proficiency rate of 6%. Mansfeld will increase proficiency from 11% to 13% on the AzM2 by 2022. Grades 6 – 8 were combined for this SMART goal because the N sizes are too small by grade.</p> <ul style="list-style-type: none"> • Student achievement for White ExEd students in 2019 was 33% proficient on the AzMERIT, 8% higher than Hispanic ExEd students and 33% higher than African American ExEd students. The achievement gap between Mansfeld’s White ExEd students, African American ExEd students and Hispanic ExEd students will narrow by 2% on the AzM2 in 2022. 	<ul style="list-style-type: none"> •
<p>Goal 2: 20% or more of families/caregivers will respond to a survey about which interventions are most wanted and most likely to be successful for their child.</p>	<ul style="list-style-type: none"> • Family survey tool

Improvement Goal 1: Overall proficiency rates on the state standardized assessment will grow by 3% and the achievement gap between white students and African American and Hispanic students will narrow at each grade level by the metrics above.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Strengthen consistency of high-quality Tier 1 instruction.	<p>Supports:</p> <ol style="list-style-type: none"> 1. 7-period day provides daily PLC time to plan, monitor, and adjust instruction 2. Instructional Coach-Innovative Learning provides theme-aligned coaching and professional development for teachers 3. Culture of excellence and theme integration 4. Existing coaching cycle, observation protocol, and peer observation structure 5. Coaching support through district's monthly CIPDA Academy 6. Integrated and articulated STEM curriculum, including quarterly STEM units <p>Constraints:</p> <ol style="list-style-type: none"> 1. Reluctance or hesitation among teachers to participate in coaching 2. Time to observe teachers and engage in meaningful feedback conversations <ul style="list-style-type: none"> Teachers who are new to Mansfeld need time and training to build STEM context
2. Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment.	<p>Supports:</p> <ol style="list-style-type: none"> 1. Existing program of diverse before- and after-school STEM-related intervention and enrichment opportunities 2. Culture of academic excellence and existing tiered interventions <p>Constraints:</p> <ol style="list-style-type: none"> 1. Teacher participation 2. Funding

Strategy 1: Strengthen consistency of high-quality Tier 1 instruction.

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Strengthen consistency of high-quality Tier 1 instruction.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Mansfeld School Reform Model will implement STEM (Science, Technology, Engineering, and Math) practices across the curriculum and use of the Reteach/Enrich Model.	Leadership Team, Staff, Faculty	July 2021-May 2022	MSA Pillars, STEM Handbook, STEM Curriculum, Marketing Materials
Weekly Wednesday Professional Development will be provided for all Certified Staff (PLC's, Theme-Based Curriculum, Restorative Practices, Cultural Relevancy, and SchoolCity).	Principal	July 2021-May 2022	District PD Calendar & Trainings
he school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources) and theme integration.	Principal	July 2021-May 2022	District PD Calendar & Initiatives Training
The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.	Principal & Evaluation Designees	July 2021-May 2022	Danielson Framework, Training & Materials, Online Evaluation System
The leadership team (principal, Magnet Coordinator, Instructional Coach-Innovative, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.	Leadership Team	July 2021-May 2022	Magnet Plan
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.	Magnet Coordinator	July 2021-May 2022	Time Off Campus to attend CIPDA

The Instructional Coach-Innovative Learning will assist teachers in the development and creation of engaging Quarterly STEM unit lesson plans with the addition of technology tools (iPads).	Instructional Coach – Innovative Learning	July 2021-May 2022	STEM Practices, Previous STEM Units, EQuIP Data
The Instructional Coach-Innovative Learning will assist teachers in maximizing the use of the new Verizon lab for STEM-related projects.	Instructional Coach – Innovative Learning	July 2021-May 2022	VILs Lab Space & Curriculum
The Instructional Coach-Innovative Learning will provide teachers with professional development and coaching to strategically move through the SAMR (Substitution, Augmentation, Modification, and Redefinition) continuum of technology integration.	Instructional Coach – Innovative Learning	July 2021-May 2022	SAMR Materials and Training
Magnet coordinator will work collaboratively with school leadership team to revise the magnet department walkthrough tool to reflect STEM theme.	Magnet Coordinator & Leadership Team	July-September 2021	Magnet Walkthrough Tool, Leadership Team Meeting
The principal will support instruction through professional development, observations with feedback, and coaching in specific math strategies as aligned to the TUSD Math Curriculum and magnet theme.	Principal	July 2021-May 2022	TUSD Math Curriculum, STEM Curriculum
All lessons in all classes will integrate student application of STEM practices as a thinking and problem-solving strategy.	Teachers	July 2021-May 2022	STEM Practices, STEM Curriculum, STEM Units
PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day and teams meet daily.	Magnet Coordinator, Instructional Coach-Innovative Learning, Teachers	July 2021-May 2022	7-period bell schedule, weekly PLC calendar
Teachers will participate in a learning community that supports and respects its members' efforts to improve practice and to engage in collective inquiry.	Magnet Coordinator, Instructional Coach-Innovative Learning, Teachers	July 2021-May 2022	7-period bell schedule, weekly PLC calendar

PLC-CTTs will clarify the essential learning for each unit of instruction as determined by TUSD Curriculum and the District's curriculum scope and sequence.	Magnet Coordinator, Instructional Coach-Innovative Learning, Teachers	July 2021-May 2022	7-period bell schedule, weekly PLC calendar
Teachers will create a series of common formative assessments that are aligned to TUSD Curriculum.	Teachers	July 2021-May 2022	7-period bell schedule, weekly PLC calendar, School City Training
Teachers will use SchoolCity Assessment Software to create user-friendly results of common formative assessments which are provided to each team member with timely evidence of student learning.	Teachers	July 2021-May 2022	7-period bell schedule, weekly PLC calendar, School City Training
PLC-CTTs team members will analyze common formative assessments to identify students who need additional time/support	Teachers	July 2021-May 2022	7-period bell schedule, weekly PLC calendar, School City Training
STEM focused PLC-CTTs, facilitated by Magnet Coordinator and Instructional Coach-Innovative Learning, will meet weekly to review and analyze STEM curriculum and revise STEM units based on student past performances and the EQuIP (Educators Evaluating the Quality of Instructional Products) Rubric.	Magnet Coordinator, Instructional Coach-Innovative Learning, Teachers	July 2021-May 2022	7-period bell schedule, weekly PLC calendar, STEM Curriculum, STEM Units, EQuIP Rubrics
Principal and school leadership team will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/course teamwork (mutually developed with teachers, structured systems for PLC team support).	Principal	July 2021-May 2022	PLC Agendas, Sign-in Sheets, Notes
The principal, Instructional Coach-Innovative Learning, and school leadership team will follow a structured theme-based system for continuously monitoring classroom instruction through frequent walkthroughs.	Principal, Instructional Coach-Innovative Learning	July 2021-May 2022	STEM Walkthrough Tool
Language opportunities providing Sheltered English Language development and visual models will be provided to support all students including recently reclassified ELD strategies through delivery of quality Tier 1 instruction.	Teachers	July 2021-May 2022	ELD Materials & Training

Mansfeld will use Positive Behavior Supports (PBIS) 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.	All Faculty & Staff	July 2021-May 2022	Bulldoggers, LiveSchool App, Prizes
Teachers will use pedagogical approaches that include culturally responsive instruction in addition to theme-based instruction.	Teachers	July 2021-May 2022	CR Training & STEM Training/Curriculum
Teachers who are new to Mansfeld will participate in summer training to build context and skills around the STEM curriculum and instructional approach.	Magnet Coordinator, Instructional Coach-Innovative	July-August 2021	STEM Curriculum
	Learning, Teachers New to Mansfeld		

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Strengthen consistency of high-quality Tier 1 instruction.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Magnet Coordinator will evaluate and report achievement progress three times per year in Magnet Report	Magnet Coordinator	October 2021, January 2022, May 2022	Student Achievement data (benchmarks and state assessment), PLC notes and observations, walkthrough data, PD calendar
Instructional Coach-Innovative Learning will evaluate teacher progress in coaching cycles	Instructional Coach-Innovative Learning	July 2021-May 2022	Observational data from coaching cycles
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Student Achievement data (benchmarks and state assessments), PLC agendas/notes and observations, Walkthrough notes and observations, PD sign-in sheets and evaluations			

Evidence to be Collected for Monitoring and Assessing Goal Attainment:

- Student Achievement data (benchmarks and state assessments)
- Walkthrough Logs and data
- STEM Units
- Lesson Plans
- PLC-CTT Schedule
- PLC-CTT Binders and Data Notebooks
- PD Agendas and Materials

Strategy 2: Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment.

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 2: Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers will use data to plan embedded interventions and enrichments to support instructional needs for all students at the Tier 1 level.	Magnet Coordinator, Instructional Coach-Innovative Learning, Teachers	July 2021-May 2022	TUSD WebData, PLC Calendar
Mansfeld will use data to plan embedded interventions to support instruction of students who are identified to be below proficient with learning standards.	Magnet Coordinator, Instructional Coach-Innovative Learning, Teachers	July 2021-May 2022	TUSD WebData, PLC Calendar, MTSS
MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, subgroup, or individual student level).	Magnet Coordinator, Instructional Coach-Innovative Learning, Teachers	July 2021-May 2022	TUSD WebData, PLC Calendar, MTSS
Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instructions.	MTSS Facilitator, Student Success Specialist, Community Liaison, Teachers	July 2021-May 2022	MTSS, UA Tutors, Intervention Classes
Supplemental Tier 2 instruction, including tutoring, will be embedded in the school day for students who do not reach mastery on Tier 1 level formal formative assessments, including tutoring.	MTSS Facilitator, Student Success Specialist, Community Liaison, Teachers	July 2021-May 2022	MTSS, UA Tutors, Intervention Classes

Math & Reading Intervention Classes: Students who do not master standards as measured by District benchmark or AzMERIT will be enrolled in math/reading intervention classes. That focus on text connections and argumentation from evidence (reading) and mastery of gap standards (math).	Intervention Teachers, Counselors	July 2021-May 2022	Student Achievement Data, Student Schedules, Master Calendar
Mansfeld will continue Arizona Sky School Enrichment Partnership: Sky Island Survey - Science Instruction – 3-day program (20 – 7-8th graders).	Magnet Coordinator	July 2021-May 2022	Sky School Applications & Program

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 2: Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Magnet Coordinator will evaluate and report achievement progress three times per year in Magnet Report	Magnet Coordinator	October 2021, January 2022, May 2022	Student Achievement data (benchmarks and state assessment), MTSS data, enrollment in interventions and before- and after-school tutoring
MTSS Coordinator will evaluate success of interventions as part of MTSS process	MTSS Coordinator	July 2021-May 2022	MTSS training, meeting agendas, intervention results
Counseling Department will review intervention class rosters to ensure proper placement and growth of students	Counseling Department	December 2021	Intervention class rosters, Student Achievement data
School Community Liaison will evaluate and report participation in tutoring program quarterly in Title 1 report	School Community Liaison	October 2021, December 2021, March 2022, May 2022	Tutoring enrollment and participation data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Student Achievement data, MTSS data, enrollment data for before-, during-, and after-school tutoring			
Evidence to be Collected for Monitoring and Assessing Goal Attainment:			

- Student Achievement data (benchmarks and state assessments)
- Formative Assessment data (CFAs)
- Sky School Participation data
- Master Schedule
- Intervention Class Rosters
- Tutoring Enrollment data
- MTSS data

Improvement Goal 2: 20% or more of families/caregivers will respond to a survey about which interventions are most wanted and most likely to be successful for their child.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Maintain school-wide family engagement events, including quarterly STEM Nights, while broadening family engagement to include providing input on academic interventions	<p>Supports:</p> <ol style="list-style-type: none"> 1. Family and community participation in quarterly STEM Nights 2. Strong STEM-related community partnerships 3. Culture of academic excellence 4. Existing tier 2 interventions and personnel, including tutoring, family liaison, student support specialist, and MTSS <p>Constraints:</p> <ol style="list-style-type: none"> 1. Time for teachers to collaborate with families on interventions 2. Difficulty engaging some families/caregivers 3. Language/transportation barriers

Strategy: Maintain school-wide family engagement events, including quarterly STEM Nights, while broadening family engagement to include providing input on academic interventions.

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy: Maintain school-wide family engagement events, including quarterly STEM Nights, while broadening family engagement to include providing input on academic interventions			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The Magnet Coordinator will organize quarterly STEM Academic Family Nights with community STEM partners.	Magnet Coordinator	July 2021-May 2022	Community Partners, Volunteers
Mansfeld will develop partnerships among families, communities, and schools that enhance student development and learning.	All Faculty & Staff	July 2021-May 2022	Communication Tools
The School Community Liaison and Magnet Coordinator will plan, implement, and oversee all family and community engagement activities and assist families with resources and to encourage them to be active participants in their child's educational experience, including method for giving input on interventions that are likely to be successful for their child.	School Community Liaison, Magnet Coordinator	July 2021-May 2022	Community Engagement Plan
The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.	School Community Liaison	July 2021-May 2022	Community Engagement Plan
The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.	School Community Liaison	July 2021-May 2022	Community Engagement Plan
Mansfeld will continue partnerships with community stakeholders who are currently established and support the school mission and vision. (Arizona Trail Association, Sky School, Women in Science and Engineering, STEMAZing Project, etc...)	Magnet Coordinator	July 2021-May 2022	Community Partner Interest Form & Log

Mansfeld will establish lines of communication to families, community members, and organizations.	Principal	July 2021-May 2022	Newsletters, Website, ParentLink
Mansfeld will continue to use social media structures to connect with students and families.	Magnet Coordinator	July 2021-May 2022	Facebook Page & Instagram
Teachers and support staff 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.	Teachers, Support Staff	July 2021-May 2022	MTSS, Family Contacts, Interventions, Communication Tools
Mansfeld will publicize and host Open House and Parent/Teacher conferences.	Principal, Teachers	August 2021, October 2021, February 2022	Marketing Materials, Volunteers, Family Contacts, Communication Tools

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2

Strategy: Maintain school-wide family engagement events, including quarterly STEM Nights, while broadening family engagement to include providing input on academic interventions

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Magnet Coordinator will evaluate and report family engagement progress three times per year in Magnet Report	Magnet Coordinator	October 2021, January 2022, May 2022	STEM Night attendance sheets, Family input on interventions
School Community Liaison will evaluate and report family engagement in quarterly in Title 1 report	School Community Liaison	October 2021, December 2021, March 2022, May 2022	Family Engagement events (Open House, Conferences, Home Visits)
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: STEM Night attendance sheets, Family input on academic interventions, Family Engagement Events attendance sheets			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> Family Engagement Event Sign-in sheets Communications sent home School flyers 			

- Parent/family school surveys
- Student/Teacher surveys
- Community partner surveys

MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the district (e.g., Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

6.0 FTE Magnet Teachers (910G, 202)
 1.0 FTE Instructional Coach Innovative Learning (910G, 202)
 1.0 FTE Magnet Coordinator (910G, 202)
 2.0 FTE Guidance Counselor (M&O)
 1.0 FTE Site Network Tech (M&O)
 1.0 FTE Guidance Counselor (School Safety Grant)
 1.0 FTE Reading RTI Teacher (Title 1)
 1.0 FTE Math RTI Teacher (Title 1)
 1.0 FTE Dean of Students (Title 1)
 1.0 FTE Student Success Specialist (Title 1)
 1.0 FTE School Community Liaison (Title 1)
 1.0 FTE Behavior Intervention Monitor (Title 1)

Magnet School Budget

Personnel

#Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Magnet Teachers	\$287,000	6.0	In order to maintain and strengthen our focus on the STEM Practices, our program requires continued support of the 7-period day allowing for PLC-CTT time	AA, PL	Student Achievement

			during the school day. During this time, PLC-CTTs participate in STEM related lesson/unit design, data analysis of benchmark results as part of the continuous school improvement model, as well as planning interventions for students with academic gaps. Magnet teachers support STEM practices in related courses and the ability to run a 7-period day for PLC-CTTs to meet daily.		
Instructional Coach-Innovative Learning	\$44,900	1.0	The Instructional Coach-Innovative Learning provides professional development and support for the integration of STEM for all teachers throughout all classes, including the integration of technology. The coach co-leads STEM PLC meetings with the Magnet Coordinator to ensure full theme and technology integration. The coach also supports the Verizon Innovative Learning Grant, which provides one-to-one iPad technology for each Mansfeld student, teacher, and staff member, along with the Innovative Learning Lab.	AA, PL	Student Achievement
Magnet Coordinator	\$46,400	1.0	In order to maintain and strengthen our focus on the STEM Practices our program requires continued support from our Magnet Coordinator who stays up to date on ways to integrate STEM into content areas while supporting the AZCCRS with a specific emphasis on standards not being mastered by students. Magnet Coordinator will continue to provide PD to staff and facilitate PLC-CTTs that inform staff and allow them to make connections across content. One of the primary duties of the Magnet Coordinator will be to continue to recruit students from across the city in order to integrate Mansfeld's student body. Magnet Coordinator will also assist the principal with the work and support of Tier 1 instruction and PLC- Collaborative Teacher Teams	In, AA, PCI, PL, MT	Integration & Student Achievement

Added Duty – Tutoring	\$27,000		Tutoring will be made available to all students. Tutors will be made up of interested Mansfeld faculty and augmented by outside vendors as needed so that all students can receive the necessary academic support to be successful in all classes, pass benchmark and state assessments, and be college and career ready. 9 teachers x \$25/hr x 4 hrs/wk x 30 wks	AA, PL	Student Achievement
Added Duty – Family Engagement	\$1,500		Facilitation of family 4 STEM Nights that allow students and their families to learn and apply STEM practices and STEM concepts outside school hours.	PCI	Student Achievement
Added Duty – Recruitment	\$3,000		Recruiting students from across the city requires our Magnet Coordinator to facilitate and attend school and community functions both on and off campus. These events are often after contract hours so that potential students and parents can learn about Mansfeld's STEM Program.	In	Integration
Mileage	\$300		To reimburse Magnet Coordinator and Magnet counselor for attending recruiting events and targeted elementary schools during the year, as well as to attend all district sponsored Magnet recruiting fairs.	In	Integration
Employee Benefits	\$124,740				
Substitutes	\$6,000				
Total Budget	\$540,840				
Total FTE	8.0				

Non-Personnel

#Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Registration – MSA	\$1,800		Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	In, AA, PCI, PL, MT	Integration & Academic Achievement

Out of State Travel – MSA	\$6,000		Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	In, AA, PCI, PL, MT	Integration & Academic Achievement
Instructional Aides	\$3,000		Instructional aides will enhance our STEM curriculum. Teachers will purchase instructional supplies that facilitate STEM-based Problem-Based and Project-Based Learning, including quarterly STEM units.	AA, MT	Academic Achievement
Technology Supplies	\$1,000		Technology supplies will support technology integration in our STEM theme, including our Verizon Innovative Learning one-to-one iPad program. These supplies, such as chargers and cables, are necessary to ensure we can maintain our one-to-one iPad program.	AA, MT	Academic Achievement
District Supplies	\$3,000		Purchase STEM supplies and materials to supports STEM classes.	AA, MT	Academic Achievement
UA Sky School	\$4,400		20 - 7th and 8th grade students will participate in off-campus learning activities with U of A Sky School in the Sky Island Survey program.	AA, MT	Academic Achievement
Technology – Under \$5000	\$6,860		To repair/replace several computers in our STEM core class computer labs and replace laptops that were removed from our campus and distributed to students at other sites for remote learning during the 2020-2021 school year.	AA, MT	Academic Achievement
Transportation	\$3,600		To provide transportation for students attending our Summer School bridge program (summer school funded in Title 1).	In, AA	Integration & Academic Achievement
Total Budget	\$29,660				

#Deseg Budget 2021-2022 SY	
Personnel Cost	\$540,850
Non-Personnel Cost	\$29,660

Total Budget	\$570,500

TITLE 1 Budget

#Title 1 Budget 2021-22 SY				
Description	Sum of FY 22 (\$)	Purpose	MSA Pillar	Magnet Plan Principle #:
2.0 FTE Math/Reading RTI Teachers	\$101,200	RTI Teachers are essential to supporting student achievement by support Tier II and Tier III interventions. RTI Teachers will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students and will conduct lessons based upon individual student needs.	AA	Academic Achievement
1.0 FTE Student Success Specialist	\$34,200	Student Success Specialist support students with Tier II interventions in ELA, Math, and other Core content areas; works collaboratively with teachers and PLCs to analyze student learning to plan implement, support Tier II and Tier III interventions, and promote student success. The Support Specialist will work with students to support behavioral factors that may impede learning.	AA, PCI	Academic Achievement
1.0 FTE School Community Liaison	\$30,300	Community Liaison will work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school; assure equal access to resources to help reduce achievement gap between subgroups and to support improved overall achievement for all students.	PCI	Academic Achievement
1.0 FTE Dean of Students	\$53,400	Dean of students supports student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including participating in MTSS meetings; gathering of information regarding student academics and behavior and	AA, PCI	Academic Achievement

		documenting it to support Tier II and Tier III interventions; Oversees the learning success of students as outlined in the Post Unitary Plan; coordinates student interventions for struggling learners; guides teaching practices to ensure student access for mastery of performance objectives.		
1.0 FTE Behavior Intervention Monitor	\$21,100	Behavior Intervention Monitor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including, but not limited to, facilitating and assisting students to complete computer-based intervention modules; gathering information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions.	AA, PCI	Academic Achievement
Added Duty – PLCs	\$12,000	Teachers work in collaborative teacher teams to develop, evaluate, and revise integrated STEM units that ensure that Mansfeld’s STEM principles are deeply integrated across all classes and are articulated across grade levels. 40 teachers x 2 days x 6 hours x \$25/hr	AA, MT	Academic Achievement
Added Duty – Summer School	\$15,000	Summer school for 6-8 th grade students to support student achievement. Summer school for 7 th and 8 th graders focuses on students who have been identified as needing more remediation in ILA, Math and STEM courses. The 6 th grade is a Bridge Program that offers an enrichment focused and is open to incoming magnet and neighborhood students and will include acceleration opportunities to increase integration of ALEs. 10 teachers x 4 days/wk x 3 weeks x 5 hours/day x \$25/hr	In, AA	Academic Achievement
District Supplies	\$5,500	Supplies to support classroom instruction.	AA, MT	Academic Achievement
Instructional Aides	\$5,500	Instructional Aides to support classroom instruction.	AA, MT	Academic Achievement
Technology – Less than \$5,000	\$12,880	iPad refresh to support Verizon Innovative Learning technology grant	AA, MT	Academic Achievement
Technology Related Repairs	\$500	Repairs related to Verizon Innovative Learning technology grant	AA, MT	Academic Achievement
Substitutes	\$2,000			

Employee Benefits	\$84,720	
Total Budget 2021-22 SY	\$378,300	
Total FTE:	6.0	

APPENDIX – Gaps Analysis

Gaps in Integration

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
Whole School Enrollment & Integration	TUSD Synergy Enrollment Report Mansfeld Counseling Department TUSD Planner Services	<p><u>Desired State:</u> Mansfeld’s total enrollment will be 900, with sufficient magnet spots reserved to preserve integration, with no racial or ethnic group exceeding 70% of the student population <u>and</u> all racial or ethnic groups are within +/- 25% of the middle school district average.</p> <p><u>Current Reality:</u> 100th day enrollment was 919 in 2020-2021. Integration percentages remained mostly stable and have improved slightly overall from 2019-2020:</p> <ul style="list-style-type: none"> • White – 14.8% • African American – 9.8% • Hispanic – 67.7% • Native American – 2.4% • Asian – 2.1% • Multi-racial – 3.3% <p>However, the number of reserved magnet seats has been steadily declining, from 154 seats in 2016 to only 44 magnet seats available for the 2021-2022 school year. Because neighborhood students are predominantly Hispanic, the declining number of magnet seats threatens Mansfeld’s integration status.</p> <p><u>Gap:</u> No gaps, but Hispanic student enrollment is approaching 70%</p>
Grade Level Enrollment & Integration	TUSD Synergy Enrollment Report Mansfeld Counseling Department TUSD Planner Services	<p><u>Desired State:</u> Mansfeld’s enrollment at each grade level will be 300 per grade level, with no racial or ethnic group exceeding 70% of the student population <u>and</u> all racial or ethnic groups are within +/- 25% of the middle school district average.</p>

		<p><u>Current Reality:</u> 100th day enrollment in 2020-2021 was: 268 in 6th grade, 331 in 7th grade, 320 in 8th grade.</p> <p><u>6th grade</u></p> <ul style="list-style-type: none"> • White – 16.4% • African American – 7.8% • Hispanic – 67.1% • Native American – 2.6% • Asian – 3.4% • Multi-racial – 2.6% <p><u>7th grade</u></p> <ul style="list-style-type: none"> • White – 15.4% • African American – 11.4% • Hispanic – 64.4% • Native American – 2.1% • Asian – 1.8% • Multi-racial – 4.8% <p><u>8th grade</u></p> <ul style="list-style-type: none"> • White – 12.8% • African American – 9.7% • Hispanic – 71.6% • Native American – 2.5% • Asian – 1.3% • Multi-racial – 2.2% <p><u>Gap:</u> No gaps in 6th or 7th grades; Hispanic student enrollment is above 70% in 8th grade and is approaching 70% in 6th grade.</p>
Enrollment & Integration in Advanced Learning Experiences	TUSD Synergy Enrollment Report TUSD Synergy Class List Report Mansfeld Counseling Department	<u>Desired State:</u> Student enrollment in Advanced Learning Experiences (Honors, GATE, and High School Credit) is proportionate to overall total school enrollment.

	TUSD Planner Services	<p><u>Current Reality:</u> White students are enrolled in Advanced Learning Experiences at higher rates than their total school enrollment, while African American and Hispanic students are enrolled in Advanced Learning Experiences at lower rates than their total school enrollment.</p> <p><u>6th grade</u></p> <table> <tr> <th></th><th><u>Total School Enrollment</u></th><th><u>ALE Enrollment</u></th></tr> <tr> <td>White</td><td>16.4%</td><td>37%</td></tr> <tr> <td>African American</td><td>7.8%</td><td>3%</td></tr> <tr> <td>Hispanic</td><td>67.1%</td><td>53%</td></tr> <tr> <td>Native American</td><td>2.6%</td><td>1%</td></tr> <tr> <td>Asian</td><td>3.4%</td><td>3%</td></tr> <tr> <td>Multi-racial</td><td>2.6%</td><td>3%</td></tr> </table> <p><u>7th grade</u></p> <table> <tr> <th></th><th><u>Total School Enrollment</u></th><th><u>ALE Enrollment</u></th></tr> <tr> <td>White</td><td>15.4%</td><td>25%</td></tr> <tr> <td>African American</td><td>11.4%</td><td>0%</td></tr> <tr> <td>Hispanic</td><td>64.4%</td><td>59%</td></tr> <tr> <td>Native American</td><td>2.1%</td><td>0%</td></tr> <tr> <td>Asian</td><td>1.8%</td><td>2%</td></tr> <tr> <td>Multi-racial</td><td>4.8%</td><td>8%</td></tr> </table> <p><u>8th grade</u></p> <table> <tr> <th></th><th><u>Total School Enrollment</u></th><th><u>ALE Enrollment</u></th></tr> <tr> <td>White</td><td>16.4%</td><td>20%</td></tr> <tr> <td>African American</td><td>7.8%</td><td>6%</td></tr> <tr> <td>Hispanic</td><td>67.1%</td><td>69%</td></tr> <tr> <td>Native American</td><td>2.6%</td><td>1%</td></tr> </table>		<u>Total School Enrollment</u>	<u>ALE Enrollment</u>	White	16.4%	37%	African American	7.8%	3%	Hispanic	67.1%	53%	Native American	2.6%	1%	Asian	3.4%	3%	Multi-racial	2.6%	3%		<u>Total School Enrollment</u>	<u>ALE Enrollment</u>	White	15.4%	25%	African American	11.4%	0%	Hispanic	64.4%	59%	Native American	2.1%	0%	Asian	1.8%	2%	Multi-racial	4.8%	8%		<u>Total School Enrollment</u>	<u>ALE Enrollment</u>	White	16.4%	20%	African American	7.8%	6%	Hispanic	67.1%	69%	Native American	2.6%	1%
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Enrollment & Integration in Extra-Curricular Participation	Administrative Records – Extra-Curricular Instructor Attendance Records	<p><u>Desired State:</u> Student participation in extra-curricular activities is proportionate to overall total school enrollment.</p> <p><u>Current Reality:</u> Student enrollment:</p> <table> <tr> <th></th><th><u>School Enrollment</u></th><th><u>Extra-Curricular Enrollment</u></th></tr> <tr> <td>White</td><td>14.8%</td><td>32%</td></tr> <tr> <td>African American</td><td>9.8%</td><td>6%</td></tr> <tr> <td>Hispanic</td><td>67.7%</td><td>55%</td></tr> <tr> <td>Native American</td><td>2.4%</td><td>0%</td></tr> <tr> <td>Asian</td><td>2.1%</td><td>5%</td></tr> <tr> <td>Multi-racial</td><td>3.3%</td><td>1%</td></tr> </table> <p><u>Gap:</u> White and Asian students are overenrolled in extra-curricular activities by 17% and 3%, respectively, while African American, Hispanic, Native American, and Multi-racial students are underenrolled by 3%, 12%, and 2%, respectively.</p>		<u>School Enrollment</u>	<u>Extra-Curricular Enrollment</u>	White	14.8%	32%	African American	9.8%	6%	Hispanic	67.7%	55%	Native American	2.4%	0%	Asian	2.1%	5%	Multi-racial	3.3%	1%
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Gaps in Achievement

Area of Student Outcome	Data Source(s)	Descriptions of Gaps																																																															
Academic Achievement – Average Test Scores	TUSD Web Data – AZMerit Scores	<p><u>Desired State:</u> All Mansfeld students will score above the district average on the state standardized tests.</p> <p><u>Current Reality:</u> Percent Passing AzMERIT (2019 – most recent)</p> <p><u>6th Grade – ELA</u></p> <table> <tr> <th></th><th>Mansfeld</th><th>TUSD</th></tr> <tr> <td>White</td><td>77%</td><td>41%</td></tr> <tr> <td>African American</td><td>31%</td><td>17%</td></tr> <tr> <td>Hispanic</td><td>32%</td><td>24%</td></tr> <tr> <td>Native American</td><td>25%</td><td>19%</td></tr> <tr> <td>Asian</td><td>67%</td><td>45%</td></tr> <tr> <td>Multi-Racial</td><td>57%</td><td>34%</td></tr> <tr> <td>TOTAL</td><td>38%</td><td>26.8%</td></tr> </table> <p><u>6th Grade – Math</u></p> <table> <tr> <th></th><th>Mansfeld</th><th>TUSD</th></tr> <tr> <td>White</td><td>74%</td><td>36%</td></tr> <tr> <td>African American</td><td>34%</td><td>14%</td></tr> <tr> <td>Hispanic</td><td>36%</td><td>20%</td></tr> <tr> <td>Native American</td><td>13%</td><td>17%</td></tr> <tr> <td>Asian</td><td>67%</td><td>39%</td></tr> <tr> <td>Multi-Racial</td><td>71%</td><td>33%</td></tr> <tr> <td>TOTAL</td><td>40.7%</td><td>22.7%</td></tr> </table> <p><u>7th Grade – ELA</u></p> <table> <tr> <th></th><th>Mansfeld</th><th>TUSD</th></tr> <tr> <td>White</td><td>69%</td><td>41%</td></tr> <tr> <td>African American</td><td>24%</td><td>20%</td></tr> <tr> <td>Hispanic</td><td>33%</td><td>23%</td></tr> <tr> <td>Native American</td><td>0%</td><td>9%</td></tr> </table>		Mansfeld	TUSD	White	77%	41%	African American	31%	17%	Hispanic	32%	24%	Native American	25%	19%	Asian	67%	45%	Multi-Racial	57%	34%	TOTAL	38%	26.8%		Mansfeld	TUSD	White	74%	36%	African American	34%	14%	Hispanic	36%	20%	Native American	13%	17%	Asian	67%	39%	Multi-Racial	71%	33%	TOTAL	40.7%	22.7%		Mansfeld	TUSD	White	69%	41%	African American	24%	20%	Hispanic	33%	23%	Native American	0%	9%
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		Asian	29%	25%
		Multi-Racial	18%	36%
		TOTAL	36.8%	26.1%
		7 th Grade – Math		
			Mansfeld	TUSD
		White	68%	38%
		African American	21%	15%
		Hispanic	29%	18%
		Native American	15%	7%
		Asian	43%	21%
		Multi-Racial	18%	29%
		TOTAL	35%	21.6%
		8 th Grade – ELA		
			Mansfeld	TUSD
		White	51%	35%
		African American	33%	22%
		Hispanic	39%	22%
		Native American	11%	9%
		Asian	100%	23%
		Multi-Racial	20%	25%
		TOTAL	38.7%	23.5%
		8 th Grade – Math		
			Mansfeld	TUSD
		White	59%	31%
		African American	39%	15%
		Hispanic	42%	16%
		Native American	22%	7%
		Asian	0%	26%
		Multi-Racial	30%	21%
		TOTAL	43.1%	18.3%

		<p><u>Gaps:</u> All grade levels and most subgroups performed well above the district average, with the following exceptions:</p> <ul style="list-style-type: none">Native American students at Mansfeld scored below district average in:<ul style="list-style-type: none">6th grade Math (-4%)7th grade ELA (-9%)Multi-Racial students at Mansfeld scored below district average in:<ul style="list-style-type: none">7th grade ELA (-18%)7th grade Math (-11%)8th grade ELA (-5%)Asian students at Mansfeld scored below district average in:<ul style="list-style-type: none">8th grade Math (-26%)																																																																														
Student Achievement – Achievement Gaps	TUSD Web Data – AZMerit Scores	<p><u>Desired State:</u> There will be no gaps among student subgroups in achievement on state standardized tests.</p> <p><u>Current Reality:</u> Percent Passing AzMERIT</p> <p><u>6th Grade – ELA</u></p> <table><tr><td></td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>TUSD – White</td><td>40.5%</td><td>39.4%</td><td>36.1%</td><td>40.1%</td><td>41.2%</td></tr><tr><td>Mansfeld</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>White</td><td>46.7%</td><td>39.3%</td><td>58.3%</td><td>65.1%</td><td>76.9%</td></tr><tr><td>African American</td><td>23.1%</td><td>12.0%</td><td>16.7%</td><td>22.9%</td><td>31%</td></tr><tr><td>Hispanic</td><td>18.1%</td><td>26.1%</td><td>33%</td><td>30.8%</td><td>31.9%</td></tr><tr><td>Native American</td><td>11.1%</td><td>0%</td><td>0%</td><td>0%</td><td>25%</td></tr><tr><td>Asian</td><td>0%</td><td>44.4%</td><td>0%</td><td>14.3%</td><td>66.7%</td></tr><tr><td>Multi-Racial</td><td>66.7%</td><td>25%</td><td>42.9%</td><td>12.5%</td><td>57.1%</td></tr><tr><td>TOTAL</td><td>22.3%</td><td>25.3%</td><td>33.6%</td><td>34.6%</td><td>38%</td></tr></table> <p><u>6th Grade – Math</u></p> <table><tr><td></td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>TUSD – White</td><td>31%</td><td>33%</td><td>32.4%</td><td>40.1%</td><td>41.2%</td></tr><tr><td>Mansfeld</td><td></td><td></td><td></td><td></td><td></td></tr></table>		2015	2016	2017	2018	2019	TUSD – White	40.5%	39.4%	36.1%	40.1%	41.2%	Mansfeld						White	46.7%	39.3%	58.3%	65.1%	76.9%	African American	23.1%	12.0%	16.7%	22.9%	31%	Hispanic	18.1%	26.1%	33%	30.8%	31.9%	Native American	11.1%	0%	0%	0%	25%	Asian	0%	44.4%	0%	14.3%	66.7%	Multi-Racial	66.7%	25%	42.9%	12.5%	57.1%	TOTAL	22.3%	25.3%	33.6%	34.6%	38%		2015	2016	2017	2018	2019	TUSD – White	31%	33%	32.4%	40.1%	41.2%	Mansfeld					
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		White	43.3%	55.2%	69.4%	78.1%	74.4%
		African American	14.3%	16.0%	34.8%	22.9%	34.5%
		Hispanic	24.9%	34.0%	34.6%	31.5%	35.6%
		Native American	0%	12.5%	9.1%	9.1%	12.5%
		Asian	100%	66.7%	0%	28.6%	66.7%
		Multi-Racial	25%	62.5%	14.3%	50%	71.4%
		TOTAL	26%	35.2%	37.4%	39%	40.7%
		7 th Grade – ELA					
			2015	2016	2017	2018	2019
		TUSD – White	35.7%	46%	45%	46.8%	41.4%
		White	44.1%	65.6%	46.7%	65%	69.4%
		African American	25%	41.2%	22.7%	32.1%	24.3%
		Hispanic	20.4%	24.3%	41.1%	45.3%	33%
		Native American	0%	0%	16.7%	9.1%	0%
		Asian	50%	100%	22.2%	50%	28.6%
		Multi-Racial	0%	50%	42.9%	33.3%	18.2%
		TOTAL	24%	31%	38.2%	45%	36.8%
		7 th Grade – Math					
			2015	2016	2017	2018	2019
		TUSD – White	30.2%	35.8%	35.3%	31.8%	38.5%
		White	44.1%	59.4%	46.7%	51.2%	68.3%
		African American	12.5%	23.5%	8.7%	32.1%	21.1%
		Hispanic	12.7%	20.3%	33.2%	35.8%	29.5%
		Native American	0%	0%	15.8%	18.2%	15.4%
		Asian	50%	100%	44.4%	50%	42.9%
		Multi-Racial	0%	33.3%	28.6%	33.3%	18.2%
		TOTAL	17.2%	25.6%	31.8%	36.9%	35%
		8 th Grade – ELA					
			2015	2016	2017	2018	2019

		TUSD – White	38.4%	37.9%	33.9%	38.4%	34.6%
		Mansfeld					
		White	60%	54.2%	53.8%	43.3%	51.2%
		African American	18.8%	26.3%	29.4%	18.5%	33.3%
		Hispanic	12.6%	17.6%	20.1%	31.1%	38.6%
		Native American	0%	0%	0%	5.9%	11.1%
		Asian	60%	0%	0%	22.2%	100%
		Multi-Racial	16.7%	0%	75%	57.1%	20%
		TOTAL	16.9%	21.4%	24.9%	30.1%	38.7%
		8 th Grade – Math					
			2015	2016	2017	2018	2019
		TUSD – White	37.3%	19.2%	15.2%	36.1%	30.5%
		Mansfeld					
		White	73.3%	64.7%	72.2%	55.3%	68.4%
		African American	11.8%	28.6%	28.6%	27.6%	48.1%
		Hispanic	24%	33%	36.1%	43.4%	49.6%
		Native American	7.7%	0%	0%	11.8%	22.2%
		Asian	71.4%	75%	100%	45.5%	50%
		Multi-Racial	16.7%	33.3%	85.7%	66.7%	41.7%
		TOTAL	28.6%	36.8%	41.1%	42.5%	51.6%
		<p><u>Gaps:</u> Mansfeld's white students scored above most other subgroups. While African American and Hispanic students at Mansfeld have narrowed or eliminated the gap with white students across TUSD in all grades and subject areas, the gap at Mansfeld has not narrowed yet in 6th or 7th grade because all Mansfeld students have improved over time (the gap has narrowed at 8th grade).</p>					
Student Achievement – Improvement in Passing Scores	TUSD Web Data – AZMerit Scores	<p><u>Desired State:</u> All Mansfeld students will pass the state standardized tests.</p> <p><u>Current Reality:</u> See data above.</p>					

		<p><u>Gap:</u> Percent passing has increased for all subgroups at all grade levels between 2014 and 2018, with the exceptions of:</p> <ul style="list-style-type: none">• 6th grade ELA – Multi-racial students• 6th grade Math – Asian students• 7th grade ELA – African American and Asian students• 7th grade Math – Asian students• 8th grade Math – Asian students
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Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
School Integration and Achievement Action
Plan School Year 2021-22**

Principal: Eric Brock
School: Palo Verde HS
Magnet Program: STEAM
Region: Arcadia
Revised: 1/7/2022

Name	Position	Name	Position
Eric Brock	Principal	Kevin Amidan	Assistant Principal
Jennifer Maynard	Magnet Coordinator	Melissa Walker	CSP

Sign Off:

Position	Name	Signature	Date
Principal	Eric Brock	<i>Eric Brock</i>	12/16/21
Regional Assistant Superintendent	Mark Alvarez	<i>Mark Alvarez</i>	12/16/21
Interim Director of Magnet/Asst. Supt. of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/08/22

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I. MAGNET PROFILE

Palo Verde High Magnet School is currently a C-rated, integrated school. Palo Verde's programmatic theme is STEAM (Science, Technology, Engineering, Arts, and Math). The STEAM programming is implemented through a variety of course offerings and is devoted to helping all students consistently achieve the highest possible competence, not only in core academic subjects, but also in all the disciplines of STEAM. Palo Verde's goal is to utilize STEAM courses to prepare students for life-long learning by fostering skills, knowledge, critical thinking abilities, a sense of community, and creativity.

One of the pillars of Palo Verde's STEAM Program is their Career and Technical Education (CTE) Program, which includes Engineering, Computer Science, Film & TV, Digital Communications, and Sports Medicine. Students will learn to apply Science, Technology, Engineering, Arts, and Math concepts to current technologies and tools, as they learn about the different disciplines and opportunities within the fields of Engineering. Engineering students will have the ability to experience Engineering in both electrical and embedded software design by utilizing a robotics theme. During Computer Science courses, students will learn fundamentals of computing, including problem solving, working with data, understanding the internet, cybersecurity, and programming. Our Film and TV program prepares students to work in a variety of positions within the broadcast news, film, and television industries. Students in this program will have the opportunity to earn industry certification. In addition to our CTE Program, we offer many Fine Arts options. Some of these courses include Theater Arts, Orchestra, Band, Jazz Band, Studio Art, Clay, Piano, Choir, Drawing & Painting, Stage Management, and Dance. Our students also have the opportunity to take classes ranging from STEM, Marine Biology, Forensics, Chemistry, Biology, Anatomy, and Earth Science. Palo Verde prides itself on offering many Advanced Placement (AP) courses, as well as Dual Enrollment options. We also have a strong partnership with JTED, which helps our students get ahead in their future career choices.

Vision: The vision of Palo Verde High Magnet is to graduate all students and to prepare them with skills, knowledge, and critical thinking abilities that can be applied to a choice of college, university, technical program, or career path, in order for them to compete and succeed in a global economy.

Mission: The purpose of Palo Verde High Magnet School is to provide high quality instruction which creatively integrates STEAM into all curricula. We will provide a safe and encouraging environment where students, staff, families, and the larger community are bound together in a climate where diversity is appreciated. We are here to promote supportive, engaging, and challenging avenues that will lead students toward post-secondary education, lifelong learning, and a successful quality of life.

Core Values: At Palo Verde High Magnet School, all stakeholders hold high expectations and high standards in order to promote student success. We participate in shared decision making guided by what is best for our students and is aligned to our vision and our mission. We participate in collaboration and professional development based on data and research. We value every student as both an individual and as a member of a larger society, while all stakeholders work in collaboration to further student achievement and academic excellence. We value a safe, secure, and clean school environment that supports and encourages learning.

School Profile

2018-19 Letter Grade	2020-21 Integration Status	Theme
C	Integrated	STEAM

Student Profile

Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)
40.31	43.2	13.8%	19.2%

School Integration Profile (USP Ethnicity)

School Integration Profile (USP Ethnicity)													
2020-21 40 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Palo Verde Enrollment	161	25%	138	21%	285	44%	9	1%	25	4%	33	5%	651
2020-21 Avg, HS Enroll	22%		9%		60%		3%		3%		3%		
USP Integration Range + / - 15% District HS Avg.													
	7-37%		0-24%		45-70%		0-18%		0-19%		0-20%		
Future Integration Range + / - 25% District HS Avg.													
	0-47%		0-34%		35-70%		0-28%		0-28%		0-28%		

Palo Verde 2018-19 ACT Average Scale Score by USP Ethnicity				
USP Ethnicity	English	Math	Reading	Science
White	17.98	18.91	18.89	17.81
African American	13.38	15.77	14.30	14.34
Hispanic	14.64	16.82	15.73	16.74
Native American	13.50	15.25	16.25	16.00
Asian-PI	12.30	16.20	14.40	16.00
Multi-Racial	13.67	16.11	13.78	15.56
All	14.99	17.00	16.04	16.43

2018-19 ACT Composite Scale Score by USP Ethnicity							
School	White	AfAm	Hisp	NatAm	A-PI	Multi-R	All
Palo Verde	18.52	14.57	16.08	15.50	14.80	14.78	16.22

2 Years of AzMERIT TUSD Math Data Grades 9-11						
Math	2017 Alg. I	2017 Geom.	2017 Alg. II	2018 Alg. I	2018 Geom.	2018 Alg. II
District Avg.	29%	22%	17%	29%	27%	22%
State Avg.	39%	34%	34%	39%	37%	34%
Palo Verde	10%	10%	16%	13%	19%	13%
2 Years of AzMERIT TUSD ELA Data Grades 9-11						
ELA	2017 Gr. 9	2017 Gr. 10	2017 Gr. 11	2018 Gr. 9	2018 Gr. 10	2018 Gr. 11
District Avg.	26%	24%	21%	31%	28%	26%
State Avg.	36%	31%	26%	41%	33%	29%
Palo Verde	12%	16%	14%	17%	20%	15%

II. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 25 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

I. INTEGRATION

A. Gaps in Integration

Area of Student Outcome	Data Source(s)	Descriptions of Gaps																																																																																																																																																																																																																																																					
STUDENT ENROLLMENT	Synergy Day 40 U-STU-02 (Daily Enrollment by Student Demographics)	Desired state: To remain integrated, as defined by USP guidelines.																																																																																																																																																																																																																																																					
	Daily Enrollment by Grade, Gender and USP Ethnicity 620 - Palo Verde High Magnet School On: 10/05/2020 (Day 40 SY 2020-21)	Current state: Palo Verde’s general student population is integrated, as defined by USP guidelines. We will continue to monitor our integration to ensure this continues.																																																																																																																																																																																																																																																					
	<table><tr><th></th><th colspan="2">White/Anglo</th><th colspan="2">African American</th><th colspan="2">Hispanic</th><th colspan="2">Native American</th><th colspan="2">Asian American</th><th colspan="2">Multi-racial</th><th colspan="3">Total</th></tr><tr><th>Grade</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>Total</th></tr><tr><td>09</td><td>13</td><td>24</td><td>19</td><td>15</td><td>28</td><td>38</td><td>1</td><td>1</td><td>2</td><td>1</td><td>2</td><td>5</td><td>65</td><td>84</td><td>149</td></tr><tr><td></td><td>8.7%</td><td>16.1%</td><td>12.8%</td><td>10.1%</td><td>18.8%</td><td>25.5%</td><td>0.7%</td><td>0.7%</td><td>1.3%</td><td>0.7%</td><td>1.3%</td><td>3.4%</td><td>43.6%</td><td>56.4%</td><td></td></tr><tr><td>10</td><td>14</td><td>23</td><td>19</td><td>12</td><td>22</td><td>44</td><td>1</td><td>2</td><td>4</td><td>2</td><td>4</td><td>4</td><td>64</td><td>87</td><td>151</td></tr><tr><td></td><td>9.3%</td><td>15.2%</td><td>12.6%</td><td>7.9%</td><td>14.6%</td><td>29.1%</td><td>0.7%</td><td>1.3%</td><td>2.6%</td><td>1.3%</td><td>2.6%</td><td>2.6%</td><td>42.4%</td><td>57.6%</td><td></td></tr><tr><td>11</td><td>21</td><td>19</td><td>18</td><td>14</td><td>26</td><td>39</td><td>2</td><td>0</td><td>5</td><td>3</td><td>4</td><td>2</td><td>76</td><td>77</td><td>153</td></tr><tr><td></td><td>13.7%</td><td>12.4%</td><td>11.8%</td><td>9.2%</td><td>17.0%</td><td>25.5%</td><td>1.3%</td><td>0.0%</td><td>3.3%</td><td>2.0%</td><td>2.6%</td><td>1.3%</td><td>49.7%</td><td>50.3%</td><td></td></tr><tr><td>12</td><td>12</td><td>29</td><td>25</td><td>11</td><td>31</td><td>36</td><td>2</td><td>0</td><td>4</td><td>3</td><td>5</td><td>4</td><td>79</td><td>83</td><td>162</td></tr><tr><td></td><td>7.4%</td><td>17.9%</td><td>15.4%</td><td>6.8%</td><td>19.1%</td><td>22.2%</td><td>1.2%</td><td>0.0%</td><td>2.5%</td><td>1.9%</td><td>3.1%</td><td>2.5%</td><td>48.8%</td><td>51.2%</td><td></td></tr><tr><td>Total</td><td>60</td><td>95</td><td>81</td><td>52</td><td>107</td><td>157</td><td>6</td><td>3</td><td>15</td><td>9</td><td>15</td><td>15</td><td>284</td><td>331</td><td>615</td></tr><tr><td></td><td>9.8%</td><td>15.4%</td><td>13.2%</td><td>8.5%</td><td>17.4%</td><td>25.5%</td><td>1.0%</td><td>0.5%</td><td>2.4%</td><td>1.5%</td><td>2.4%</td><td>2.4%</td><td>46.2%</td><td>53.8%</td><td></td></tr><tr><td></td><td colspan="2">155</td><td colspan="2">133</td><td colspan="2">264</td><td colspan="2">9</td><td colspan="2">24</td><td colspan="2">30</td><td colspan="3">615</td></tr><tr><td></td><td colspan="2">25.2%</td><td colspan="2">21.6%</td><td colspan="2">42.9%</td><td colspan="2">1.5%</td><td colspan="2">3.9%</td><td colspan="2">4.9%</td><td colspan="3">100.0%</td></tr></table>		White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total			Grade	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total	09	13	24	19	15	28	38	1	1	2	1	2	5	65	84	149		8.7%	16.1%	12.8%	10.1%	18.8%	25.5%	0.7%	0.7%	1.3%	0.7%	1.3%	3.4%	43.6%	56.4%		10	14	23	19	12	22	44	1	2	4	2	4	4	64	87	151		9.3%	15.2%	12.6%	7.9%	14.6%	29.1%	0.7%	1.3%	2.6%	1.3%	2.6%	2.6%	42.4%	57.6%		11	21	19	18	14	26	39	2	0	5	3	4	2	76	77	153		13.7%	12.4%	11.8%	9.2%	17.0%	25.5%	1.3%	0.0%	3.3%	2.0%	2.6%	1.3%	49.7%	50.3%		12	12	29	25	11	31	36	2	0	4	3	5	4	79	83	162		7.4%	17.9%	15.4%	6.8%	19.1%	22.2%	1.2%	0.0%	2.5%	1.9%	3.1%	2.5%	48.8%	51.2%		Total	60	95	81	52	107	157	6	3	15	9	15	15	284	331	615		9.8%	15.4%	13.2%	8.5%	17.4%	25.5%	1.0%	0.5%	2.4%	1.5%	2.4%	2.4%	46.2%	53.8%			155		133		264		9		24		30		615				25.2%		21.6%		42.9%		1.5%		3.9%		4.9%		100.0%			<table><tr><th></th><th>Palo Verde</th><th>All High Schools</th></tr><tr><td>White</td><td>25.2%</td><td>21.6%</td></tr><tr><td>African Amer.</td><td>21.6%</td><td>9.1%</td></tr><tr><td>Hispanic</td><td>42.9%</td><td>59.7%</td></tr><tr><td>Native Amer.</td><td>1.5%</td><td>3.2%</td></tr><tr><td>Asian Amer.</td><td>3.9%</td><td>2.9%</td></tr><tr><td>Multi-racial</td><td>4.9%</td><td>3.4%</td></tr></table>		Palo Verde	All High Schools	White	25.2%	21.6%	African Amer.	21.6%	9.1%	Hispanic	42.9%	59.7%	Native Amer.	1.5%	3.2%	Asian Amer.	3.9%	2.9%	Multi-racial	4.9%	3.4%
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		Gap: No noticeable gaps exist, and all grades are integrated according to USP guidelines.																																																																																																																																																																																																																																																					

Daily Enrollment by Grade, Gender and USP Ethnicity

3. High Schools

On: 10/05/2020 (Day 40 SY 2020-21)

	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total		
Grade	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
07	0	0	0	0	2	0	0	0	0	0	0	0	2	0	2
	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	
08	0	0	0	0	29	13	1	2	0	0	0	0	30	15	45
	0.0%	0.0%	0.0%	0.0%	64.4%	28.9%	2.2%	4.4%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	
09	378	413	173	179	1009	1121	66	60	51	39	69	66	1746	1878	3624
	10.4%	11.4%	4.8%	4.9%	27.8%	30.9%	1.8%	1.7%	1.4%	1.1%	1.9%	1.8%	48.2%	51.8%	
10	337	393	155	176	1019	1092	65	56	45	42	51	61	1672	1820	3492
	9.7%	11.3%	4.4%	5.0%	29.2%	31.3%	1.9%	1.6%	1.3%	1.2%	1.5%	1.7%	47.9%	52.1%	
11	318	357	140	135	934	956	57	37	58	51	52	54	1559	1590	3149
	10.1%	11.3%	4.4%	4.3%	29.7%	30.4%	1.8%	1.2%	1.8%	1.6%	1.7%	1.7%	49.5%	50.5%	
12	340	348	134	125	926	874	41	47	51	55	45	55	1537	1504	3041
	11.2%	11.4%	4.4%	4.1%	30.5%	28.7%	1.3%	1.5%	1.7%	1.8%	1.5%	1.8%	50.5%	49.5%	
Total	1373	1511	602	615	3919	4056	230	202	205	187	217	236	6546	6807	13353
	10.3%	11.3%	4.5%	4.6%	29.3%	30.4%	1.7%	1.5%	1.5%	1.4%	1.6%	1.8%	49.0%	51.0%	
	2884		1217		7975		432		392		453		13353		
	21.6%		9.1%		59.7%		3.2%		2.9%		3.4%		100.0%		

B. SMART Goal(s) for Integration

Primary Need: PV needs to maintain integration status, as well as increase its general student population enrollment numbers and participation in extracurricular activities, across all ethnic groups. MSA Pillar 1 - Diversity

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the 40 th day of 2021-2022 SY, Palo Verde will remain integrated as measured by the USP: Meeting the 70% and +/- 25% thresholds for an Integrated school.	<ul style="list-style-type: none"> • Synergy records
2. During the 2021-22 SY, PV will increase its general student population enrollment numbers by targeting the incoming 9th grade class to increase from 258 SY2021-22 to 288 SY 2022-23.	<ul style="list-style-type: none"> • Open Enrollment Applications • Final Enrollment numbers

C. Integration Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Integration Improvement Goal 1

By the 40th day of 2021-2022 SY, Palo Verde will remain integrated as measured by the USP: **Meeting the 70% and +/- 25% thresholds for an Integrated school.**

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
<p>1. Recruitment and retention of all ethnic groups for all grade levels</p> <ul style="list-style-type: none"> a. Work with School and Community Development Department to ensure information is sent to various communities in the Tucson and surrounding area encapsulating all subgroups. b. Increase collaboration with TUSD's African American Student Services, Asian Pacific American and Refugee Student Services, Native American Student Services, and Mexican American Student Services to ensure multiple subgroups are being represented/supported at events. c. Invite Student Services Departments to present at PV to ensure students from various subgroups know and understand how they can be supported. 	<p>Supports: Full-time Magnet Coordinator, Community Liaison, Dropout Prevention Specialist (retention efforts), MTSS (retention efforts), AASS, APARSS, NASS, MASS, EDI Department</p> <p>Constraints: Main feeder schools declining in enrollment, aging population in school boundaries, negative stereotypes about PV, higher SES flight from TUSD schools, Charter Schools all over east Tucson</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Recruitment and retention of all ethnic groups for all grade levels.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
1. Foster a collaborative school community that creates partnerships with current families, incoming families, and the community.	Administration Leadership Team Teachers/Staff	Beginning immediately and ongoing	Postage for Mailers School event calendar Family surveys
2. Implement the magnet theme with fidelity, in order to attract and to maintain a diverse student population.	Teachers/Staff	Beginning fall 2021 and ongoing	Classroom theme-based materials and curriculum
3. Continue recruitment at multiple TUSD middle schools: Booth-Fickett, Dietz, Borman, Naylor, Secrist, Alice Vail, and Mansfeld, in order to increase enrollment, and maintain diversity, excellence, and equity.	Magnet Coordinator	All year	Marketing Materials
4. Continue recruitment at multiple non-TUSD middle schools: La Paloma Academy, Academy of Tucson, Lehman Academy, Tucson Country Day School.	Magnet Coordinator	All year	Marketing Materials
5. Continue partnerships with Booth-Fickett, Dietz, Naylor, and Borman, in order to retain integrated neighborhood students	Magnet Coordinator	All year	Marketing Materials
6. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to school.	Magnet Coordinator	As they occur	Communications Calendar of Events
7. Increase student support systems for all ethnic groups to attract and maintain a diverse student population.	Magnet Coordinator AA Student Services MA Student Services Teachers	Beginning fall 2021 and ongoing	NA

8. Use Positive Behavior Intervention and Supports to support a healthy school climate and culture, in order to help retain current students.	Teachers Staff Administration	Ongoing	PBIS Materials
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Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Recruitment and retention of all ethnic groups for all grade levels			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Completing Magnet quarterly report	Magnet Coordinator	Ongoing	Magnet Quarterly Report
Monitoring parent/family/student participation at recruitment events	Magnet Coordinator Community Liaison	Ongoing	Attendance Logs
Conducting and recording results of current student/family surveys regarding culture/climate	Magnet Coordinator Community Liaison	Beginning fall 2021 and continuing once per semester	Family Surveys
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> Recruitment logs Parent sign-in sheets Magnet reports Leadership team meeting minutes Survey results 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> Synergy record 			

Integration Improvement Goal 2

During the 2021-22 SY, PV will increase its general student population enrollment numbers by targeting the incoming 9th grade class to increase from 258 SY2021-22 to 300 SY 2022-23.

Most Effective and Feasible Strategies for Improvement Goal 2	
Strategy(ies) Selected	Supports and Constraints to Address
<ol style="list-style-type: none"> 1. Recruitment of incoming 9th graders <ol style="list-style-type: none"> a. Work with School and Community Development Department to ensure PV information is sent to various communities in the Tucson and surrounding area encapsulating all subgroups. b. Increase collaboration with TUSD's African American Student Services, Asian Pacific American and Refugee Student Services, Native American Student Services, and Mexican American Student Services to ensure multiple subgroups are being represented/supported at events. c. Continue to invite the elementary and middle school students, and community organizations, to our campus for their athletic events. Including, but not limited to: <ul style="list-style-type: none"> • Tucson Parks and Recreation Tuesday night open track and field meets • Basketball camp ES and MS hosted by Boys Basketball. • Dale Lopez's ES and MS B-team volleyball and basketball games on Saturdays • Final four TUSD Boys Basketball tournament • ES and MS cross country finals • Zona volleyball (rental) • Scorpions football (rental) • Scorpions track practices • ES Regional track and field meet 	<p>Supports: Full-time Magnet Coordinator, marketing materials, Communications Department, AASS, APARSS, NASS, MASS</p> <p>Constraints: Main feeder schools declining in enrollment, communication issues with 8th grade families, aging population in school boundaries, negative stereotypes about PV, higher SES flight from TUSD schools.</p>

- | | |
|---|--|
| <ul style="list-style-type: none">• MS soccer playoffs• MS regular season track events• Palo Verde football camp open to ES and MS kids | |
|---|--|

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 1: Recruitment of incoming 9th graders			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
1. Continue recruitment at multiple TUSD middle schools: Booth-Fickett, Dietz, Borman, Naylor, Secrist, Alice Vail, Dodge, and Mansfeld in order to increase enrollment, and maintain diversity, excellence, and equity.	Magnet Coordinator	All year	Marketing materials from Communications Department
2. Continue recruitment at multiple non-TUSD middle schools: La Paloma Academy, Academy of Tucson, Lehman Academy, and Tucson Country Day School.	Magnet Coordinator	All year	Marketing materials from Communications Department
3. Maintain current partnerships with regular neighborhood feeders (Booth-Fickett, Dietz, and Naylor) in order to retain neighborhood students.	Magnet Coordinator	All year	N/A
4. Increase partnerships with outlying middle schools (Secrist, Gridley, Dodge), in order to increase enrollment and maintain integration.	Magnet Coordinator	Beginning fall 2021 and continuing	N/A
5. Magnet Coordinator (or staff representative) will continue to participate in all district recruitment activities offered to school.	Magnet Coordinator	All year	N/A
6. Hold a Future Freshman/Informational event once per semester, so potential families and students have a better understanding about Palo Verde and its programming.	Magnet Coordinator CTE Dept. Chair Fine Arts Dept. Administration	November and February each school year	Marketing materials from Communications Department
7. Increase direct communication with 8 th grade families and potential students	Magnet Coordinator	Beginning fall 2021 and continuing	Permissions to have access to contact information including email addresses and/or home addresses
8. Conduct surveys with potential students/families regarding PV's perceived culture/climate	Magnet Coordinator	Beginning fall 2021	Permissions to have access to contact information including email addresses and/or home addresses

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 1: Recruitment of incoming 9th graders			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Completing Magnet Quarterly Report	Magnet Coordinator	Ongoing	Magnet Quarterly Report
Monitoring parent/family/student participation at recruitment events	Magnet Coordinator Community Liaison	Ongoing	Attendance logs
Coordination of Future Freshmen/Information semester events	Magnet Coordinator		Marketing materials Postage for mailers
Conducting and recording results of potential student/family surveys regarding PV's perceived culture/climate	Magnet Coordinator Community Liaison	Beginning fall 2021 and continuing once per semester	Family surveys
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • Recruitment logs • Magnet reports • Leadership team meeting minutes • Family event attendance sheet • Survey results 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • Synergy records • Class rosters 			

III. STUDENT ACHIEVEMENT

The Palo Verde team considered the “Targeted Academic Improvement Plan SY2020-21” in creating goals and strategies for SY2021-22. To the extent any strategies listed in the TAIP are not duplicated here, they are incorporated by reference (notwithstanding that some strategies in the TAIP may be modified or eliminated after the magnet department and school conduct a year-end review).

A. Gaps in Student Outcomes

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
ELA 9 Quarter 1 20-21	<p>ELA 9 Quarter 1 Benchmark School City</p> <p>School average 50.9% District average 54.9%</p> <p>African American 45.7% Hispanic 50.8% White 51.4%</p>	<p><u>Desired State:</u> Palo Verde students will score above the district average on the quarterly benchmark exams with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> All 3 ethnic groups were below district average, with White students scoring the best. The Hispanic and White groups were less than 1% difference from each other. There is 5.7% difference between our lowest group (African American) and our highest group (White).</p> <p><u>Gap:</u> African American 9.2% below district Hispanic 4.1% below district White 3.5% below district</p>
ELA 9 Quarter 2 20-21	<p>ELA 9 Quarter 2 Benchmark School City</p> <p>School average 52.1% District average 58.1%</p> <p>African American 49% Hispanic 53.3% White 52.3%</p>	<p><u>Desired State:</u> Palo Verde students will score above the district average on the quarterly benchmark exams with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> All 3 ethnic groups scored below district average, with Hispanic students scoring the best. The Hispanic and White groups were just 1% difference from each other. There is less than 4% difference between our lowest group (African American) and our highest group (Hispanic).</p> <p><u>Gap:</u> African American 9.1% below district</p>

		Hispanic 4.8% below district White 5.8% below district
ELA 10 Quarter 1 20-21	ELA 10 Quarter 1 Benchmark School City School average 58.7% District average 62.1% African American 59.3% Hispanic 56.7% White 58%	<p><u>Desired State:</u> Palo Verde students will score above the district average on the quarterly benchmark exams with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> All 3 ethnic groups scored below district average, with African American students scoring the best. The African American and White groups were just 1.3% difference from each other. There is only 2.6% difference between our lowest group (Hispanic) and our highest group (African American).</p> <p><u>Gap:</u> African American 2.8% below district Hispanic 5.4% below district White 4.1% below district</p>
ELA 10 Quarter 2 20-21	ELA 10 Quarter 2 Benchmark School City School average 51.4% District average 53.8% African American 52.7% Hispanic 51.2% White 47.6%	<p><u>Desired State:</u> Palo Verde students will score above the district average on the quarterly benchmark exams with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> All 3 ethnic groups scored below district average, with African American students scoring the best. The African American and Hispanic groups were just 1.5% difference from each other. There is a 5.1% difference between our lowest group (White) and our highest group (African American).</p> <p><u>Gap:</u> African American 1.1% below district Hispanic 2.6% below district White 6.2% below district</p>
Algebra Quarter 1 20-21	Algebra Quarter 1 Benchmark School City School average 37%	<p><u>Desired State:</u> Palo Verde students will score above the district average on the quarterly benchmark exams with little to no gap in achievement between ethnic groups.</p>

	<p>District average 41.7%</p> <p>African American 38.5%</p> <p>Hispanic 35.8%</p> <p>White 38.1%</p>	<p><u>Current Reality:</u> All 3 ethnic groups scored below district average, with African American students scoring the best. The African American and White groups were just .4% difference from each other. There is a 2.7% difference between our lowest group (Hispanic) and our highest group (African American).</p> <p><u>Gap:</u> African American 3.2% below district Hispanic 5.9% below district White 3.6% below district</p>
<p>Algebra Quarter 2 20-21</p>	<p>Algebra Quarter 2 Benchmark School City</p> <p>School average 31.5%</p> <p>District average 32.3%</p> <p>African American 32.4%</p> <p>Hispanic 30.2%</p> <p>White 33.1%</p>	<p><u>Desired State:</u> Palo Verde students will score above the district average on the quarterly benchmark exams with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> 2 ethnic groups scored above district average, and the other 1 was very close. The African American and White groups were less than 1% difference from each other. There is a 2.9% difference between our lowest group (Hispanic) and our highest group (White).</p> <p><u>Gap:</u> African American .1% above district Hispanic 2.1 % below</p>
<p>Geometry Quarter 1 20-21</p>	<p>Geometry Quarter 1 Benchmark School City</p> <p>School average 42%</p> <p>District average 40.1%</p> <p>African American 37.7%</p> <p>Hispanic 41.2%</p> <p>White 43%</p>	<p><u>Desired State:</u> Palo Verde students will score above the district average on the quarterly benchmark exams with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> 2 ethnic groups scored above district average, and the other 1 was just 2.4% below. The Hispanic and White groups were 1.8% difference from each other. There is a 5.3% difference between our lowest group (African American) and our highest group (White).</p> <p><u>Gap:</u> African American 2.4% below district Hispanic 1.1% above district</p>

		White 2.9% above district
Geometry Quarter 2 20-21	<p>Geometry Quarter 2 Benchmark School City</p> <p>School average 43.4% District average 40.2%</p> <p>African American 43.6% Hispanic 45.4% White 41%</p>	<p><u>Desired State:</u> Palo Verde students will score above the district average on the quarterly benchmark exams with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> All 3 ethnic groups scored above district average. The African American and White groups were 2.6% difference from each other. There is a 4.4% difference between our lowest group (White) and our highest group (Hispanic).</p> <p><u>Gap:</u> African American 3.4% above district Hispanic 5.2% above district White .8% above district</p>

B. SMART Improvement Goals for Student Achievement

Primary Need: PV needs to enhance the academic quality of lessons by using proper curriculum, in order to improve student performance on benchmark tests, and close achievement gaps between all ethnic groups, while increasing parent participation in their child's education.

Evidence to Be Used to Assess Progress and Accomplishment: AzMERIT data 2018 was used to establish these SMART goals. The State Standardized Test scores will be used to monitor and assess progress toward the SMART goals. Note: 2021-22 State Standardized test scores will be collected for grades 9 and 11 only

Student achievement will increase in ELA and Math as follows:

ELA

Goal: ELA 9 student achievement will increase by 9% proficiency from 24% to 33% to meet the district HS proficiency average on the state test by 2022.

ELA 9 student achievement in 2017-18 AzMERIT was 24% proficient in ELA, which was 9% below the district HS proficiency rate of 33%.

- Student achievement for White students in 2019 was 40% proficient in ELA on the AzMERIT, 29% higher than Hispanic students and 20% higher than African American students. The achievement gap between Palo Verde's White students and African American and Hispanic students will narrow by 10% on the AzM2 in 2022.

Goal: ELA 11 student achievement will increase by 11% proficiency from 14% to 25% to meet the district HS proficiency average on the state test by 2022.

ELA11 student achievement in 2017-18 AzMERIT was 14% proficient in ELA, which was 11% below the district HS proficiency rate of 25%

- Student achievement for White students in 2019 was 28% proficient in ELA on the AzMERIT, 17% higher than Hispanic students and 23% higher than African American students. The achievement gap between Palo Verde's White students and African American and Hispanic students will narrow by 10% on the AzM2 in 2022.

Math

Goal: Math 9 student achievement will increase by 9% proficiency from 18% to 27% to meet the district HS proficiency average on the state test by 2022.

Alg I student achievement in 2017-18 AzMERIT was 11% proficient math, which was 11% below the district HS proficiency rate of 22%.

- Student achievement for White students in 2019 was 25% proficient in Math on the AzMERIT, 18% higher than Hispanic students and 17% higher than African American students. The achievement gap between Palo Verde's White students and African American and Hispanic students will narrow by 10% on the AzM2 in 2022.

Goal: Math 11 student achievement will increase by 9% proficiency from 18% to 27% to meet the district HS proficiency average on the state test by 2022.

Alg II student achievement in 2017-18 AzMERIT was 13% proficient math, which was 7% below the district HS proficiency rate of 22%.

- Student achievement for White students in 2019 was 20% proficient in ELA on the AzMERIT, 9% higher than Hispanic students and 11% higher than African American students. The achievement gap between Palo Verde's White students and African American and Hispanic students will narrow by 5% on the AzM2 in 2022.

ELL

ELL student achievement in 2018 in grades 9-11 was 2% proficient in ELA and Math, 1% below the district high school proficiency rate of 3%. Palo Verde will increase proficiency from 2% to 4% on the state test by 2022. High School grades were combined for this SMART goal because the N sizes are too small by grade.

- Student achievement for White ELL students in 2019 was 5% proficient on the AzMERIT, 3% higher than Hispanic ELL students and 5% higher than African American ELL students. The achievement gap between Palo Verde's White students, African American students and Hispanic students will narrow by 2% on the state test in 2022.

EXED

EXED student achievement in 2019 in grades 9 - 11 was 4% proficient in ELA and Math, 1% below the district high school proficiency rate of 5%. Palo Verde will increase proficiency from 4% to 5% on the state test by 2022. High School grades were combined for this SMART goal because the N sizes are too small by grade.

rate of 5%. Palo Verde will increase proficiency from 4% to 6% on the state test by 2022. High School grades were combined for this SMART goal because the N sizes are too small by grade.

- Student achievement for White EXED students in 2019 was 9% proficient on the AzMERIT, 7% higher than Hispanic EXED students and 9% higher than African American EXED students. The achievement gap between Palo Verde's White students, African American students and Hispanic students will narrow by 2% on the state test in 2022.

C. Student Achievement Strategies

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1

Student Achievement (See SMART Goals for Student Achievement)

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
<ol style="list-style-type: none"> 1. Strengthen consistency of high-quality Tier 1 Instruction <ol style="list-style-type: none"> a. Continue the use of our Co-Teaching Model for Exceptional Education <ul style="list-style-type: none"> • We use the parallel/team teaching model where our teachers work closely together to plan and then implement instruction for the students. Our teachers are simultaneously teaching content together, a majority of the time. b. Continue school-wide implementation of AVID (Advancement Via Individual Determination) <ul style="list-style-type: none"> • Ensure newly hired teachers are trained in AVID techniques • Provide PD assistance regarding AVID techniques • Allow for CTT time to collaborate and discuss AVID • Allow for AVID Committee Members to attend AVID trainings 	<p>Supports: MTSS Facilitator, Dean, CSP, IDI, Magnet Coordinator, AVID Coordinator, AVID teacher</p> <p>Constraints: Student attendance, lack of time for PLC/CTT, lack of appropriate texts/textbooks, STEAM integration in all courses is not always explicit for students, limited CR course options due to lack of interest, district-mandated PD</p>

<ul style="list-style-type: none"> • Continue to increase rigor in all classes, in all subject areas c. Continue to use intervention and differentiation strategies for our Exceptional Education population, including, but not limited to: <ul style="list-style-type: none"> • Students to remain in close proximity to teachers • Class-size reduction, as possible • Clarifications/reminders given regularly • Increased communication between home and school • Break down assignments into manageable pieces • Positive reinforcements • Provide extra assistance as needed, either from a teacher or accomplished peer • Increase wait time, as needed • Provide additional instructional time, as needed • Provide opportunities for cooperative learning • Utilize different teaching modalities • RTI classes 	
<p>2. Maintain and enhance Tier 2 and Tier 3 Interventions</p>	<p>Support: Math Interventionist, ELA Interventionist, MTSS Facilitator, Dean, CSP</p> <p>Constraints: Student attendance, lack of time for PLC/CTT, lack of remediation materials, lack of appropriate texts/textbooks, lack of parental support</p>

ROOT CAUSE ANALYSIS FOR STUDENT ATTENDANCE

After performing a Root Cause Analysis, we determined the following as the main factors:

Lack of Engagement	Student Misconceptions	Barriers
Need improvement with engaging instruction	Some students believe that absences are only a problem if they are unexcused	Trauma
Need improvement with culturally relevant instruction across all subject areas	Some students believe that missing a few days a quarter “won’t matter”	Transportation issues
Students tend to have stronger ties with peers than with teachers	Some students believe attendance only matters when they are Juniors or Seniors	Frequent moving – transiency
Low achievement causes student frustration		Lack of solid home support system
		Illness, acute and chronic

Sub goals to Improve attendance

- Clearly communicate with students, and guardians the importance of attending classes (any absence, excused or unexcused, can have an impact on grades and learning).
- Increase mental health supports for students
- RTI instruction for low achieving students and continue to utilize Tier 2 and 3 supports
- Work with transportation department to ensure as many as possible can get to and from school
- Continue PD regarding engagement strategies
- Increase use of technology in classrooms (engagement strategy)
- Continue PD regarding culturally relevant practices and ensure all new teachers are properly trained
- Continue to hold district parent education classes

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Strengthen Consistency of High-Quality Tier 1 Instruction			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
1. Actively retain and/or recruit effective teachers who are appropriately certified for the grade/content they teach and have a wealth of knowledge to share regarding research-based instructional strategies.	Administration	Any time an opening presents itself	NA
2. PLC-CTTs will create common formative assessments that are in alignment with TUSD Curriculum and District's scope and sequence.	PLC-CTTs	Reviewed quarterly, and created, as needed	TUSD's Scope and Sequence
3. Teachers will use formative data regularly and analyze summative data to develop instructional practices that can be implemented to benefit all students.	Teachers IDI CSP	Quarterly	Formative/Summative data
4. Teachers will utilize the Titan lesson plan template, as to maintain consistency across the school, and the teacher evaluation instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.	Teachers CSP	Lesson plans are created weekly, and formal evaluations are completed annually (unless scores are low, or teachers request a second one)	Titan Lesson Plan template and Danielson Evaluation tool
5. Dean of Students will facilitate professional development and implementation of PBIS and restorative practices to support teachers and address level 1 and 2 behaviors that impede academic progress.	Dean	As needed	PBIS materials
6. Palo Verde will use Positive Behavior Intervention and Supports to support a healthy school climate and culture conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.	All staff	Beginning fall 2021	PBIS materials

7. Leadership team will establish baseline data for needs to deliver quality Tier I instruction and implement system of continuous monitoring to address school-wide and individual teacher needs.	Leadership Team	Beginning fall 2021, and ongoing	NA
8. Administration will participate in a continuous walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction.	Administration	As needed	Walkthrough and reflection cycle documents
9. Teacher's lesson plans will include the use of technology to integrate academic and technical learning experiences into their instruction to connect student learning to authentic applications to technically prepare and to produce global ready graduates. This will be monitored through classroom walkthroughs.	Teachers Administration	Beginning fall 2021	Titan Lesson Plan template Walkthrough and reflection cycle documents
10. The Principal and Magnet Coordinator will continue to meet with the Magnet Department at least once a quarter to discuss observational findings of PLC-CTTs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.	Principal Magnet Coordinator	Quarterly	NA

CREDIT CHECKS for DEFICIENCY

Our goal is to complete semester credit checks with all students.

ELL PROGRESS POINTS

Our goal is to complete annual checks for ELL progress points.

Action Steps to Monitor, Assess, and Adjust Strategies for Academic Improvement Goal 1			
Strategy 1: Strengthen Consistency of High-Quality Tier 1 Instruction			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor the use of the District Curriculum and Scope and Sequence through classroom visits and PLC – CTT observations.	CSP	Ongoing	District Scope and Sequence
PBIS use	MTSS Dean	Ongoing	PBIS materials
Monitor the use of Titan Lesson Plan to check for technology integration	Admin CSP	Beginning fall 2021 and ongoing	Titan Lesson Plan
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • CFA scores • Benchmark scores • PBIS (Bolt Card) submissions 			

Action Steps to Implement Improvement Strategies for Academic Improvement Goal 1			
Strategy 2: Maintain and Enhance Tier 2 and Tier 3 Interventions			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
1. Instructional Data and Intervention Specialist (IDI) and PLC-CTTs will analyze data from common formative assessments and benchmark assessments to identify students in need of support for Tier 2 instruction in the classroom.	IDI PLC/CTTs	Ongoing and as needed	Remediation materials
2. PLC-CTTs will develop action plans to support students who have not mastered the standards through re-teach lessons, small group instruction, push-in or pull-out intervention services.	PLC-CTTs	Ongoing and as needed	Remediation materials
3. A Math and/or Reading Interventionist will be utilized on a push-in/pull-out basis to help ensure continuous improvement for all students.	Math Interventionist Reading Interventionist	Ongoing and as needed	Remediation materials Reading/Writing strategies
4. MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, subgroup, or individual student level).	MTSS Facilitator MTSS Team members IDI	Ongoing	Academic performance data
5. Instructional Data and Intervention Specialist, MTSS Coordinator, Dean, Dropout Prevention Specialist, Counselors and Teachers will provide student data chats after the school's standards-based pre-assessment and the district's benchmark testing.	IDI MTSS Dean Dropout Prevention Specialist	Once per quarter, beginning fall 2021	Academic performance data
6. Dropout Prevention Specialist will support the correlation between attendance and achievement.	Dropout Prevention Specialist	Ongoing	NA

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 2: Maintain and Enhance Tier 2 and Tier 3 Interventions			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Monitor strategic data-focused PLC-CTT planning times	CSP	Ongoing	NA
Create a structure and protocol with documentation for identifying students in need of Tier 3 interventions	MTSS Admin CSP IDI	Completed by fall 2021	NA
Appropriate scheduling to ensure proper use of Math and Reading Interventionists	AP	Ongoing	Master schedule
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • Academic performance scores to determine growth 			

Academic Improvement Goal 2

By the end of the 2021-22 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic progress as measured by participation logs.

Most Effective and Feasible Strategies for Improvement Goal 2	
Strategy(ies) selected	Supports and Constraints to Address
1. Create and maintain collaboration partnerships with families.	<p>Supports: Magnet Coordinator, Community Liaison</p> <p>Constraints: some language barriers between home and school, parent work schedules, parent childcare needs, lacking two-way communication between home and school,</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 1: Create and maintain collaboration partnerships with families.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
1. School Council will continue to meet monthly, and minutes will be posted on school's website, and dates will be included in monthly newsletters.	Site Council Members Principal Magnet Coordinator	Monthly	School Council calendar
2. Magnet Coordinator and/or other site-based employee will develop and consistently use social media structures to connect with students and families.	Magnet Coordinator	Immediately and ongoing	NA
3. The Magnet Coordinator will establish at least one new formal partnership each year, as documented by a letter of support.	Magnet Coordinator	Beginning fall 2021, and continuing each year	NA
4. The Magnet Coordinator will collaborate with the Family Community Liaison, or other site-based employees to coordinate efforts for parent, community, and partnership engagement.	Magnet Coordinator Community Liaison	Monthly	Activities calendar
5. Magnet Coordinator will send regular mailers to all neighborhood families with TUSD middle school students.	Magnet Coordinator	Monthly, at minimum	8 th grade family addresses Postage
6. Magnet Coordinator and/or Community Liaison will continue to attend Right Start events on Davis-Monthan AFB. This event is geared for new enlistees and their families.	Magnet Coordinator Community Liaison	Ongoing, once their events continue	Marketing materials
7. School Community Liaison will provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.	Community Liaison	Twice per year	List of strategies
8. School Community Liaison will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.	Community Liaison	Ongoing	Calendar of parent education/resource opportunities

9. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and to adjust the plan during School Council Meetings.	Community Liaison Magnet Coordinator Administration Leadership Team	Beginning fall 2021 and completed by end of fall 2022	Plan of Action for strengthening parent/community engagement
10. The Community Liaison and Magnet Coordinator will collect, monitor, and document data related to parent /community involvement.	Community Liaison Magnet Coordinator	Quarterly	Parent sign in sheets Record document
11. Magnet Coordinator will organize a Future Titan Night/New Student Orientation - Prospective families are given opportunities to tour campus and speak with teachers, counselors and administration regarding enrollment at Palo Verde High Magnet.	Magnet Coordinator	Two times per year (once per semester)	Marketing materials Budget to support teacher participation after hours Postage for mailers

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 1: Create and maintain collaboration partnerships with families.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Participation at events	Magnet Coordinator Community Liaison	Ongoing	NA
Events and activities posted/communicated	Magnet Coordinator Community Liaison MTSS Facilitator	Ongoing	Marketing materials
Activities planned	Magnet Coordinator Community Liaison Admin	Ongoing	Marketing materials
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: <ul style="list-style-type: none"> • Parent event sign-in sheets and documentation 			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: <ul style="list-style-type: none"> • Parent volunteer sign-in sheets • Parent event sign-in sheets • Extracurricular activities rosters 			

MSP BUDGET

List other school FTE to support the MSP Goals for integration and student achievement. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the district (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

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

Magnet School Budget**Goal Focus:** Integration and / or Student Achievement**Magnet Focus Areas:** Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and, Magnet Theme (MT).**Personnel**

Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	MSA Focus Area	Goal Focus
Teacher Math Specialist	\$46,375.00	1.0	Freshman students who have been selected based on 8th grade math scores will be scheduled in a Response to Intervention class targeting essential skill deficits. Provide on-site targeted support to teachers, coaches and leaders. This may range from providing lesson planning and pacing support, to helping educators analyze data and apply it to instruction, to working with leaders to identify evidence of implementation successes and challenges.	AA	Student Achievement
Benefits	\$13,912.50				
Teacher Reading Specialist	\$50,762.00	1.0	A Reading Specialist will assist L25 students using Concept Recovery program. The Reading Specialist will work with PLCs and teachers to develop strategies to improve classroom instruction with a focus on literacy. Work collaboratively with a team to plan instruction. Demonstrate commitment to continuous learning	AA	Student Achievement
Benefits	\$15,228.60				
Assistant Principal	\$80,561.00	1.0	Assistant Principal provides leadership and management of a school that is focused on student	IN AA	Integration

			learning and achievement, relationships, and communication, and efficient operations. Promotes the success of each student by facilitating the development and articulation of a vision of learning that is shared and supported by the school community.	PCI MT	Student Achievement
Benefits	\$24,168.30				
Magnet Site Coordinator	\$48,900.00	1.0	The Magnet Coordinator will communicate essential information and highlight significant news about Magnet teachers, students, events through the school Newsletter, school website, social media, marque, and maintain technology infrastructure. The Magnet Coordinator will schedule presentations/events to showcase magnet program at local middle schools especially feeder schools (Booth-Fickett, Secrist, Naylor, Vail). The Magnet Coordinator supports all curriculum and instruction initiatives and efforts.	IN AA PCI PL MT	Integration Student Achievement
Benefits	\$14,670.00				
Instructional Data and Intervention Specialist	\$55,900.00	1.0	A Data Coach will create and implement interventions for the L25 and at-risk students. This position will work with PLC-CTTs to develop intervention strategies will work with teams to disaggregate data in order to differentiate Tier 1 instruction and intervention opportunities.	AA PL	Student Achievement
Benefits	\$16,770.00				
Classified Network Tech	\$55,000.00	1.0	A Network Tech will support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The Tech will support student achievement, by assisting teachers in developing integrated, differentiated lessons using accessible technology. The Network Tech will assist with Technology issues with new capital purchases.	AA	Student Achievement

Benefits	\$16,500.00				
Added Duty: Certified Tutoring	\$10,000.00	0.0	To reduce achievement gaps, four teachers will provide afterschool opportunities related to reading and math achievement that target African American and Hispanic students (tutoring 2 times each week for 1.5 hours).	In AA	Integration Student Achievement
Benefits	\$2000.00				
Certified Added Duty	\$1000.00	0.0	To support student achievement, PV teachers will have the opportunity to participate in PLC-CTTs outside of contract time. In PLC-CTTs they will review student testing data, collaborate on curriculum, analyze student work and data, problem solve and develop strategies to close the achievement gap.	AA PL	Student Achievement
Benefits	\$200.00				
Added Duty: Recruitment	\$1400.00	0.00	Magnet Coordinator, along with some teachers will work at district and site-based recruiting events.	In PCI	Integration
Benefits	\$280.00				
Employee Salary	\$ 349,898.00				
Employee Benefits	\$ 103,729.00				
Total Budget	\$ 453,627.00				
Total FTE	6.0				

Non-Personnel

Description	Amount	Purpose	MSA Focus Area	Goal Focus:
Supplies: Instructional	\$5,991.00	Supplies will be purchased as needed to support the STEAM program and success of the students. To improve instruction, supplies will be purchased to support classroom activities.	AA MT	Integration Academic Achievement
Recruitment and Marketing Materials	\$10,000.00	Promotional materials will be purchased to advertise the school and its accomplishments. Front facing signage will be updated and/or wrapped. This includes sign by main entrance and marquee along 22 nd Street. Both are faded and difficult to read.	In	Integration
Mileage	\$100.00	PV magnet coordinator and teachers will attend district recruitment events and recruit students at feeder middle schools.	In	Integration
Supplies: PD	\$600.00	PD supplies will be purchased to support teacher learning and development.	PL	Student Achievement
Furniture under \$5,000	\$7,721.00	Recruitment and retention of students and families requires attention to the resources available to students and the environment that fosters a positive STEAM model. Palo Verde seeks to outfit classrooms with furniture and equipment that reflects the needs of students and the PBL approach being implemented through collaborative PLC/CTT work. Furniture purchased will be conducive to cooperative learning to meet the needs of all students.	MT AA	Integration Student Achievement
Technology under \$5.000	\$18,788.00	Laptops and/or replacement parts and/or accessories will be purchased for aging student laptops and learning devices. Data shows that hands-on, active learning is most effective. Laptops to meet the needs of the multi-modality learners while driving student engagement. Students can get immediate feedback on their learning. This will be used to support updated technology in the classrooms	AA MT	Academic Achievement
Instructional Aides	\$748.00	Instructional Aides will assist teachers in all facets of daily classroom management and instruction, as needed, which maximizes instructional time for all students.	AA	Academic Achievement

Technology Supplies	\$4,000.00	Laptop parts and/or accessories will be purchased, in addition to items needed for smart boards, and other technology devices used to increase student achievement, and motivation to attend Palo Verde.	AA In MT	Integration Academic Achievement
Registration - Magnet Schools of America	\$1,800.00	The MSA National Conference features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Palo Verde will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration.	In AA PL MT	Integration Student Achievement
Out of State Travel – Magnet Schools of America	\$6,000.00	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	In AA PL MT	Integration Student Achievement
TOTAL Non-Personnel	\$55,748.00			

Deseg Budget 2021-2022 SY	
Personnel Cost	\$453,627.00
Non-Personnel Cost	\$ 55,748.00
Total Budget	\$509,375.00

TITLE 1 Budget

Title 1 Budget 2021-22 SY		
Description	Sum of FY 22 (\$)	Purpose
1.0 FTE Teacher	\$43,200.00	Differentiate Tier I, Tier 2, and Tier 3 instruction and improve overall achievement for all students; Improve achievement for subgroups. This teacher will deliver classroom instruction that helps students learn and will utilize Scope and Sequence, in order to prepare effective lessons.
Benefits	\$12,600.00	
1.0 FTE Teacher	\$42,200.00	Differentiate Tier I, Tier 2, and Tier 3 instruction and improve overall achievement for all students; Improve achievement for subgroups. This teacher will deliver classroom instruction that helps students learn and will utilize Scope and Sequence, in order to prepare effective lessons.
Benefits	\$12,600.00	
1.0 FTE School Community Liaison	\$28,000.00	The School Community Liaison serves as a liaison between the school and the home and encourages parents and community involvement in school activities. The School Community Liaison provides referrals or works with TUSD services and resources as well as external social service agencies to provide information to staff, students and families.
Benefits	\$5,600.00	
1.0 FTE Dean of Students	\$40,600.00	The Dean of Students collaborates with district staff, parents, and students to identify high-risk students for future prevention services. The Dean of Students may visit students and parents in the home to determine causes for absenteeism, academic or discipline problems. The Dean monitors these students as they enter and go through school to determine impact of prevention activities.
Benefits	\$12,600.00	
1.0 FTE CSP	\$52,000.00	The Curriculum Service Provider will support magnet related math and science instruction, district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC/CTT groups to assess and utilize School City data within their curriculums.

Benefits	\$15,600.00	
Substitute Teachers for Title 1 teachers	\$1,000.00	Improve overall achievement for all students. Improve achievement for subgroups. Differentiate Tier I, Tier 2, and Tier 3 instruction
Instructional Supplies Consumables	\$2000.00	Improve overall achievement for all students Improve achievement for TSI subgroups Reduce achievement gap between subgroups Differentiate Tier I and II instruction Provide 21st Century technology opportunities
Instructional Aides	\$4232.00	Improve overall achievement for all students Improve achievement for TSI subgroups Reduce achievement gap between subgroups Differentiate Tier I and II instruction Provide 21st Century technology opportunities
Total Budget 2021-22 SY	\$272,232.00	
Total FTE:	5	

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
School Integration and Achievement Action Plan**

Principal: Yvonne Torres

School: Roskrige Bilingual K-8 Magnet

Magnet Program: Two-Way Dual Language

Region: Santa Cruz

Date Plan Completed: 12/16/2021

Revised: 1/7/2022

Name	Position	Name	Position
Clarinda Rubio	Magnet Coordinator	Yvonne Torres	Principal
Nora Jaramillo	Assistant Principal	Deborah Roche	Curriculum Service Provider

Sign Off:

Position	Name	Signature	Date
Principal	Yvonne Torres	<i>Yvonne Torres</i>	12/16/21
Regional Assistant Superintendent	Mark Alvarez	<i>Mark Alvarez</i>	12/16/21
Interim Director of Magnet/Asst. Supt. of EDI	Kinasha Brown	<i>Kinasha Brown</i>	1/7/2022

Magnet Plan Table of Contents

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III. INTEGRATION

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V. MAGNET SCHOOL BUDGET

I. MAGNET SCHOOL PROFILE

Roskruge is a K-8 school with a focus on Two-Way Dual Language. The mission of the school is to produce bilingual, bi-literate and bi-cultural students with a seal of bi-literacy at graduation on their high school diploma. All students are immersed in the Two-Way Dual Language program at all grade levels. Our program balances the number of native English speakers and Spanish native speakers into one class and is integrated for instruction so that both groups of students serve in the role of language models and language learners.

We are committed to the Two-Way Dual Language program for all of our students at Roskruge. Our immersion program begins in kindergarten with a 90% Spanish and 10% English instruction with the Spanish portion decreasing by 10% and English portion increasing by 10% in 2nd through 5th grade. In middle school, the program is taught 50% in English and 50% in Spanish. This is met by the number of core-content class periods with three (3) out of seven (7) classes taught in Spanish and all other classes taught in English. Our school provides students the opportunity to earn three (3) high school credits in Spanish with a pathway to take AP classes in high school.

Roskruge is a unique school in that we are the only school that services 100% of our students in the Two-Way Dual Language program. Our school is showing academic growth more and more each year. We strive daily toward the commitment of excellence in two languages.

Vision: Roskruge Bilingual K-8 Magnet will prepare our students for academic success now and in the future by emphasizing a two-way dual language learning environment that fosters the skills to be critical thinkers, open-minded citizens, and independent learners who embrace diversity.

Mission: Roskruge, the heart of bilingual learning; A community of biliterate and multicultural learners.

Core Values:

- We value the participation in staff development opportunities that align with the Mission and Vision of the school.
- We value the implementation of research-based methods to promote, model and practice the expectations of an exceptional two-way dual language program.
- We value the need to meet the differentiated academic needs of all students by integrating bilingual and multicultural instruction.
- We value the utilization of best practices to promote higher order thinking strategies by providing culturally relevant lessons that create high quality academic outcomes.

School Profile		
2018-19 Letter Grade	2020-21 Integration Status	Theme
		Two-Way Dual Language

Student Profile Using 40 th Day Enrollment Data			
Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)

School Integration Profile (USP Ethnicity)													
Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
2020-21 America Enrollment	114	15%	77	10%	448	58%	100	13%	9	1%	23	1%	771
% non-neighborhood													21%
2019-20 Avg HS Enrollment	22%		9%		59%		3%		3%		3%		
USP Integration Range + / - 15% District HS Avg													
	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		
Future Integration Range + / - 25% District HS Avg													
	0-46%		0-35%		34-70%		0-29%		0-27%		0-29%		

3 Years of AzMERIT TUSD Math Data

3 Years of AzMERIT TUSD ELA Data

AzMERIT Proficiency by USP Ethnicity (Elementary, K-8, Middle Schools)

ACT Average Scale Score by USP Ethnicity (High School)

ACT Composite Scale Score by USP Ethnicity (High School)

II. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

III.INTEGRATION

Gaps in Integration

Area of Integration Outcome	Data Source(s)	Descriptions of Gaps																																																																
Enrollment: Kindergarten and First Grade (Integration and Retention)	Synergy Smart Choice Magnet Report/Magnet Progress Monitoring	<u>Desired State:</u> Roskruge will make progress towards the USP definition of an integrated school by focusing on entry grade levels (Kinder and 1 st). (No ethnic group exceeds 70% of the total student population and all subgroups are within +/- 25% district thresholds. <u>Current Reality:</u> Roskruge Kindergarten exceeds 70% of total Hispanics in that grade level at 74.3%. Subgroups represented fall within +/- 25% thresholds (Non-Hispanic 25.7%= White 15.4% and Native American=10.3%) <u>Gap:</u> Hispanic 4.3% above Overall Non-Hispanic meet +/- 25% threshold White=9.6% Native American=14.7% <u>Current Reality:</u> Roskruge First grade exceeds 70% of the total Hispanics in that grade level at 87.8%. Subgroups represented fall within +/-25% thresholds (Non-Hispanic 12.2%= White: 2.4% and Native American:4.8%). <u>Gap:</u> Hispanic 17.7% above Overall Non-Hispanic 12.8% below (25%)																																																																
	Daily Enrollment by Grade, Gender and USP Ethnicity 595 - Roskruge Bilingual K-8 Magnet On: 02/23/2021 (Day 120 SY 2020-21)																																																																	
	<table><tr><th></th><th colspan="2">White/Anglo</th><th colspan="2">African American</th><th colspan="2">Hispanic</th><th colspan="2">Native American</th><th colspan="2">Asian American</th><th colspan="2">Multi-racial</th><th colspan="3">Total</th></tr><tr><th>Grade</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>F</th><th>M</th><th>Total</th></tr><tr><td>KG</td><td>5</td><td>1</td><td>0</td><td>0</td><td>13</td><td>16</td><td>3</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>21</td><td>18</td><td>39</td></tr><tr><td></td><td>12.8%</td><td>2.6%</td><td>0.0%</td><td>0.0%</td><td>33.3%</td><td>41.0%</td><td>7.7%</td><td>2.6%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>53.8%</td><td>46.2%</td><td></td></tr></table>			White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total			Grade	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total	KG	5	1	0	0	13	16	3	1	0	0	0	0	21	18	39		12.8%	2.6%	0.0%	0.0%	33.3%	41.0%	7.7%	2.6%	0.0%	0.0%	0.0%	0.0%	53.8%	46.2%	
			White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total																																																			
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	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total																																																					
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	2.4%	0.0%	0.0%	0.0%	48.8%	39.0%	2.4%	2.4%	0.0%	0.0%	4.9%	0.0%	58.5%	41.5%																																																				

A. SMART Goal for Integration

Primary Need: Roskruge will continue to work towards Integration status as measured by the USP.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>By the 40th day of 2021-2022 SY, Roskruge will continue to make progress towards becoming an integrated school in our entry grades (Kinder and 1st) as measured by the USP. <u>*Meeting the 70% and +/- 25% thresholds for an integrated school.</u></p>	<ul style="list-style-type: none"> • Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings • Magnet Enrollment Plan
<p>By the 100th day of 2021-2022 SY, Roskruge will retain 95% of our enrolled Kinder and 1st grade students.</p>	<ul style="list-style-type: none"> • Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings

B. Improvement Goal Development for Integration

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1

By the 40th day of 2021-2022 SY, Roskrige will continue to make progress towards becoming an integrated school in our entry grades (Kinder and 1st) as measured by the USP. Meeting the 70% and +/- 25% thresholds for an Integrated school

Most Effective and Feasible Strategies for Improvement Goal 1:	
Strategy(ies) Selected	Supports and Constraints to Address
1. Marketing and Recruitment	<p>Supports: District Recruitment Events District Communication Department District Media Department District Community Services Open Enrollment Lottery District Transportation Department</p> <p>Constraints: Access to non-district parent contact information for communication. Depend on pre-school/daycare administration to obtain parent and student information. Most pre-schools and daycares have limited access to buildings due to Covid-19 restrictions.</p>
2. Target non-Hispanic Recruitment	<p>Support: District Community Services Open Enrollment Lottery Magnet Preschool & Daycare Maps</p>

	Off-campus advertisement
	Constraints: Contacting families directly

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Marketing and Recruitment			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Inventory and restock marketing materials such as brochures, folders, posters, banners, giveaways	Magnet Coordinator District Communications Dept.	Aug. 2021-May 2022	District support and funding
Attend District's marketing and recruitment activities/events with "giveaways" (pencils, pens, folders with school information, water bottles, lanyards, and stickers) that have Roskrug information printed on them.	Magnet Coordinator, Principal/Assistant Principal Magnet Dept. District Communication Dept.	Aug. 2021- May 2022	District support & funding Roskrug Mariachi Roskrug Folklorico Permission Forms
Drop off flyers, pamphlets and "baggies," with Roskrug information and giveaways at daycares and preschools.	Magnet Coordinator	Jan. 2022-March 2022 (Quarter 3)	Preschool administrative contact info. Student info. Parent contact info.
Plan and schedule three (3) direct preschool enrollment events: ❖ Wings on Words Preschool ❖ Little Ranch Preschool ❖ Pima Country Day School	Magnet Coordinator Principal Asst. Principal	Jan. 2022-March 2022 (Quarters 3 & 4)	Flyer with Zoom meeting information.
Offer Student Shadow-Days for prospective Kinder and 1 st grade students and parent.	Magnet Coordinator Kinder & First Grade Teachers	Aug. 2021-May 2022	Teacher Limit 1 student & 1 parent per day per class.
Follow-up with interested families to assist in filling	Magnet Coordinator	Throughout the school	Zoom Links

out magnet enrollment applications and submitting them.		year (emphasis on Quarters 2 & 3)	Step-by-step instructions Access to online applications
At district recruitment events, ask our Mariachi and Folklorico de Pumas to perform.	Magnet Coordinator Mariachi Teacher Folklorico Teacher	Aug. 2021-May 2022	District Event Coordinator Permission Forms Transportation

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Marketing and Recruitment			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Document recruitment efforts in Magnet Progress Monitoring Presentations to be reviewed by the principal and submitted to the District Magnet Dept.	Magnet Coordinator Principal Assistant Principal	Oct. 2021 (1 st Qtr.) Jan. 2022 (2 nd Qtr.) April 2022 (3 rd Qtr.)	Synergy Records/Reports Smart Choice Records
Document preschool and daycare parent participation & contact information	Magnet Coordinator	Jan. 2022-Mar. 2022	Create Excel sheet
Add a question to our enrollment application on paper as well as on-line, asking how the family heard about Roskrige (provide options as mentioned above).	District School Community Services District Communication Dept.	Aug. 2021	Contact enrollment form creator
Review of received pipeline letters.	School Community Services Magnet Coordinator	Oct. 2021-Dec. 2021 (Quarter 2)	Smart Choice Records Parent Contact Information
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: calendar of district and school events, attendance documentation and agendas, meeting notes, open house logs, virtual and in-person tour logs, shadow day logs,			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 2: Target non-Hispanic Recruitment			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Attend recruitment and marketing activities/events by the district, especially low-populated Hispanic areas.	Magnet Coordinator, Principal/Assistant Principal	Sept. 2021-May 2022	Student representatives District Events Schedule/Calendar Upload on social media
Include student body photos of school events on our school website, Facebook, and Instagram	Magnet Coordinator School Website Coordinator	Ongoing Aug. 2021-May 2022	Student media release forms
Set up meeting time with school website coordinator to upload staff & faculty photos on school website to demonstrate diversity of school personal.	Magnet Coordinator School Website Coordinator	May 2021-June 2021 May 2022-June 2022	Updated staff photos from district assigned photography studio
Invite non-Hispanic students to speak at District's School Open Choice events	Magnet Coordinator Students Student's Parent	Sept. 2021-May 2022	Student Ambassadors Parent Permission Forms
Invite school mariachi & folklorico to perform in recruitment events.	Magnet Coordinator Mariachi Teacher Folklorico Teacher	Sept. 2021- May 2022	Parent Permission Forms District Transportation Support Upload on social media
Incorporate student pictures on school informational brochure (non-Hispanic)	Magnet Coordinator District Communication Department	April 2022-May 2022	District Media Dept. Student Media Release Form Updated design
Update school parent & student testimonials to include non-Hispanic parents & students	Magnet Coordinator District Media Department School Parents & Students	May 2022	Student Media Release Upload on social media

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1:			
Strategy 2: Target Non-Hispanic Recruitment			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Document recruitment efforts in Magnet Progress Monitoring Presentations to be reviewed by the principal and submitted to the District Magnet Dept.	Magnet Coordinator Principal Assistant Principal	Oct. 2021 (1 st Qtr.) Jan. 2022 (2 nd Qtr.) April 2022 (3 rd Qtr.)	Synergy Records/Reports Smart Choice Records
Ensure families fill out the sign-in log at marketing and recruitment activities/events.	Magnet Coordinator	Sept. 2021-May 2022	Title 1 parent participation sign-in form
Integration of staff and faculty photos on our school website to demonstrate diversity of faculty and staff.	Magnet Coordinator School Website Coordinator	Jan. 2022-May 2022	District assigned photography studio contact Photography studio
Add an “ethnicity” tab/section to the sign-in log for marketing and recruitment.	Magnet Coordinator Title 1 Coordinator Dept. (forms)	Jan. 2022-May 2022	Title 1 parent participation sign-in form
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: attendance/sign-in logs, recruitment plan, phone log, email log, video approved by District Magnet Dept.,			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Smart Choice application data, Synergy records, approved recruitment video uploaded on school website and Facebook sites, completion of staff & faculty photo uploads on school website.			

Improvement Goal 2

By the 100th day of 2021-2022 SY, Roskrug will retain 95% of our enrolled Kinder and 1st grade students.

Most Effective and Feasible Strategies for Improvement Goal 2	
Strategy(ies) Selected	Supports and Constraints to Address
1. Building Relationships with Students and Their Families	<p>Supports: Small class sizes Access to parent/guardian contact information School-wide student recognition Access to Zoom links Community Partners Action Team for Partnerships (ATP) Site Council PTA 21st CCLC Program</p> <p>Constraints: Parent/guardian availability Increase survey participation Increase parent participation</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 1: Building Relationships with Students and Their Families			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Parent/Guardian School Quality Survey (SQS) for feedback of TWDL program satisfaction/concerns	Magnet Coordinator Principal, Asst. Principal	Feb. 2022-Apr. 2022	School Quality Survey (SQS)
Retention events and efforts within the classroom		Aug. 2021-May 2022	Synergy

and in school-wide events/activities.	Magnet Coordinator Teachers		Records/Reports Smart Choice Records Attendance Reports Web Data
Quarterly Student Acknowledgements: <ul style="list-style-type: none"> Teacher “Student(s) of the Quarter” Quarterly Perfect Attendance 	Kinder and 1 st grade teachers, principal, assist. principal	Oct. 2021 Jan. 2022 Mar. 2022	Certificates Teacher Descriptions of Student(s) SY District School Calendar
Dedicate a section in the Principal’s quarterly newsletter for “Magnet Corner” to include: <ul style="list-style-type: none"> Students of the Quarter Quarterly Perfect Attendance Principal’s List (Straight A’s) Honor Roll Upcoming District Events 	Magnet Coordinator Principal Office Manager District Media Dept.	Jan. 2022-May 2022	Student Media Release Teacher Descriptions of Student(s) School-wide grade checks
Post student success in school’s & district’s social media sites, Facebook & Instagram: <ul style="list-style-type: none"> Student(s) of the Quarter Perfect Attendance Principal’s List Honor Roll 	Principal Asst. Principal Office Manager District Media Dept.	Jan. 2022-May 2022	Student Media Release Teacher Descriptions of Student(s) School-wide grade checks Maintain administrative access to social media accounts

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2:

Strategy 1: Building Relationships with Students and Their Families

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Document recruitment efforts in Magnet Progress Monitoring Presentations to be reviewed by the principal and submitted to the District Magnet Dept.	Magnet Coordinator Principal Assistant Principal	Oct. 2021 (1 st Qtr.) Jan. 2022 (2 nd Qtr.) April 2022 (3 rd Qtr.)	Synergy Records/Reports Smart Choice Records Web Data

Review results of SQS and CAN (Common Needs Assessments)	Magnet Coordinator	Aug. 2021-May 2022	Surveys
Maintain accurate records of parent attendance in all school events.	Magnet Coordinator Principal, Teachers School Comm. Liaison	Aug. 2021-May 2022	Zoom attendance records/recordings Title 1 Sign-In Forms
Maintain parent/guardian contact information updated on Synergy	Attendance Clerk	Aug. 2021-May 2022	Synergy
Track social media engagements about student recognition	Magnet Coordinator Principal	Oct. 2021 Jan. 2022 Mar. 2022	Maintain administrative access to social media accounts
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: attendance records, parent survey participation data, parent meeting attendance logs/records			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: school surveys, parent surveys, magnet quarterly reports, participation data, 40 th day enrollment data, 100 th day enrollment data			

IV. STUDENT ACHIEVEMENT

A. Gaps in Student Outcomes

Area of Student Outcome	Data Source(s)	Descriptions of Gaps																																																
District 2 nd Grade SLA	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 Adelante Benchmarks Combined School Average: 39.4% Hispanic: 41.0% African American: 31.5% White: 34.5%</p> <p>District Average: 35.9%</p> <table><tr><th colspan="6">Summary Quarterly Evaluaciones Periódicas Lectura Report (By USP Ethnicity)</th></tr><tr><th>Ethnicity (USP)</th><th># of Students Tested</th><th># of Tests Taken</th><th>Average % Score</th><th># Achieving Mastery</th><th>% Achieving Mastery:</th></tr><tr><td>African American</td><td>1</td><td>2</td><td>31.5%</td><td>0</td><td>0.0%</td></tr><tr><td>Asian American</td><td>2</td><td>4</td><td>37.8%</td><td>0</td><td>0.0%</td></tr><tr><td>Native American</td><td>3</td><td>5</td><td>27.6%</td><td>0</td><td>0.0%</td></tr><tr><td>White/Anglo</td><td>1</td><td>2</td><td>34.5%</td><td>0</td><td>0.0%</td></tr><tr><td>Hispanic</td><td>31</td><td>56</td><td>41.0%</td><td>5</td><td>8.9%</td></tr><tr><td>Total</td><td>38</td><td>69</td><td>39.4%</td><td>5</td><td>7.2%</td></tr></table>	Summary Quarterly Evaluaciones Periódicas Lectura Report (By USP Ethnicity)						Ethnicity (USP)	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:	African American	1	2	31.5%	0	0.0%	Asian American	2	4	37.8%	0	0.0%	Native American	3	5	27.6%	0	0.0%	White/Anglo	1	2	34.5%	0	0.0%	Hispanic	31	56	41.0%	5	8.9%	Total	38	69	39.4%	5	7.2%	<p><u>Desired State:</u> Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> Overall, Roskruge students scored above the district average by 3.5%. However, the African American and White subgroups were below the district average. The difference in scores between our highest scoring subgroup (Hispanic) and our lowest scoring subgroup (African Am.) is 9.5%.</p> <p><u>Gap:</u> Overall: None 3.5% above Hispanic: None 5.1% above African American: 4.4% below White: 1.4% below</p>
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District 3 rd Grade SLA	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 Adelante Benchmarks Combined School Average: 19.8% Hispanic: 20.0% African American: 15.0% White: 21.7%</p> <p>District Average: 27.4%</p>	<p><u>Desired State:</u> Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> The Hispanic and White subgroups had a 1.7% difference but were below the district average by 7.4% and 5.7%. The African American subgroup scored the lowest with 15% to the district's 27.4%. The difference in scores between our highest</p>																																																

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District 4 th Grade SLA	<div>SY 2020-2021 Qtr. 1 & Qtr. 2 Adelante Benchmarks Combined</div> <div>School Average: 31.3%</div> <div>Hispanic: 32.0% Asian Am.: 23.5% Multiracial: 15%</div> <div>District Average: 29.1%</div> <div>Summary Quarterly Evaluaciones Periódicas Lectura Report (By USP Ethnicity)</div> <table><tr><th>Ethnicity (USP)</th><th># of Students Tested</th><th># of Tests Taken</th><th>Average % Score</th><th># Achieving Mastery</th><th>% Achieving Mastery:</th></tr><tr><td>Asian American</td><td>1</td><td>2</td><td>23.5%</td><td>0</td><td>0.0%</td></tr><tr><td>Multiracial</td><td>1</td><td>2</td><td>15.0%</td><td>0</td><td>0.0%</td></tr><tr><td>Hispanic</td><td>35</td><td>68</td><td>32.0%</td><td>3</td><td>4.4%</td></tr><tr><td>Total</td><td>37</td><td>72</td><td>31.3%</td><td>3</td><td>4.2%</td></tr></table>	Ethnicity (USP)	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:	Asian American	1	2	23.5%	0	0.0%	Multiracial	1	2	15.0%	0	0.0%	Hispanic	35	68	32.0%	3	4.4%	Total	37	72	31.3%	3	4.2%	<div>Desired State: Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</div> <div>Current Reality: Only one main subgroup in this grade level, Hispanic subgroup scored slightly above the district average 2.9%. Other subgroups only represented 2 students: Asian American scored 23.5% and Multiracial with 15%. The difference in the highest scoring subgroup (Hispanic) and the lowest (Multiracial) was 17%.</div> <div>Gap: Overall: None 2.2% above Hispanic: None 2.9% above Asian Am.: 5.6% below Multiracial: 14.1% below</div>						
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District 5 th Grade SLA	<div>SY 2020-2021 Qtr. 1 & Qtr. 2 Adelante Benchmarks Combined</div> <div>School Average: 21.8%</div> <div>Hispanic: 21.9% African American: 23.5% White: 19.3%</div> <div>District Average: 34.6%</div>	<div>Desired State: Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</div> <div>Current Reality: Roskruge subgroups all scored below the district average. Both the Hispanic and African American subgroups outscored the White subgroup. The difference between the highest scoring subgroup (African</div>																																				

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District 6 th Grade SLA	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 TWDL Benchmarks Combined School Average: 29.5% Hispanic: 28.6% African Am.: 6.9% White: 40.2%</p> <p>District Average: 30.7%</p> <table><tr><th colspan="6">Summary Quarterly TWDL Benchmark Report (By USP Ethnicity)</th></tr><tr><th>USP_Ethnicity_Long</th><th># of Students Tested</th><th># of Tests Taken</th><th>Average % Score</th><th># Achieving Mastery</th><th>% Achieving Mastery:</th></tr><tr><td>African American</td><td>1</td><td>1</td><td>6.9%</td><td>0</td><td>0.0%</td></tr><tr><td>Hispanic</td><td>22</td><td>42</td><td>28.6%</td><td>3</td><td>7.1%</td></tr><tr><td>White/Anglo</td><td>3</td><td>6</td><td>40.2%</td><td>3</td><td>50.0%</td></tr><tr><td>Total</td><td>26</td><td>49</td><td>29.5%</td><td>6</td><td>12.2%</td></tr></table>	Summary Quarterly TWDL Benchmark Report (By USP Ethnicity)						USP_Ethnicity_Long	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:	African American	1	1	6.9%	0	0.0%	Hispanic	22	42	28.6%	3	7.1%	White/Anglo	3	6	40.2%	3	50.0%	Total	26	49	29.5%	6	12.2%	<p><u>Desired State:</u> Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> Overall, we were slightly below the district average 1.2%. The White subgroup outscored both the Hispanic and African Am. subgroups. The difference between the highest scoring subgroup (White) and the lowest (African Am.) was 33.3%.</p> <p><u>Gap:</u> Overall: 1.2% below Hispanic: 2.1% below African Am.: 23.8% below White: 9.5% above</p>												
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District 8 th Grade SLA	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 TWDL Benchmarks Combined School Average: 31.4% Hispanic: 31.6% African Am.: 55.2% White: 26.7% District Average: 32.2%</p> <table><tr><th colspan="6">Summary Quarterly TWDL Benchmark Report (By USP Ethnicity)</th></tr><tr><th>USP_Ethnicity_Long</th><th># of Students Tested</th><th># of Tests Taken</th><th>Average % Score</th><th># Achieving Mastery</th><th>% Achieving Mastery:</th></tr><tr><td>African American</td><td>2</td><td>3</td><td>55.2%</td><td>2</td><td>66.7%</td></tr><tr><td>Hispanic</td><td>35</td><td>59</td><td>31.6%</td><td>9</td><td>15.3%</td></tr><tr><td>Multiracial</td><td>3</td><td>6</td><td>30.5%</td><td>1</td><td>16.7%</td></tr><tr><td>Native American</td><td>2</td><td>3</td><td>17.2%</td><td>0</td><td>0.0%</td></tr><tr><td>White/Anglo</td><td>4</td><td>8</td><td>26.7%</td><td>0</td><td>0.0%</td></tr><tr><td>Total</td><td>46</td><td>79</td><td>31.4%</td><td>12</td><td>15.2%</td></tr></table>	Summary Quarterly TWDL Benchmark Report (By USP Ethnicity)						USP_Ethnicity_Long	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:	African American	2	3	55.2%	2	66.7%	Hispanic	35	59	31.6%	9	15.3%	Multiracial	3	6	30.5%	1	16.7%	Native American	2	3	17.2%	0	0.0%	White/Anglo	4	8	26.7%	0	0.0%	Total	46	79	31.4%	12	15.2%	<p><u>Desired State:</u> Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> The African American subgroup outperformed the other subgroups by 23.6% or more. The difference between the highest scoring subgroup (African Am.) and the lowest (White) was 28.5%.</p> <p><u>Gap:</u> Overall: 0.8% below Hispanic: 0.6% below African Am.: None 23% above White: 5.5% below</p>
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District 2 nd Grade TWDL Math	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 TWDL Math Benchmarks Combined School Average: 35.9% Hispanic: 37.6% African Am.: 24% White: 56.0% District Average: 43.4%</p>	<p><u>Desired State:</u> Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> White subgroup outperformed other subgroups by 18.4% or more. Native Americans scored better than the African American subgroup. The difference between the highest scoring subgroup (White) and the lowest (Asian Am.) was 38%.</p>																																																

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District 4 th Grade TWDL Math	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 TWDL Math Benchmarks Combined School Average: 38.6% Hispanic: 38.8% Asian Am.: 40.0% Multiracial: 20.0%</p> <p>District Average: 42.4%</p>	<p><u>Desired State:</u> Roskrige students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> Overall, all subgroups scored below the district average. The one Asian Am. student outperformed the one multiracial student by 20%. The difference the two highest scoring groups (Hispanic & Asian Am.) was 1.8%.</p>																																																

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District 5 th Grade TWDL Math	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 TWDL Math Benchmarks Combined School Average: 37.8% Hispanic: 37.9% African Am.: 35.9% White: 43.8%</p> <p>District Average: 43.1%</p> <table><tr><th colspan="6">Summary Quarterly TWDL Benchmark Report (By USP Ethnicity)</th></tr><tr><th>USP_Ethnicity_Long</th><th># of Students Tested</th><th># of Tests Taken</th><th>Average % Score</th><th># Achieving Mastery</th><th>% Achieving Mastery:</th></tr><tr><td>African American</td><td>2</td><td>4</td><td>35.9%</td><td>1</td><td>25.0%</td></tr><tr><td>Hispanic</td><td>42</td><td>81</td><td>37.9%</td><td>20</td><td>24.7%</td></tr><tr><td>Multiracial</td><td>2</td><td>4</td><td>32.5%</td><td>0</td><td>0.0%</td></tr><tr><td>Native American</td><td>3</td><td>6</td><td>35.0%</td><td>2</td><td>33.3%</td></tr><tr><td>White/Anglo</td><td>4</td><td>7</td><td>43.8%</td><td>3</td><td>42.9%</td></tr><tr><td>Total</td><td>53</td><td>102</td><td>37.8%</td><td>26</td><td>25.5%</td></tr></table>	Summary Quarterly TWDL Benchmark Report (By USP Ethnicity)						USP_Ethnicity_Long	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:	African American	2	4	35.9%	1	25.0%	Hispanic	42	81	37.9%	20	24.7%	Multiracial	2	4	32.5%	0	0.0%	Native American	3	6	35.0%	2	33.3%	White/Anglo	4	7	43.8%	3	42.9%	Total	53	102	37.8%	26	25.5%	<p>Desired State: Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p>Current Reality: White subgroup scored slightly above the district and outscored the other subgroups by 7.9% or more. The difference between the highest scoring subgroup (White) and the lowest (African Am.) was 7.9%.</p> <p>Gap: Overall: 5.3% below Hispanic: 5.2% below African Am: 7.2% below White: None 0.7% above</p>
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District 6 th Grade TWDL Math	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 TWDL Math Benchmarks Combined School Average: 44.3% Hispanic: 43.6% African Am.: 51.7% White: 58.9%</p> <p>District Average: 45.3%</p>	<p>Desired State: Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p>Current Reality: Overall, Roskruge was slightly below the district average. Both African Am. and White subgroups outperformed the Hispanic subgroup by 8.1% or more. The difference between the highest scoring subgroup (White) and the lowest (Hispanic) was 15.3%.</p>																																																

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District 7 th Grade TWDL Math	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 TWDL Math Benchmarks Combined School Average: 30.1% Hispanic: 30.6% African Am.: 45% White: 28.8%</p> <p>District Average: 30.7%</p> <table><tr><th colspan="6">Summary Quarterly TWDL Benchmark Report (By USP Ethnicity)</th></tr><tr><th>USP_Ethnicity_Long</th><th># of Students Tested</th><th># of Tests Taken</th><th>Average % Score</th><th># Achieving Mastery</th><th>% Achieving Mastery:</th></tr><tr><td>African American</td><td>1</td><td>2</td><td>45.0%</td><td>2</td><td>100.0%</td></tr><tr><td>Hispanic</td><td>92</td><td>171</td><td>30.6%</td><td>80</td><td>46.8%</td></tr><tr><td>Multiracial</td><td>1</td><td>2</td><td>25.0%</td><td>1</td><td>50.0%</td></tr><tr><td>Native American</td><td>4</td><td>7</td><td>17.6%</td><td>1</td><td>14.3%</td></tr><tr><td>White/Anglo</td><td>4</td><td>8</td><td>28.8%</td><td>3</td><td>37.5%</td></tr><tr><td>Total</td><td>102</td><td>190</td><td>30.1%</td><td>87</td><td>45.8%</td></tr></table>	Summary Quarterly TWDL Benchmark Report (By USP Ethnicity)						USP_Ethnicity_Long	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:	African American	1	2	45.0%	2	100.0%	Hispanic	92	171	30.6%	80	46.8%	Multiracial	1	2	25.0%	1	50.0%	Native American	4	7	17.6%	1	14.3%	White/Anglo	4	8	28.8%	3	37.5%	Total	102	190	30.1%	87	45.8%	<p>Desired State: Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p>Current Reality: The African Am. subgroup outperformed the other subgroups by 14.4% or more. Both the Hispanic and White subgroups were in close range of the district average. The difference between the highest scoring subgroup (African Am.) and the lowest (White) was 16.2%.</p> <p>Gap: Overall: 0.6% below Hispanic: 0.1% below African Am.: 14.3% above White: 1.9% below</p>
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District 8 th Grade Algebra	<p>SY 2020-2021 Qtr. 1 & Qtr. 2 Math Benchmark Combined School Average: 35.3% Hispanic: 33.7% African Am.: 39.8 % White: 39.6% Native Am.: 42.6% District Average: 37.2%</p> <table><tr><th colspan="6">Summary Quarterly Benchmark Report (By USP Ethnicity)</th></tr><tr><th>USP_Ethnicity_Long</th><th># of Students Tested</th><th># of Tests Taken</th><th>Average % Score</th><th># Achieving Mastery</th><th>% Achieving Mastery:</th></tr><tr><td>African American</td><td>2</td><td>4</td><td>39.8%</td><td>4</td><td>100.0%</td></tr><tr><td>Hispanic</td><td>28</td><td>51</td><td>33.7%</td><td>27</td><td>52.9%</td></tr><tr><td>Multiracial</td><td>2</td><td>3</td><td>32.1%</td><td>1</td><td>33.3%</td></tr><tr><td>Native American</td><td>1</td><td>2</td><td>42.6%</td><td>2</td><td>100.0%</td></tr><tr><td>White/Anglo</td><td>7</td><td>13</td><td>39.6%</td><td>8</td><td>61.5%</td></tr><tr><td>Total</td><td>40</td><td>73</td><td>35.3%</td><td>42</td><td>57.5%</td></tr></table>	Summary Quarterly Benchmark Report (By USP Ethnicity)						USP_Ethnicity_Long	# of Students Tested	# of Tests Taken	Average % Score	# Achieving Mastery	% Achieving Mastery:	African American	2	4	39.8%	4	100.0%	Hispanic	28	51	33.7%	27	52.9%	Multiracial	2	3	32.1%	1	33.3%	Native American	1	2	42.6%	2	100.0%	White/Anglo	7	13	39.6%	8	61.5%	Total	40	73	35.3%	42	57.5%	<p><u>Desired State:</u> Roskruge students will score above the district average on standardized assessments with little or no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> All but two subgroups (Hispanic and Multiracial) scored above the district average. The Native American subgroup outscored the all the other subgroups by 2.8% or more. The difference between the highest scoring subgroup (African Am.) and the lowest (Multiracial) was 7.7%.</p> <p><u>Gap:</u> Overall: 1.9% below Hispanic: 3.5% below African Am.: None 2.6% above White: None 2.4% above</p>
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AzMERIT ELA Proficiency	<p>TUSD Web Data SY 2018-2019 AzMERIT</p> <table><tr><th>2019 AzMERIT</th><th>Roskruge</th><th>District K-8</th><th>Comparison</th></tr><tr><td>3rd ELA</td><td>31.8%</td><td>35.8%</td><td>-4.0%</td></tr><tr><td>4th ELA</td><td>41.3%</td><td>36.9%</td><td>4.4%</td></tr><tr><td>5th ELA</td><td>57.1%</td><td>42.6%</td><td>14.5%</td></tr><tr><td>6th ELA</td><td>32.1%</td><td>21.7%</td><td>10.4%</td></tr><tr><td>7th ELA</td><td>24.0%</td><td>23.0%</td><td>1.0%</td></tr><tr><td>8th ELA</td><td>21.9%</td><td>18.5%</td><td>3.4%</td></tr></table>	2019 AzMERIT	Roskruge	District K-8	Comparison	3rd ELA	31.8%	35.8%	-4.0%	4th ELA	41.3%	36.9%	4.4%	5th ELA	57.1%	42.6%	14.5%	6th ELA	32.1%	21.7%	10.4%	7th ELA	24.0%	23.0%	1.0%	8th ELA	21.9%	18.5%	3.4%	<p><u>Desired State:</u> Roskruge students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups.</p> <p><u>Current Reality:</u> Roskruge students overall and at every grade level, except 3rd grade, outscored the district in proficiency on the last AzMERIT. All but White subgroups in grades</p>																				
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	Overall 3-8 ELA	31.4%	28.8%	2.6%	7 th & 8 th grade also outperformed the district. Our greatest gap was in 8 th grade ELA with African Am. subgroup at 50% and White subgroup at 10% with a difference of 40%. <u>Gap:</u> Overall: None 2.6% above district Hispanic: None 3.1% above district African Am.: None 11.2% above district White: None 6.3% above district																																				
AzMERIT Math Proficiency	<div>TUSD Web Data SY 2018-2019</div> <table><tr><th>2019 AzMERIT</th><th>Roskruge</th><th>District K-8</th><th>Comparison</th></tr><tr><td>3rd Math</td><td>50.0%</td><td>37.3%</td><td>12.7%</td></tr><tr><td>4th Math</td><td>40.4%</td><td>30.8%</td><td>9.6%</td></tr><tr><td>5th Math</td><td>41.1%</td><td>34.9%</td><td>6.2%</td></tr><tr><td>6th Math</td><td>18.3%</td><td>18.3%</td><td>0.0%</td></tr><tr><td>7th Math</td><td>16.9%</td><td>17.8%</td><td>-0.9%</td></tr><tr><td>8th Math</td><td>29.8%</td><td>12.8%</td><td>17.0%</td></tr><tr><td>Algebra</td><td>74.4%</td><td>38.6%</td><td>35.8%</td></tr><tr><td>Overall 3-8 Math</td><td>31.7%</td><td>24.6%</td><td>7.1%</td></tr></table>				2019 AzMERIT	Roskruge	District K-8	Comparison	3rd Math	50.0%	37.3%	12.7%	4th Math	40.4%	30.8%	9.6%	5th Math	41.1%	34.9%	6.2%	6th Math	18.3%	18.3%	0.0%	7th Math	16.9%	17.8%	-0.9%	8th Math	29.8%	12.8%	17.0%	Algebra	74.4%	38.6%	35.8%	Overall 3-8 Math	31.7%	24.6%	7.1%	<u>Desired State:</u> Roskruge students will score above the district average on standardized assessments with little to no gap in achievement between ethnic groups. <u>Current Reality:</u> Roskruge students overall and every grade level, except 7 th grade, scored at or above the district. All but Hispanic subgroups in 6 th and 7 th grade also outperformed the district. Our greatest gap was in 6 th grade with White subgroup at 70% and Hispanic subgroup at 11.1% with a difference of 58.9%. <u>Gap:</u> Overall: None 7.1% above district Hispanic: 5.3% above district African Am.: 31% above district White: 25.4% above district
2019 AzMERIT	Roskruge	District K-8	Comparison																																						
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B. SMART Improvement Goals for Student Achievement

Primary Need:

To ensure that all students learn at grade level or higher through a Two-Way Dual Language (TWDL) program.

Evidence to Be Used to Assess Progress and Accomplishment: AzMERIT data 2019 was used to establish these SMART goals. The State Standardized Test scores will be used to monitor and assess progress toward the SMART goals.

Student achievement will increase as follows:

ELA

Each grade level and the school overall will increase the proficiency rate on the 2022 ELA AzM2 by 3% over their 2019 ELA AzMERIT, as follows:

Whole School:

Grades 3-8 will increase the proficiency rate from 31.4% on the 2019 ELA AzMERIT (2.6% above the district K-8 proficiency rate of 28.8%) to 34.4% on the ELA AzM2 by Spring of 2022.

Grade Levels:

3rd grade will increase the proficiency rate from 31.8% proficient on the 2019 ELA AzMERIT (4% below the district K-8 proficiency rate of 35.8%) to 34.8% on the ELA AzM2 by Spring 2022.

- Student subgroup achievement goals are not advised for this grade because of the very low N sizes of African American and White students.

4th grade will increase the proficiency rate from 41.3% proficient on the 2019 ELA AzMERIT (4.4% above the district K-8 proficiency rate of 36.9%) to 44.3% on the ELA AzM2 by Spring 2022.

- Student achievement for Hispanic students in 2019 was 43% proficient in ELA on the AzMERIT; 3% higher than White students. No African American students had test scores in this grade. The achievement gap between Roskrug's White students and Hispanic students will narrow by 2% on the AzM2 in 2022.

5th grade will increase the proficiency rate from 57.1% proficient on the 2019 ELA AzMERIT (14.5% above the district K-8 proficiency rate of 42.6%) to 60.1% on the ELA AzM2 by Spring 2022.

- Student achievement for White students in 2019 was 75% proficient in ELA on the AzMERIT; 17% higher than Hispanic students. No African American students had test scores in this grade. The achievement gap between Roskrug's White students and Hispanic

students will narrow by 3% on the AzM2 in 2022.

6th grade will increase the proficiency rate from 32.1% proficient on the 2019 ELA AzMERIT (10.4% above the district K-8 proficiency rate of 21.7%) to 35.1% on the ELA AzM2 by Spring 2022.

- Student achievement for African American and White students in 2019 was 50% proficient in ELA on the AzMERIT; 19% higher than Hispanic students. The achievement gap between Roskrugs White students and Hispanic students will narrow by 5% on the AzM2 in 2022.

7th grade will increase the proficiency rate from 24.0% proficient on the 2019 ELA AzMERIT (1% above the district K-8 proficiency rate of 23.0%) to 27.0% on the ELA AzM2 by Spring 2022.

- Student achievement for African American and Hispanic students in 2019 was 25% proficient in ELA on the AzMERIT; 5% higher than White students. The achievement gap between Roskrugs White students and Hispanic students will narrow by 2% on the AzM2 in 2022.

8th grade will increase the proficiency rate from 21.9% proficient on the 2019 ELA AzMERIT (3.4% above the district K-8 proficiency rate of 18.5%) to 24.9% on the ELA AzM2 by Spring 2022.

- Student achievement for African American students in 2019 was 50% proficient in ELA on the AzMERIT; 27% higher than Hispanic students and 40% higher than White students. The achievement gap between Roskrugs White students and Hispanic students will narrow by 10% on the AzM2 in 2022.

Math

Each grade level and the school overall will increase the proficiency rate on the 2022 Math AzM2 by 3% over their 2019 Math AzMERIT, as follows:

Whole School:

Grades 3-8 will increase the proficiency rate from 31.7% proficient on the 2019 Math AzMERIT (7.1% above the district K-8 proficiency rate of 24.6%) to 34.7% on Math AzM2 by Spring 2022.

Grade Levels:

3rd grade will increase the proficiency rate from 50.0% proficient on the 2019 ELA AzMERIT (12.7% above the district K-8 proficiency rate of 37.3%) to 53.0% on the Math AzM2 by Spring 2022.

- Student subgroup achievement goals are not advised for this grade because of the very low N sizes of African American and White students.

4th grade will increase the proficiency rate from 40.4% proficient on the 2019 ELA AzMERIT (9.6% above the district K-8 proficiency rate of 30.8%) to 43.4% on the Math AzM2 by Spring 2022.

- Student achievement for Hispanic and White students in 2019 was 40% proficient in Math on the AzMERIT;. Only 1 African American student had test scores in this grade. The achievement gap between Roskrug's White students and Hispanic students will narrow by 0% on the AzM2 in 2022.

5th grade will increase the proficiency rate from 41.1% proficient on the 2019 ELA AzMERIT (6.2% above the district K-8 proficiency rate of 34.9%) to 44.1% on the Math AzM2 by Spring 2022.

- Student achievement for White students in 2019 was 50% proficient in Math on the AzMERIT; 8% higher than Hispanic students. No African American students had test scores in this grade. The achievement gap between Roskrug's White students and Hispanic students will narrow by 3% on the AzM2 in 2022.

6th will increase the proficiency rate from 18.3% proficient on the 2019 ELA AzMERIT (0% above the district K-8 proficiency rate of 18.3%) to 21.3% on the Math AzM2 by Spring 2022.

- Student achievement for White students in 2019 was 70% proficient in Math on the AzMERIT; 59% higher than Hispanic students and 20% higher than African American students. The achievement gap between Roskrug's White students and Hispanic students will narrow by 10% on the AzM2 in 2022.

7th will increase the proficiency rate from 16.9% proficient on the 2019 ELA AzMERIT (0.9% below the district K-8 proficiency rate of 17.8%) to 19.9% on the Math AzM2 by Spring 2022.

- Student achievement for White students in 2019 was 29% proficient in Math on the AzMERIT; 12% higher than Hispanic students and 29% higher than African American students. The achievement gap between Roskrug's White students and Hispanic students will narrow by 10% on the AzM2 in 2022.

8th will increase the proficiency rate from 29.8% proficient on the 2019 ELA AzMERIT (17.0% above the district K-8 proficiency rate of 12.8%) to 32.8% on the Math AzM2 by Spring 2022.

- Student achievement for African American students in 2019 was 86% proficient in ELA on the AzMERIT; 45% higher than Hispanic students and 40% higher than White students. The achievement gap between Roskrug's White students and Hispanic students will narrow by 10% on the AzM2 in 2022.

ELL

ELL student achievement in 2019 in grades 3 – 8 was 11% proficient in ELA and Math, 7% above the district K-8 school proficiency rate of 4%. Roskrige will increase proficiency from 11% to 13% on the AzM2 by 2022. Grades 3 – 8 were combined for this SMART goal because the N sizes are too small by grade. The non-Hispanic ELL students' N size is too small to report and thus, will not be broken out by ethnic subgroups.

ExEd

ExEd student achievement in 2019 in grades 3 – 8 was 8% proficient in ELA and Math, at the district K-8 school proficiency rate of 8%. Roskrige will increase proficiency from 8% to 10% on the AzM2 by 2022. Grades 3 – 8 were combined for this SMART goal because the N sizes are too small by grade. The non-Hispanic ELL students' N size is too small to report and thus, will not be broken out by ethnic subgroups.

C. Improvement Goal Development for Student Achievement

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1

Student achievement will increase as follows:

Each grade level and the school overall will increase the proficiency rate on the 2022 ELA Az. Academic Standards Assessment by 3% over their 2019 ELA AzMERIT (to the scores detailed in the Student Achievement section above).

Each grade level and the school overall will increase the proficiency rate on the 2022 Math Az. Academic Standards Assessment by 3% over their 2019 Math AzMERIT (to the scores detailed in the Student Achievement section above).

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Quality Tier 1 TWDL instruction including SIOP strategies using the adequate language percentage in the model: Spanish/English <ul style="list-style-type: none"> Kinder & 1st grade 90/10=305 min/30 min 2nd grade 80/20=272 mins/68 mins 3rd grade 70/30=234 mins/102 mins 4th grade 60/40=204 mins/136 mins 5th grade 50/50=170 mins/170 mins 	Supports: Language Acquisition TWDL program model Teacher trained in GLAD strategies Leveled guided reading groups School-City District Web-Data
<ul style="list-style-type: none"> 6th – 8th grade 3 out of 7 class periods in Spanish 	Constraints: Delayed data results Limited number of visits from Language Acquisition Dept.

<p>2. Provide opportunities for teachers to collaborative to enhance teacher instruction and student learning (PLC-CTTs) with data.</p>	<p>Supports: 90 min. CTT block embedded once a week per grade level (K-5) Limited time due to District-required PD Specials assist with uninterrupted PLC-CTT time District Professional Development Days Data chats District data specialists</p> <p>Constraints: Need more than just once a week for 90 minutes. Limited specialist/staffing to cover job-embedded PLC time. Need more District PD courses to be geared for TWDL teachers</p>
<p>3. Ensure systems of support for student academic achievement in reading and math in both English and Spanish.</p>	<p>Supports: MTSS (tiers of support provided by the school) Kinder-5th grade Tier 2 Reading Intervention Support Middle School (6th-8th) Reading and Math Interventions One-to-one technology for students Social Emotional Support Teacher Assistants in all K-5 grade levels Online Resources available in school & at home School Counselor 21st Century Community Learning Centers</p> <p>Constraints: Follow-through with support at home Limited resources for student access at home (if they are allowed to keep technology devices, this might be helpful for families)</p>

4. Family and Community Engagement	Supports: Family and Community Engagement Liaison in our school Community Partnerships Established Magnet Coordinator PTA District-Provided conference days, events and activities Constraints: Time to reconnect for lost time during the Pandemic. Need more theme-based partnerships. Family member availability
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Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Quality Tier 1 TWDL instruction including SIOP strategies using the adequate language percentage in the model.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Classroom walkthroughs to observe components of the Two-Way Dual Language Model magnet theme using the TWDL District Walkthrough Protocol including SIOP Strategies:	Teachers Principal Asst. Principal CSP Magnet Coordinator Language Acquisition	Throughout the school year Aug. 2021 - May 2022	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOP Strategies Checklist
Implement guided reading groups using the Two-Way Dual Language model established by grade level and incorporating SIOP strategies.	Teachers CSP Principal	Throughout the school year Aug. 2021- May 2022	Adelante Adoption TWDL Model Poster List of SIOP Strategies Poster
Implementation of TUSD SLA/ELA Curriculum for Tier 1 instruction.	Teachers CSP	Quarterly review by walkthroughs	Lesson Plans Teams Folder
Review submission of lesson plans to include TWDL lessons/curriculum and SIOP strategies embedded in lessons.	Principal Asst Principal	Throughout the school year Aug. 2021- May 2022	Teams Folder Lesson Plans

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Quality Tier 1 TWDL instruction including SIOP strategies using the adequate language percentage in the model.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Classroom walk-throughs with continual feedback using the District walk-through protocol.	Magnet Coordinator CSP Principal Asst. Principal	Throughout the school year Aug. 2021- May 2022	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOP Strategies Checklist
Coaching bite sized action step for teacher refinements will follow all walk-throughs.	Magnet Coordinator CSP Principal Asst. Principal	Throughout the school year Aug. 2021- May 2022	O & R Observation Form
Use the teacher evaluation instrument, Danielson Framework, to guide pre-conferences, evaluations and post-conferences. During the evaluation process, teachers will identify strengths and refinements that will determine the next steps for growth.	Principal Asst. Principal	Aug. 2021 – May 15, 2022	Schedule Pre-Observation, Observation & Post-Observation
Dual-Language Walkthroughs will ensure TWDL model is in place and utilized with fidelity.	District Language Acquisition Dept.	Would like to have the dept. visit at least once a quarter.	Availability of personal at District LA
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: lesson plans, walkthrough feedback, O & R Observation forms, walkthrough schedule, PD attendance records			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Yearly lesson plans from all teachers, district benchmark data, Walkthrough Protocol Evidence			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 2: Provide opportunities for teachers to collaborative to enhance teacher instruction and student learning (PLC-CTTs) with data.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional development, including writing instruction, guided reading, magnet theme integration in classroom lessons, and analysis of student data for planning appropriate instruction.	Teachers Principal Asst. Principal CSP	Ongoing Wed. PDs	Adelante Curriculum Scope and Sequence TUSD Web Data
Curriculum Service Provider (CSP) will facilitate all PLC-Collaborative Teacher Teams to ensure viable curriculum instruction to all students.	CSP Magnet Coordinator	Throughout the school year Aug. 2021- May 2022	PCL-CTT Schedule
Plan instruction that is aligned to the TUSD Curriculum and TWDL model based on quarterly benchmark data results.	Teachers PLC-CTTs CSP	Throughout the school year Aug. 2021- May 2022	TWDL Program Model Adelante Curriculum/Adoption TUSD Web Data
Plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.	Teachers PLC-CTTs CSP	PLC-CTT Schedule PD on Wed. Aug. 2021-May 2022	Master Schedule
Teachers will meet in PLC-CTTs teams to plan and identify magnet theme materials to use when implementing instructional units.	Teachers PLC-CTTs CSP	PLC-CTT Schedule PD on Wed. Aug. 2021-May 2022	TWDL Curriculum TWDL Program Model Magnet Theme Walkthrough Protocol
Staff and faculty participate in district-wide professional development once a quarter.	All staff and faculty	Aug. 2021 Oct. 2021 Jan. 2022 March 2022	TUSD PD True North Logic
Summer PD for certified staff focusing on curriculum mapping, scope and sequence, and standards to align with lesson plans and new ELA curriculum.	Principal Asst. Principal CSP	June 2022	TWDL Curriculum TWDL Program Model Magnet Theme Walkthrough Protocol

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 2: Provide opportunities for teachers to collaborative to enhance teacher instruction and student learning (PLC-CTTs) with data.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Coordinate schedule for weekday PLC-CTT meetings for grade K-5 and specials.	Principal Asst. Principal CSP Teachers/Specials	Once a week, all year Aug. 2021 – May 2022	Music Teacher, P.E. Teacher, Library Teacher, Counselor
Schedule 90 minutes embedded time within the school day for teachers (K-5) to meet with their grade level partner and CSP.	Principal Asst. Principal CSP Magnet Coordinator	Once a week, all year Aug. 2021 – May 2022	CSP CTT-PLC Cycle Agenda Attendance Log
Conduct Observation and Reflection Cycle – Classroom Walkthroughs daily to ensure standards, theme visibility and Dual Language model are aligned for student learning.	Instructional leaders and Magnet Coordinator	Throughout the school year Aug. 2021- May 2022	O & R Forms Walkthrough Protocol for TWDL theme
Observe PLC-CTTs using a rubric for effectiveness and provide feedback through a structured system for monitoring	Principal and Leadership Team	Throughout the school year Aug. 2021- May 2022	Rubric PLC-CTT schedule
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Professional Development attendance records, teacher lesson plans, PLC-CTT agendas/attendance/schedule, Observation and Reflection Cycle feedback, PLC-CTT rubric of effectiveness, summer school PD attendance			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: weekly teacher lesson plan submissions, O & R Observation feedback, Walkthrough Protocol scores (informal and formal)			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 3: Ensure systems of support for student academic achievement in reading and math in both English and Spanish.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Guided Reading practices will be used small group instruction to support ELA. Tier 2 and Tier 3 students will meet daily for guided reading lessons.	Teachers	Throughout the school year Aug. 2021- May 2022	Adelante Curriculum Benchmark Data 2021 AzM2 Data
Teachers will progress monitor all students K-5 th grade three times a year (Beginning, Middle, and End) using Evaluación del Desarrollo de la Lectura (EDL).	Teachers Support Staff	Aug. 2021 Dec. 2022 April-May 2022	EDL SchoolCity TUSD Web Data
Spanish Language Arts 8 th grade teacher will ensure that all 8 th grade students in SLA will be assessed with AVANT to determine their proficiency level.	8 th grade SLA teacher Support Staff Language Acquisition	4 th Quarter 2022	AVANT Language Acquisition TUSD Web Data
Utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.	Principal – PLC-CTTs	After every qtr. benchmark	Benchmark Data 2021 AzM2 Data
Implementation of school-wide reading intervention program K-8 th grade: <ul style="list-style-type: none"> • K-5 Camino al Éxito and SIL (El sistema de la intervención de lectura)-Tier 2 • K-5 Imagine en Español (Tier 2) • Reading Interventionist (Tier 3) • 6th-8th grade-Language of Literature Cengage for ELD (English Language Learners) 	Middle School Math Ts Middle School ELA Ts K-5 th grade teachers k-5 th grade teacher assistants Support Staff	Oct. 2021-May 2022	6/5ths Teachers Language Acquisition TWDL Model Parent Involvement Teacher Input Benchmark Adelante
Targeted tutoring will be offered before/after school to all students who are not proficient as measured by AzMERIT, benchmark assessments, and DIBELS.	Teachers	Throughout the school year Aug. 2021- May 2022	Benchmark Data 2021 AzM2 Data 21 st CCLC
Additional support during small group instruction under the guidance of the teacher.	Teacher Assistants	Throughout the school year Aug. 2021- May 2022	Benchmark Data 2021 AzM2 Data

Provide intervention support for reading for lowest 25% of students in K-5.	Reading Interventionist	Throughout the school year Aug. 2021- May 2022	Benchmark Data 2021 AzM2 Data
SuccessMaker and IXL will be used to support Tier 2 instruction in and out of the Tier 1 classroom	Teachers	Throughout the school year Aug. 2021- May 2022	SuccessMaker IXL
Provide both tutoring and enrichment before and after school 21 st CCLC program. <ul style="list-style-type: none"> Language Academy Tutoring K-8 	CCLC Coordinator Principal Asst/Principal	Throughout the school year Aug. 2021- May 2022	Benchmark Data 2021 AzM2 Data

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
4. Strategy 3: Ensure systems of support for student academic achievement in reading and math in both English and Spanish.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The Multi-Tiered System of Support (MTSS) will be used to maximize achievement for all students through systematic gathering of data (used for educational decision making (screening, diagnosis, and progress monitoring) to support student achievement.	MTSS Coordinator Teachers	Throughout the school year Aug. 2021- May 2022	Screeners Teacher Input Teacher Monitoring
Data regarding the use of SuccessMaker will be monitored by the CSP and documented on PLC-CTT meeting notes	CSP	Quarterly Reports 1, 2, 3 & 4	SuccessMaker Reports Agendas/Sign-In Sheets
Use of Spanish leveled guided reading sets, SuccessMaker and IXL.	Teachers	Throughout the school year Aug. 2021- May 2022	SuccessMaker Reports IXL Reports
Attendance records of tutoring before and after school for lower 25% in all grade levels.	Teachers Family Community and Engagement Liaison	Aug. 2021- Apr. 2022	Benchmark Data 2021 AzM2 Data Attendance Sheets
Follow-Up with tutoring notices for parents/guardians of lower 25% for ELA and Math.	Teachers Family Com. and Engagement Liaison	Aug. 2021- Apr. 2022	Benchmark Data 2021 AzM2 Data
Track lower 25% student list for ELA and Math for progress.	Teachers CSP	Aug. 2021- Apr. 2022	Benchmark Data 2021 AzM2 Data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: progress monitoring data, data notebooks, and MTSS and/or PLC Collaborative Teacher Team meeting notes, screening, diagnosis, and progress monitoring of MTSS, reading intervention log, recommendations as a response to data school wide			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: AzMERIT, benchmark assessments, and DIBELS, SuccessMaker Reports, IXL Reports, AzM2 ELA and Math 2022			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 4: Family and Community Engagement			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Communicate with families and community about school programs and student academic achievement	Principal Asst. Principal	Throughout the school year Aug. 2021- May	Principal Monthly Newsletter
using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, "Cafecitos", and clearly defined systems that allows for home-school communication).	Family Comm. Liaison Magnet Coordinator	2022	School Website Updates District Support Media & Comm. Dept.
Schedule and host regular meetings of School Site Council, and PTA to keep parents and community members engaged and informed.	Principal PTA President PTA Council	PTA once a month, all year Aug. 2021-May 2011 Site Council (quarterly)	School Calendar of Events Meeting Space Zoom Links
Recruit parents for Action Team Partnership group.	Family Comm. Liaison	Aug. 2021-March 2022	Zoom Links Agenda
Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Family Comm. Liaison	4 times a year, every quarter	Contact FACE
Use social media, including Parent Link and Facebook, to communicate frequently and effectively with families /guardians about family engagement opportunities at the site and at the district family centers.	Family Comm. Liaison Principal Asst. Principal	Throughout the school year Aug. 2021- May 2022	District Calendar of Events Social Media District Media Dept.
Schedule, plan and execute academic training for families at least 2-3 times per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math: Literacy Night, Math Night and TWDL Night.	Family Comm. Liaison Principal Asst. Principal CSP	2-3 times a year, Quarters 1, 2 and 3	Teachers Pima Comm. College U of A, Businesses, Agencies, and Cultural and Civic Organizations.
District scheduled at least 2 Parent/Teacher conferencing dates a year.	Teachers Principal	2 times a year, Qtr. 1 and Qtr. 3	District Calendar Schedule Log

Invite parents to participate in different community events held at our school throughout the school year.	Family Comm. Liaison	Throughout the school year Aug. 2021- May 2022	District Calendar of Events
Post PTA meetings on Facebook & Instagram every month so all families have an opportunity to join the meetings.	Principal Magnet Coordinator	Throughout the school year Aug. 2021- May 2022	Facebook Access Instagram Access
Attend Title 1 meetings that focus on how to develop partnerships among families, communities, and schools that enhances student development and learning.	Family Comm. Liaison	Throughout the school year Aug. 2021- May 2022	Title 1 Meeting Dates
Keep school website updated with relevant information for families and community members.	Principal Asst. Principal School Website Coordinator	Throughout the school year Aug. 2021- May 2022	TWDL updates and information District updates and information
Roskruge will include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal PTA President PTA Council	PTA once a month, all year Aug. 2021-May 2011 Site Council (quarterly)	School Calendar of Events Meeting Space Zoom Links

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 4: Family and Community Engagement			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.	Principal Asst. Principal Family and Comm. Liaison	4 th Qtr. March 22-April 30 th , 2022	School Quality Survey Updated parent/guardian info.
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.	Principal Asst. Principal Family and Comm. Liaison	Throughout the school year Aug. 2021- May 2022	Monthly Calendars District & School Website Parent-Links
Complete Monthly Family Engagement Report with details of outreach and engagement efforts.	Family and Comm. Liaison	Monthly throughout the school year	School-Wide Data Quarterly Magnet Report
Complete quarterly Magnet Report with details of Family Engagement events and attendance.	Magnet Coordinator	Quarters: 1, 2 & 3	Family attendance sheets, event flyers
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: school-wide data, attendance sheets for events/meetings, meeting agendas and notes, monthly calendars on website, Parent-Link, social media and/or newsletters			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: School Quality Survey, Teacher Survey, Family Engagement Report, participation attendance logs			

V. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

MSP BUDGET DEVELOPMENT

List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 2.4 FTE Math Teachers (910G,202)
- 3.0 FTE Magnet Spanish Teachers (910G, 202)
- 1.0 FTE Mariachi Teacher (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.5 FTE Teaching Assistants Bilingual (910G, 202)
- 1.5 FTE Student Success Specialist (910G, 202)
- 1.0 FTE Technology Teacher (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Librarian (M&O, 910G, 202)
- 7.25 FTE Teaching Assistants Bilingual (910G, other)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Teacher (Title 1)
- 0.6 FTE Math Interventionist Teacher (Title 1)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE Behavior Intervention Monitor (Title 1)
- 2.25 FTE Teaching Assistants (Title 1)

Magnet School Budget**Personnel**

#Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Math Bilingual Teachers	118,043	2.4	Offer math lessons in our Two-Way Dual Language model/program required in Spanish language development for any students with/out prior dual language experience. This also provides an opportunity for students to take Algebra (an Advanced Learning Experiences course) in 8 th grade for high school credit.	In AA MT	Student Academic Achievement
Spanish Teachers	134,835	3.0	All 6 th -8 th grade students are enrolled in Spanish as a core class to fulfill the TWDL program requirements in progress of the pathway. This also increases the number of students that participate in Advanced Learning Experiences (ALE) for opportunities to be promoted from Roskrige with Spanish high school credits.	In AA MT	Student Academic Achievement
Technology Teacher	46,200	1.0	Supports our Professional Learning Communities and Collaborative Teacher Teams by providing time for teachers to review data and support students with Tier 2 interventions in our elementary grades (K-5). Computer science classes provide real-world 21 st Century skills that support the TWDL program and the global digital world.	PL In AA	Student Academic Achievement
Mariachi Teacher	48,700	1.0	Supports magnet theme program by presenting and performing music in Spanish. Also supports our Professional Learning Communities and Collaborative Teacher Teams by providing time for teachers to review data and support students with Tier 2 interventions in our elementary grades (K-5).	PL MT	Magnet Theme-Based Integration
Specialist *New Name	62,633	1.6	Supports our TWDL program by increasing oral reinforcement of Spanish language development through fine arts experiences, especially in music and dance.	PL MT	Magnet Theme-Based Elective Support
Bilingual Teacher Assistants	29,596	1.5	Support our TWDL program by serving as language models for students in the process of learning Spanish as a second language. Assistants will be used in the classroom to provide support to classroom teachers by working with students on assignments, tasks or projects while teachers work with struggling students and provide small group interventions.	In AA MT	Student Academic Achievement

Curriculum Service Provider	39,681	1.0	CSP provides curriculum and instructional support for teachers and school leaders, supports district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement and links teachers with resources they need to help students with academic growth and achievement.	AA PL MT	Student Academic Achievement
Magnet Site Coordinator	48,900	1.0	Coordinate all the components of the SAAP with MSA Pillars to assure all goals and strategies are monitored throughout the school year. Coordinator will also promote the magnet theme program and recruit the necessary students to meet (make progress towards) the USP recruitment requirements.	In AA PCI PL MT	School Integration
Librarian	34,100	0.6	Support skills and strategies in our TWDL program and technology in all classes with direct instruction on reading, research and writing skills to support all students, while targeting the lower 25% academic population. Provide Spanish materials for dual language integration within the classrooms.	In AA	Student Academic Achievement
Sick Leave for Magnet Teachers	7,400	0.0	Substitute coverage pay for magnet teachers on sick leave.		
Employee Benefits	170,486.63				
Total Budget	740,574.63				
Total FTE	13.1				

Non-Personnel

Description	Amount	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Recruitment Added Duty	1,000.00	Student recruitment efforts for student selection are designed to ensure equal access for all students and reduce minority group isolation.	In	School Integration
Supplies for Family Engagement	89.60	Provide family with supplies that support school academic events for student growth and achievement.	In PCI	Family Engagement

Magnet School of America Registration	1,800.00	Attend MSA conference for access to resources and training that foster our magnet program to promote choice equity, diversity, and academic excellence for all students at Roskrige.	In AA PCI PL MT	Student Academic Achievement School Integration Family Engagement
Magnet School of America Out of State Travel	6,000.00	Covered expenses for MSA conference attendance.	In AA PCI PL MT	Student Academic Achievement School Integration Family Engagement
Total Budget	8,889.60			

#Deseg Budget 2021-2022 SY	
Personnel Cost	\$740,574.63
Non-Personnel Cost	\$ 8,889.60
Total Budget	\$749,465

TITLE 1 Budget

#Title 1 Budget 2021-22 SY		
Description	Sum of FY 22 (\$)	Purpose
1.0 FTE Reading Teacher	48,000.00	Reading intervention teacher will work with students struggling in reading skills and strategies K-5.
0.6 FTE Math Teacher	28,320.00	Teacher will provide math intervention support for struggling students in middle school grades 6-8 for three class periods a day.
2.25 FTE Teacher Assistants	45,900.00	3 Bilingual Teacher assistants support our TWDL program by serving as language models for students in the process of learning Spanish as a second language. They will be used in the classroom to provide support to classroom teachers by working directly with students on assignments, tasks or projects.
ESI Substitutes	1,600.00	Substitute coverage pay for 1.6 FTE teachers on sick leave.
Added Duty	10,000.00	Summer School bridge program for incoming Kindergarteners and 6 th graders, as well as summer school tutoring program for students struggling in reading and/or math.
District Supplies	2,182.00.	Purchase office supplies accessible for teachers to directly support students in classrooms.
Instructional Aids	3,000.00	Purchase instructional aid materials that support our TWDL program as resources for teachers to use directly with students.
Employee Benefits	41,610.00	
Total Budget	180,612.00	
Total FTE:	3.85	

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
School Integration and Achievement Action Plan**

Principal: Shawna Rodriguez

School: Tucson High Magnet School

Magnet Program: Science & Fine Arts

Region: Santa Cruz

Revision Date: December 10, 2021

Planning Team:

Name	Position	Name	Position
Mariel Celaya Hall	Magnet Coordinator	Kyle Brady	Curriculum Service Provider
Steven Martinez	Instructional Data and Intervention Specialist	Shawna Rodriguez	Principal

Sign Off:

Position	Name	Signature	Date
Principal	Shawna Rodriguez		12/10/2021
Regional Assistant Superintendent	Mark Alvarez		12/10/2021
Interim Director of Magnet Programs/Asst. Superint. of EDI	Kinasha Brown		12/10/2021

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I. MAGNET SCHOOL PROFILE

Tucson High Magnet School is proud to be a Nationally Certified Magnet school with two successful magnet strands. With a current total student enrollment of 3,213, magnet student enrollment totals 54% of our student population. Tucson High is a “program within a school” magnet school with two successful magnet strands: Fine and Performing Arts; and Natural Sciences.

The Tucson High Magnet School Fine and Performing Arts magnet strand consists of 4 Visual Arts teachers, 3 Drama teachers, 10 music teachers, and 4 dance teachers. Our highly qualified and professionally affiliated Fine Arts faculty affords students opportunities to explore self-definition and self-validation. Presently 1,068 students attend THMS as Fine Arts magnet students.

The Tucson High Magnet School Science strand consists of 20 teachers, offering the traditional high school Science classes, and further offers Science classes not offered elsewhere. The THMS Science strand includes numerous Advanced Placement, Honors, and college dual-enrollment offerings as well as multiple partnerships with the University of Arizona, Raytheon Engineering, Banner Hospital, etc. These classes provide students opportunities to address eternal and evolving questions. Presently 671 students attend THMS as Science magnet students.

In 2019, Magnet Schools of America awarded Tucson High Magnet School the award of “Magnet School of Excellence”. Also in 2019, this same national organization, after a yearlong application process, named Tucson High a Nationally Certified Magnet School. In 2016, Tucson High was recognized as a “Magnet School of Distinction”, also by MSA. These awards were determined by Tucson High’s academic achievement, innovative curriculum, community and family partnerships, college and career readiness, and its integrated status.

Vision:

Tucson High Magnet School is a learning community in which student success is the priority of all endeavors. Values are the attitudes, beliefs and commitments we make in school.

Mission:

Tucson High Magnet School exists to provide high quality instruction in all curricular areas; foster understanding of the world through the arts, sciences, mathematics and humanities; and develop good citizens so that students demonstrate academic and inter-cultural proficiency, as well as career preparedness.

Core Values:

The Tucson High Magnet community will:

R Respect and appreciate cultural diversity.
 E Exhibit creativity, personal courage, and risk taking to reach potential.
 S Successfully realize attainable goals and master essential skills.
 P Preserve tradition.
 E Ensure an environment for equal opportunity.
 C Continue interaction with the community.
 T Take responsibility seriously.

School Profile		
2018-19 Letter Grade	2020-21 Integration Status	Theme
B	Integrated	Science and Fine & Performing Arts

Student Profile Using 40th Day Enrollment Data			
Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)
13.05	56.75%	4.35%	9.8%

School Integration Profile (USP Ethnicity)														
Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	
2020-21 THMS Enrollment	513	16%	286	9%	2143	66%	154	5%	54	2%	108	3%	3258	
% non-neighborhood														
2020-21 Avg HS Enrollment	22%		9%		60%		3%		3%		3%			
USP Integration Range + / - 15% District HS Avg														
	6-37%		0-24%		45-70%		0-18%		0-18%		0-18%			
Future Integration Range + / - 25% District HS Avg														
	0-47%		0-34%		35-70%		0-28%		0-28%		0-28%			

2 Years of AzMERIT TUSD ELA Data Grades 9-11						
ELA	2017 Gr. 9	2017 Gr. 10	2017 Gr. 11	2018 Gr. 9	2018 Gr. 10	2018 Gr. 11
District Avg.	26%	24%	21%	31%	28%	26%
State Avg.	36%	31%	26%	41%	33%	29%
THMS	29%	18%	20%	33%	23%	18%

2 Years of AzMERIT TUSD Math Data Grades 9-11						
Math	2017 Alg I	2017 Geo m	2017 Alg II	2018 Alg I	2018 Geo m	2018 Alg II
District Avg	29%	22%	17%	29%	27%	22%
State Avg	39%	34%	34%	39%	37%	34%
Tucson High	28%	16%	9%	23%	22%	19%

THMS 2018-19 ACT Average Scale Score by USP Ethnicity				
USP Ethnicity	English	Math	Reading	Science
White	20.8	20.9	21.6	20.6
African American	15.4	17.0	17.2	16.5
Hispanic	15.9	17.0	15.73	16.9
Native American	14.5	16.2	15.6	16.3
Asian-PI	16.6	18.20	17.7	18.5
Multi-Racial	18.9	18.5	17.9	17.8
All	16.8	17.00	18.0	17.6

2018-19 ACT Composite Scale Score by USP Ethnicity							
School	White	AfAm	Hisp	NatAm	A-PI	Multi-R	All
THMS	21.1	16.7	16.8	15.8	18.1	17.7	17.6

II. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

III. INTEGRATION

A. Gaps in Integration

Area of Integration Outcome	Data Source(s)	Descriptions of Gaps
Student Enrollment	Synergy Day 40 U-STU-02 (Daily Enrollment by Student Demographics)	<p><u>Desired State:</u></p> <p>To remain integrated, as defined by USP guidelines.</p> <p><u>Current Reality:</u></p> <p>Tucson High Magnet School's general student population is integrated, as defined by USP guidelines. We will continue to monitor our integration to ensure this continues.</p> <p><u>Gap:</u></p> <p>No noticeable gaps exist, and all grades are integrated according to USP guidelines.</p>

Daily Enrollment by Grade, Gender and USP Ethnicity 660 - Tucson High Magnet School

On: 10/05/2020 (Day 40 SY 2020-21)

Grade	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
09	70	73	45	35	238	267	17	24	7	4	17	9	394	412	806
	8.7%	9.1%	5.6%	4.3%	29.5%	33.1%	2.1%	3.0%	0.9%	0.5%	2.1%	1.1%	48.9%	51.1%	
10	65	56	36	38	314	303	24	15	2	4	15	19	456	435	891
	7.3%	6.3%	4.0%	4.3%	35.2%	34.0%	2.7%	1.7%	0.2%	0.4%	1.7%	2.1%	51.2%	48.8%	
11	59	59	36	28	235	246	23	18	7	10	13	15	373	376	749
	7.9%	7.9%	4.8%	3.7%	31.4%	32.8%	3.1%	2.4%	0.9%	1.3%	1.7%	2.0%	49.8%	50.2%	
12	61	64	36	27	280	232	14	14	10	10	9	10	410	357	767
	8.0%	8.3%	4.7%	3.5%	36.5%	30.2%	1.8%	1.8%	1.3%	1.3%	1.2%	1.3%	53.5%	46.5%	
Total	255	252	153	128	1067	1048	78	71	26	28	54	53	1633	1580	3213
	7.9%	7.8%	4.8%	4.0%	33.2%	32.6%	2.4%	2.2%	0.8%	0.9%	1.7%	1.6%	50.8%	49.2%	
	507		281		2115		149		54		107		3213		
	15.8%		8.7%		65.8%		4.6%		1.7%		3.3%		100.0%		

Daily Enrollment by Grade, Gender and USP Ethnicity 3. High Schools

On: 10/05/2020 (Day 40 SY 2020-21)

Grade	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-racial		Total		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	Total
07	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1
	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	
08	0	0	0	0	29	13	1	2	0	0	0	0	30	15	45
	0.0%	0.0%	0.0%	0.0%	64.4%	28.9%	2.2%	4.4%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	
09	378	411	173	179	1005	1117	65	60	50	39	69	65	1740	1871	3611
	10.5%	11.4%	4.8%	5.0%	27.8%	30.9%	1.8%	1.7%	1.4%	1.1%	1.9%	1.8%	48.2%	51.8%	
10	338	392	155	176	1019	1089	63	56	45	42	51	61	1671	1816	3487
	9.7%	11.2%	4.4%	5.0%	29.2%	31.2%	1.8%	1.6%	1.3%	1.2%	1.5%	1.7%	47.9%	52.1%	
11	318	357	140	135	933	956	57	37	58	51	52	54	1558	1590	3148
	10.1%	11.3%	4.4%	4.3%	29.6%	30.4%	1.8%	1.2%	1.8%	1.6%	1.7%	1.7%	49.5%	50.5%	
12	340	348	134	125	926	871	41	47	51	55	45	55	1537	1501	3038
	11.2%	11.5%	4.4%	4.1%	30.5%	28.7%	1.3%	1.5%	1.7%	1.8%	1.5%	1.8%	50.6%	49.4%	
Total	1374	1508	602	615	3913	4046	227	202	204	187	217	235	6537	6793	13330
	10.3%	11.3%	4.5%	4.6%	29.4%	30.4%	1.7%	1.5%	1.5%	1.4%	1.6%	1.8%	49.0%	51.0%	
	2882		1217		7959		429		391		452		13330		
	21.6%		9.1%		59.7%		3.2%		2.9%		3.4%		100.0%		

B. SMART Goal for Integration

Primary Need: To recruit and to remain integration status as defined by the USP.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By the 40th day of the 2021-22 SY, Tucson high magnet school will remain integrated as measured by the USP definition: Meeting the 70% and +/- 25% thresholds for an Integrated school.</p>	<p>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).</p> <ul style="list-style-type: none"> • 40TH AND 100TH day data • Magnet report documentation • Magnet Coordinator and Magnet Counselor data with Family emails and Zoom Appointments for intervention and retention.

C. Improvement Goal Development for Integration

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1

By the 40th day of the 2021-22 SY, Tucson high magnet school will remain integrated as measured by the USP definition: Meeting the 70% and +/- 25% thresholds for an Integrated school.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
Strategy 1: Continue to retain and recruit all students, with a focus on increasing students of targeted USP ethnicities.	<p>Both Recruitment and Retention Supports:</p> <ul style="list-style-type: none"> Tucson High Magnet School has been labeled “integrated” by the Unitary Status Plan since the 2018-19 school year. This was achieved by recruiting at targeted TUSD middle schools containing ethnic demographics to assist Tucson High Magnet School with their integration goals, and further achieved by targeted recruiting at charter and private schools. These actions result in achieving integration goals: of the 54% Tucson High Magnet School enrollment of magnet students, 15% of those magnet students are from out of the TUSD district boundaries. Tucson High Magnet School’s recruiting efforts are returning and acquiring tax payer dollars to Tucson Unified School District. The 2021-22 integration actions include continuing these efforts as well as expanding and strengthening Tucson High Magnet School’s relationship with ethnically targeted TUSD middle schools as well as charter and private schools.

- The District Magnet budget supports a Magnet Counselor, an assistant curator, a SSS, coordinator, CSP, Data Instructional Coach, and the majority of our magnet teachers
- The District Magnet budget supports students by providing supplies they use in their Magnet courses
- The District Magnet budget supports Magnet endorsement recognition for students
- The District Communication Department assists with the Magnet Newsletter to stay in communication with Families
- Due to the high enrollment of Tucson High Magnet School, an Assistant Curator supports recruitment and retention by maintaining the 3,500 square foot gallery and 60 display case. The Assistant Curator further increases theme visibility by keeping magnet themed student work relevant and current.
- Certified Web Developer Stipend is to keep THMS website ADA and OCR compliant along with supporting recruitment, retention and family engagement through the enhancement of communication with our newsletter, Facebook and website.

Recruitment Supports:

- Magnet Open House will be held in fall, 2021 and advertised to all TUSD and non-TUSD 8th grade families; teachers, counselors, student leaders and administration on site. This event is arranged and implemented by Magnet Coordinator and Magnet Counselor.
- New Student Information Night for incoming students to assist with course selection; teachers, student leaders, counselors and administration on site. This event will be held in February, 2022 and is arranged and implemented by Magnet Coordinator and Magnet Counselor.
- Magnet Coordinator and Magnet Counselor will attend TUSD middle and K-8 High School Information Nights (emphasis on targeted middle schools that will assist in USP integration goals).
- Magnet Coordinator and Magnet Counselor will attend private and charter K-8 schools High School Information Nights

	<p>(emphasis on targeted charters and private schools that will assist in USP integration goals).</p> <ul style="list-style-type: none"> • Magnet Coordinator and Magnet Counselor will give tours to all families interested in a private or small group tour of Tucson High Magnet School • Magnet Coordinator and Magnet Counselor will schedule classroom workshops at targeted middle schools conducted by Fine Arts and Science teachers. <p>Retention Supports:</p> <ul style="list-style-type: none"> • Magnet Counselor and Magnet Coordinator help retain Magnet students by being the first point of contact for all Magnet students new to Tucson High Magnet School. In doing so, this creates an individualized relationship for families that are overwhelmed by the size of the school. • Magnet Counselor will preemptively assure proper classroom placement in Magnet strand levels by working diligently with the Master Schedule and course selection process of Magnet students. • Magnet Counselor will communicate with individual families, middle schools and charter schools about course selection process, High School credit information, and transfer credits through information nights and individual communication. • Magnet Counselor will build student educational plans with Magnet students to best meet their needs for post-secondary plans, along with collaborating with Magnet teachers on programs individualized needs for the success of Magnet student achievement. • Magnet Counselor will build academic relationships with Magnet students through high visibility in classrooms and Magnet events, and supporting the Counseling department • THMS Open House will be held in fall, 2021 and advertised to all THMS families; teachers, counselors, student leaders and administration on site. Current families will attend all classes on their student's schedule
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- Curriculum Night for current students will assist with course selection; teachers, student leaders, counselors and administration on site. This event will be held in February, 2022 and is attended and supported by Magnet Coordinator and Magnet Counselor.
- Magnet Coordinator and Magnet Counselor attend and support parent teacher conferences in the Fall and the Spring for families, and attend THMS performances and use such events as an opportunity to collaborate with current families and network with community partnerships
- Magnet Coordinator and Magnet Counselor assist in planning and supporting Senior Evening of Honors with an additional Magnet Endorsement portion of the event
- Student Success Specialist provides academic and social emotional supports for individual students in our targeted ethnic population
- Curriculum Supports Provider supports Magnet teachers in maintaining and enhancing curriculum
- Magnet Data Instructional Coach supports with the data needed for recognition with Magnet Schools of America Awards and Quarterly Reports. This position also supports the enhancement of classroom curriculum by using data to stay current on individual students' academic needs and assessments. This position also uses data to drive professional development needs

Recruitment and Retention Constraints:

- Current and future families express concerns about the large student enrollment.
- Geographic location can be far from recruitment and retention student populations
- Funding is never adequate for the demands of our student course work
- The vast majority of our Magnet budget goes towards teacher salaries and does not go directly into student spending.

- Our Magnet Student enrollment is 50% of our total enrollment, which can cause it to be challenging to communicate with individual families on a regular basis

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Continue to recruit and retain all students, with a focus on increasing students of targeted USP ethnicities.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Campus tours are given throughout the entire school year to familiarize families with the school and to witness the numerous magnet classes in action. The majority of tours are given to non-TUSD families.	Magnet Coordinator and Magnet Counselor	August-May	Recruiting folders with brochures, freshman electives, sports and clubs list, etc.
A fall Magnet Open House will be held showcase all programs and to maintain a diverse community. Current 8 th grade families from within and without the TUSD boundaries are invited.	Magnet Coordinator, Magnet Counselor, THMS department chairs, TUSD Communications department.	October	Invitational postcards to send to over 3,000 families by the TUSD Communications department. Advertisement is conducted on all social media platforms. Recruiting folders distributed. Parentlinks will be sent electronically.
All High School Information nights held at TUSD and non-TUSD middle schools have a Tucson High Magnet School presence.	Magnet Coordinator and Magnet Counselor	September-December	Recruiting folders with pertinent information
Middle school workshops will be held at targeted middle schools. These include science, dance, drama and visual arts workshops brought to the middle school site.	Magnet Coordinator, Magnet Counselor, Magnet teachers.	August through May	Science and Fine Arts manipulatives used by 8 th grade students
A New Student Information Night will be held during 3 rd quarter to provide all incoming families with information	Magnet Coordinator, Magnet Counselor, THMS department chairs, TUSD Communications department.	February	Invitational postcards will be sent to all neighborhood families as well as accepted and prospective magnet families.

regarding their course selection choices for the following school year.			Magnet Coordinator and Magnet Counselor email all families accepted from first round lottery. Parentlinks will be sent electronically. Course selection sheets are distributed electronically and in person.
Retention events such as THMS Open House, Curriculum Night, Parent Teacher Conferences, Senior Awards night are held throughout the year to support families	Magnet Coordinator and Magnet Counselor and Web Developer	Throughout the year	Parentlinks will be sent electronically, Website, Newsletter, and social media platforms will continue to inform families of upcoming events.

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Continue to recruit and retain all students, with a focus on increasing students of targeted USP ethnicities.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The Magnet Plan is reviewed and discussed throughout the PD calendar.	ILT and Admin Team – AP for PD	Alternate Weekday and Wednesdays designated for PD	Copies of Magnet Plan; Magnet Coordinator, Magnet Counselor, Instructional Data Coach, Admin
Magnet recruiting and retention events are routinely updated and discussed at Instructional Council meetings.	Magnet Coordinator, Magnet Counselor, ILT; Admin Team, entire faculty and staff	Weekly on Mondays	Social media platforms; electronic communication
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: 40 th and 100 th day ethnicity data			

IV. STUDENT ACHIEVEMENT

A. Gaps in Student Outcomes

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
ELA 9 Quarter 1 20-21	<p>ELA 9 Quarter 1 Benchmark School City</p> <p>School % Proficient 49.3% District % Proficient 48.1%</p> <p>African American 52.1% Hispanic 42.7% White 73.8%</p>	<p><u>Desired State:</u> The THMS proficiency rate will be above the district's proficiency rate on the quarterly benchmark exams with little to no gap in achievement between African American, Hispanic and white students.</p> <p><u>Current Reality:</u> The THMS proficiency rate was slightly above that of the district. All 3 ethnic groups scored proficient at a higher rate than their district counterparts Hispanics had a 31.1% difference in proficiency rate with white students and African Americas had a 21.7% difference in proficiency rate with white students.</p> <p><u>Gap:</u> African American 9.2% above district Hispanic 2.1% above district White 8.8% above district</p>
ELA 9 Quarter 2 20-21	<p>ELA 9 Quarter 2 Benchmark School City</p> <p>School % Proficient 48.6% District % Proficient 48.6%</p> <p>African American 70.7% Hispanic 39.7% White 69.5%</p>	<p><u>Desired State:</u> The THMS proficiency rate will be above the district's proficiency rate on the quarterly benchmark exams with little to no gap in achievement between African American, Hispanic and white students.</p> <p><u>Current Reality:</u> The THMS proficiency rate was dead even with that of the district. The African American and white subgroups at THMS were proficient at a higher rate than their district counterparts whereas about 3% less Hispanics at THMS scored proficient than the district average for Hispanics. African American student were proficient at a higher rate than THMS white students and there was a 29.8% difference in the Hispanic proficiency rate from the white rate.</p> <p><u>Gap:</u> African American 28.2% above district Hispanic 3.2% below district White 9.1% above district</p>

<p>ELA 10 Quarter 1 20-21</p>	<p>ELA 10 Quarter 1 Benchmark School City</p> <p>School % Proficient 37.3% District % Proficient 38.5%</p> <p>African American 37% Hispanic 33.3% White 57%</p>	<p><u>Desired State:</u> The THMS proficiency rate will be above the district's proficiency rate on the quarterly benchmark exams with little to no gap in achievement between African American, Hispanic and white students.</p> <p><u>Current Reality:</u> THMS is slightly below the district proficiency rate. All 3 listed THMS subgroups were proficient at a higher rate than their district counterparts. THMS African Americans trailed THMS white students in proficiency by 20% and THMS Hispanics were proficient at a rate 23.7% less than THMS white students.</p> <p><u>Gap:</u> African American 3.2% above district Hispanic 1.3% above district White 1.8% above district</p>
<p>ELA 10 Quarter 2 20-21</p>	<p>ELA 10 Quarter 2 Benchmark School City</p> <p>School % Proficient 37.3% District % Proficient 38.5%</p> <p>African American 44.9% Hispanic 46% White 60.2%</p>	<p><u>Desired State:</u> The THMS proficiency rate will be above the district's proficiency rate on the quarterly benchmark exams with little to no gap in achievement between African American, Hispanic and white students.</p> <p><u>Current Reality:</u> Both African American and Hispanic THMS students were proficient at a higher rate than their district counterparts. White students were proficient at a 2.2% less rate. THMS African Americans trailed THMS white students in proficiency by 15.3% and THMS Hispanics were proficient at a rate 14% less than THMS white students.</p> <p><u>Gap:</u> African American 11.1% above district Hispanic 14% above district White 2.2% below district</p>
<p>Algebra Quarter 1 20-21</p>	<p>Algebra Quarter 1 Benchmark School City</p> <p>School % Proficient 58.8% District % Proficient 58.1%</p>	<p><u>Desired State:</u> The THMS proficiency rate will be above the district's proficiency rate on the quarterly benchmark exams with little to no gap in achievement between African American, Hispanic and white students.</p>

	<p>African American 53.2%</p> <p>Hispanic 58.1%</p> <p>White 65.4%</p>	<p><u>Current Reality:</u> A higher rate of THMS Algebra scored proficient than the high school district rate. Both African American and Hispanic THMS students were proficient at a higher rate than their district counterparts. White students were proficient at a 4.7% less rate. THMS African Americans trailed THMS white students in proficiency by 12.2% and THMS Hispanics were proficient at a rate 7.3% less than THMS white students.</p> <p><u>Gap:</u> African American 4.1% above district Hispanic 3.3% above district White 4.7% below district</p>
<p>Algebra Quarter 2 20-21</p>	<p>Algebra Quarter 2 Benchmark School City</p> <p>School % Proficient 33.6%</p> <p>District % Proficient 39.3%</p> <p>African American 31.6%</p> <p>Hispanic 30.9%</p> <p>White 41.4%</p>	<p><u>Desired State:</u> The THMS proficiency rate will be above the district's proficiency rate on the quarterly benchmark exams with little to no gap in achievement between African American, Hispanic and white students.</p> <p><u>Current Reality:</u> THMS students were proficient at a smaller rate than that of the district. The proficiency rate of the 3 subgroups were below that of the district. THMS African Americans trailed THMS white students in proficiency by 9.8% and THMS Hispanics were proficient at a rate 10.5% less than THMS white students.</p> <p><u>Gap:</u> African American 1.2% below district Hispanic 3.2% below district White 10.9% below district</p>
<p>Geometry Quarter 1 20-21</p>	<p>Geometry Quarter 1 Benchmark School City</p> <p>School % Proficient 35.7%</p> <p>District % Proficient 37.2%</p> <p>African American 38.5%</p> <p>Hispanic 28.9%</p> <p>White 60.8%</p>	<p><u>Desired State:</u> The THMS proficiency rate will be above the district's proficiency rate on the quarterly benchmark exams with little to no gap in achievement between African American, Hispanic and white students.</p> <p><u>Current Reality:</u> THMS score proficient and a 1.5% less rate than the district. All 3 listed THMS subgroups were proficient at a higher rate than their district counterparts. THMS African Americans trailed THMS white students in proficiency by 22.3% and THMS Hispanics were proficient at a rate 31.9% less than THMS white students.</p> <p><u>Gap:</u> African American 9% above district</p>

		Hispanic 0.1% above district White 1.1% above district
Geometry Quarter 2 20-21	Geometry Quarter 2 Benchmark School City School % Proficient 40.9% District % Proficient 42.8% African American 42.9% Hispanic 36.2% White 59.6%	<p><u>Desired State:</u> The THMS proficiency rate will be above the district's proficiency rate on the quarterly benchmark exams with little to no gap in achievement between African American, Hispanic and white students.</p> <p><u>Current Reality:</u> THMS students were proficient at a smaller rate than that of the district. The proficiency rate of the 3 subgroups were close to that of the district, the THMS African American and white subgroups being greater than the district proficiency rate and the Hispanic THMS rate being less. THMS African Americans trailed THMS white students in proficiency by 16.7% and THMS Hispanics were proficient at a rate 23.4% less than THMS white students.</p> <p><u>Gap:</u> African American 2.9% above district Hispanic 0.2% below district White 1.2% above district</p>

B. SMART Improvement Goals for Student Achievement

Primary Need: Tucson High needs to ensure that all students learn at grade level or higher.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>Student achievement will increase as follows:</p> <p>ELA:</p> <p>11th grade (and possibly 9th grade) student achievement will increase from 22% on the 2021 ACT test to 26% on the Arizona State Assessment(s).</p> <p>Math:</p> <p>11th grade (and possibly 9th grade) student achievement will increase from 18% on the 2021 ACT test to 25% on the Arizona State Assessment(s).</p>	<p>Monitoring activities:</p> <ul style="list-style-type: none"> • Classroom Observations and Walk-throughs • School City Data • Review and Reflection of IAP/Magnet Plan during IC and ILT meetings 1x a month • PLC/CTT Minutes and Department Minutes/Notes • Teacher delivery of instruction and student engagement demonstrate what is in Lesson Plan (scaffolding objective, EEI/DOK strategies, questioning/discussion techniques) • Evidence of bitesize adjustment or strategies from feedback evident in teacher instruction • Pre and Post Teacher Conferences- annual formal observation and feedback from teacher about student progress and professional growth • Student Artifacts • Differentiation included within lesson plan • Parent Communication and documentation of Tier I interventions

C. Improvement Goal Development for Student Achievement

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1

Student achievement will increase as follows:

Math:

11th grade (and possibly 9th grade) student achievement will increase from 18% on the 2021 ACT test to 25% on the Arizona State Assessment(s).

ELA:

11th grade (and possibly 9th grade) student achievement will increase from 22% on the 2021 ACT test to 26% on the Arizona State Assessment(s).

Subgroup Goals

Math achievement for 11th grade African American students will increase at least 5% points, moving from 12% proficiency in 2020-21 to at least **17%** in 2021-22.

ELA achievement for 11th grade African American students will increase 4% points, moving from 14% proficiency in 2020-21 to at least **18%** in 2021-22.

Math achievement for 11th grade Native American students will increase at least 2% points, moving from 20% proficiency in 2020-2021 to at least **22%** in 2021-22.

ELA achievement for 11th grade Native American students will increase at least 3% points, moving from 10% proficiency in 2020-21 to at least **13%** in 2021-22.

Math achievement for 11th grade Hispanic students will increase at least 6% points, moving from 11% proficiency in 2020-2021 to at least **17%** in 2021-22.

ELA achievement for 11th grade Hispanic students will increase at least 3% points, moving from 14% proficiency in 2020-21 to at least **17%** in 2021-22.

ELA achievement for 11th grade Ex Ed students will increase at least 1.4% points, moving from 2.6% proficiency in 2020-21 to at least **4%** in 2021-22.

Math achievement for 11th grade Ex Ed students will increase at least 1.4% points, moving from 2.6% proficiency in 2020-21 to at least **4%** in 2021-22.

Math achievement for 11th grade ELL students will increase at least 3% points, moving from 0% proficiency in 2020-2021 to at least **3%** in 2021-22.

ELA achievement for 11th grade ELL students will increase at least 3% points, moving from 0% proficiency in 2020-21 to at least **3%** in 2021-22.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
Strategy 1: Teachers will intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction.	<p>Supports:</p> <ul style="list-style-type: none"> • Tucson Unified 2020-2021 School Year Multicultural Curriculum • CIPD Academy • SPARKS Framework • Coaching training at monthly Magnet meetings • Magnet and Title 1 walkthroughs • Magnet conference workshops • Title 1 monies for Response to Intervention (RTI) classes • Math Pathways and Pitfalls trainings <p>Constraints:</p> <ul style="list-style-type: none"> • PLC time competes with district PD's which inhibits the PLC data driven instruction cycle • Teachers feel pressured by the pacing calendar • Attendance issues • Participating students receive more instructional feedback than under-participants
Strategy 2: Teachers implement evidence-based, rigorous, and relevant instruction.	<p>Supports:</p> <ul style="list-style-type: none"> • Curriculum Service Providers will continue to partake in CIPDA and return to campus to provide PD for teachers in addition to classroom observations ensuring these strategies are being implemented • Culturally Responsive Practices Training to continue and be embedded within lesson plans and instructional practices (SPARKS). • Exceptional Education and ELL Trainings incorporated at least 1x a month (at ILA) to ensure IEP and ELL accommodations are being met and implemented into lesson plans

	<ul style="list-style-type: none"> • Meetings with teacher mentors and evaluator to reinforce the teacher expectations of goals and objectives • Allocations for Professional Development and Consultants with emphasis on narrowing the achievement gap • Summer Professional Opportunities during the month of June will form CTTs to develop Lesson Plans that are culturally responsive including Magnet Themes. In addition, formative assessments will be outlined Teachers will continue to integrate the Magnet Themes within their units of study and lesson plans. This is supported through the work of the PLC-CTTs and professional development. • Funding for more RTI classes; addition of more sections to ELA <p>Constraints:</p> <ul style="list-style-type: none"> • Need more time for consistent walk-throughs performed by Administration and ILT members with calibration • Lack of monitoring system for Instructional Focus Calendar w/assigned personnel • PD alignment to match needs of specific subgroups • Teachers lack differentiated instruction & student-centered instruction = Culturally Responsive Strategies & Instruction • More time for PD and alignment to match needs of specific subgroups • Lack of effective instructional frameworks and monitoring system for frameworks • Time for data digs and analysis of student work and assessment with follow-up from the teachers
Strategy 3: Collaboration with other teachers, administrators, parents, and education professionals to ensure the success of all students.	<p>Supports:</p> <ul style="list-style-type: none"> • PLC infrastructure that monitors the efficacy of the PLC cycle • PLC focus is on data, student work, and student achievement • District walkthroughs and Magnet visits

	<ul style="list-style-type: none"> • Teachers collaborate on Magnet themed lesson plans (across content) (Summer PD). • Assignment of tutors in ELA and Math • Continuous instructional coaching and collaboration with district mentors • Continue peer observations with accountability measures for consistency • Increased PD of teachers on MTSS process and Tier II interventions and documentation <p>Constraints:</p> <ul style="list-style-type: none"> • Contact information isn't always updated in a timely manner. • Parent-teacher conferences, parent nights and other family engagement opportunities at times have low turn-out • Constraints of master schedule and bell schedule limit • Peer observations cause difficulty in follow-through (accountability) • Data is accessible, but levels of use of data are variable • PLC Cycle to incorporate data digs and analysis= collaboration w/other teachers • MTSS process & Tier II intervention support has difficulty in consistent use.
<p>Strategy 4: Increase ongoing, meaningful and inclusive communication among families, communities, and school, through family and community engagement.</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Title I train continuous with Joyce Epstein's <i>Six Types of Family Involvement</i> • Magnet Allocates an assistant curator to do complete this work • Magnet Counselor allocation • Family Engagement • Administration of Family Engagement Surveys • Family events, expos, workshops, and outreach for our families <p>Constraints:</p>

	<ul style="list-style-type: none"> • Parent attendance/interests and attendance can be low at times • Finding ways to recruit more families of color and diversify Site Council, PTA, and other focus groups • Application of parent ideas and recommendations from different subgroups and backgrounds
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Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Teachers will intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers are to develop instructional focus calendars that are not "one size fits all"- the IFC template will be provided for teachers and accessible to them on the Public Folder. Teaching will identify the highest cognitive demand in the IFC and will create an aligned assessment of standards and learning objectives that must include verbs/actions of student engagement along with magnet practices to highlight theme integration.	Evaluating Admin & Instructional Leadership Team (ILT) – ELA & Math Curriculum CSP, Magnet Coordinator	Weekly if not daily- Unit Lessons are acceptable	Lesson Plans and Classroom Observations and walk-throughs templates
Train teachers to identify the elements of lessons with the highest cognitive demand, which are to be communicated to students, and to document this lesson planning on the IFC. Train teachers to plan differentiation within lessons and document these on the IFC.	OB CSP, IDIS, Magnet Coordinator, Magnet Department Heads	OB September training and biweekly submissions of IFC	OB Lesson Plans and Classroom Observations and walk-throughs templates OB
Classroom observations and walk-throughs will be performed at least four hours per week and conducted by Admin Team, ILT, and in accordance with District walkthroughs (Title I and Magnet).	Admin & Instructional Leadership Team (ILT) –ELA & Math Curriculum	Weekly at least 4x a week	Walk-through templates, feedback sheets, calendar invites for scheduling

	CSP and Data Instructional Coach.		
Formal and informal student assessments data collected and analyzed. Teachers will give at least 2 formative and summative assessments per week. Student data will then be analyzed for student mastery and determination for success.	Teachers, Evaluating Admin and ILT Team	Weekly	CFA and Benchmark in School City
ILT team will work with consultant to establish a schoolwide protocol for analysis of student work to improve the quality of student work and guide instruction	CSP, IDIS and ILT Team	Quarterly starting in August during preservice dates	Consultant

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy 1: Teachers will intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction.

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PD calendar will support ongoing District Initiatives (EEI, PBIS, MTSS in support of Tier I Instruction, Danielson Framework, etc.) The leadership team (ILT & Admin) will develop, articulate, and monitor the magnet plan that will include the school's top priorities as stated in the indicator, action steps, evidence, timelines, and responsibilities for each faculty and staff member.	ILT & Admin Team-AP for PD/Teacher Learning	Mondays & Wednesday earmarked for PD	Presenters from District (Culturally relevant, A &E, ALE, etc.), Office 365, SharePoint Resources and Teachers
Lead Teachers and TTLS and Instructional Data Coach will be provided ample time on PD calendar to work with faculty and retrieving student CFA/Benchmark Data to drive instruction and remediation	Lead Teachers TBD	Mondays, Wednesdays and planning periods	Lead Teacher Trainings, School City, and CIPDA Trainings

Curriculum Service Providers (CSP) will work w/teachers (focusing on math/ELA) to improve lesson planning and creating CFAs and perform weekly walk-throughs at least four hours per week. Individualized instructional coaching will be provided for 0-3 years.	ILT & Admin Team-AP for PD/Teacher Learning	Mondays, Wednesdays and planning periods	Mondays, Wednesdays and planning periods
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Classroom Observations and Walk-Throughs and monitoring data in School City, IFC			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Pre and Post Teacher Conferences- for annual formal observation.			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 2: Teachers implement evidence-based, rigorous, and relevant instruction.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Classroom Observations and Walk-throughs	CSPs, Magnet Coordinator, Administration and District Personnel	4x a week at least 4hours a day	Timely feedback
Timely feedback with action steps for adjustment and improvement for teacher	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Mondays and Wednesdays	Timely feedback
Professional Development and Support (data talks, PLC's, CTT's, etc.)	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Wednesdays and PLC designated day	Depending on PD
Provide PD and individual meetings for student data retrieval and analysis= Data Digs. Provide PD and	CSPs, AP for Teacher learning	Mondays, Wednesdays and PLC designated day	Depending on PD and Data needed

individual coaching on enhancement of theme integration.	and PD, Magnet Coordinator, Data Instructional Coach		
Instructional Coaching provided by ELA and Math CSP (lesson planning, 3b Questioning and Discussion Techniques, CFAs., classroom management, Tier I instruction.) Teachers assigned by Asst. Principal if Teacher Learning and PD	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Mondays and Wednesdays	PD and Data needed
Instructional Council Semester Presentations as benchmarks of success	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Mondays	Data digs

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 2: Teachers implement evidence-based, rigorous, and relevant instruction.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teacher delivery of instruction and student engagement demonstrate what is in Lesson Plan	Teacher	Throughout the School Year	Scaffolding objective, EEI/DOK strategies, questioning/discussion techniques
Evidence of bitesize adjustment or strategies from feedback evident in teacher instruction	CSPs, AP for Teacher learning and PD, Data Instructional Coach	Throughout the School Year	Feedback from teacher about student progress and professional growth
Collection of data through School City	CSPs, Data Instructional Coach	Throughout the School Year	School City (CFAs, Benchmarks, standardized tests, and daily lessons (student artifacts/grades)
Pre and Post Teacher Conferences	Supervising Administrator	Twice a Year	Annual formal observation and feedback from teacher

			about student progress and professional growth
Student Artifacts	Teacher	Throughout the School Year	Depending on artifact
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Classroom Observations and Walk-Throughs and monitoring data in School City			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Pre and Post Teacher Conferences- for annual formal observation.			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 3: Collaboration with other teachers, administrators, parents, and education professionals to ensure the success of all students.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLCs meet at least once a week for the entire school year according to school calendar	ILT and Admin	Throughout Year	Time, technology, outside dept presentations form District as relative
Perform daily/weekly Walk-throughs w/timely feedback. May include District Walkthroughs	CSPs, Data Instructional Coach and Administration Team	Daily and Weekly	Time, Template, and feedback to teachers. Danielson Framework/Rubric
Data Digs & Training provided for Core Teachers including after CFA and Benchmarks	Data instructional Coach	Promptly after each assessment	Time, Anthony Lizardi, School City, and Data
Students identified as “CUSP” students per A&E and from Data Instructional Coach will be required to enroll in Targeted Learning Sessions (TLSs), expected to attend Badger Power Hour and conference period, and meet with counselors to devise an academic intervention plan to address identified deficiencies.	ILT, Admin, and A&E Data (CUSP)	Throughout Year	Time, technology, outside Dept presentations form District as relative-School City, and access to A&E
CSP and Data Instructional Coach will use School City and IXL to develop supplemental supports including online resources to address deficiencies in content area classes including ACT assessment for our juniors.	ILT, CSPs, and Data Instructional Coach and TTLs if needed	Throughout Year	Time, technology, outside Dept presentations form District as relative-School City, and access to A&E

Instructional Coaching & Mentoring Sessions	CSP	Weekly	Template provided for teachers to document their observation for feedback and reflection
Students identified on “F” List or lower 25% will be enrolled in 21 st century and will be referred to Tier II MTSS Intervention Team and RTI classes at the start of the year	MTSS coordinator, Data Instruc. Coach, CSPs, & Admin	Throughout Year	Time, technology, outside Dept presentations from District as relative-School City, and access to A&E
Peer Observations to take place throughout the year	Teachers, Evaluating Administrator	8x a year-twice a quarter	Template provided for teachers to document their observation for feedback and reflection

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 3: Collaboration with other teachers, administrators, parents, and education professionals to ensure the success of all students.			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLC Minutes/agendas to be monitored and assessed (submitted, read, and provide feedback)	Office of PD	Weekly	Time and Templates for PLCs Provided
Visit PLCs to observe efficacy and productivity	CSPs and Admin	Bi-Weekly	Possible Consultant Training on Examination of Student Work Protocol
After school PLC and PD work focused on implementation and analysis of CFAs for student standards mastery and growth	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Duration of the year	Lesson Plan templates, technology, School City, student work
Site-Based mentoring and coaching for teacher professional growth (CSPs, teacher mentors, peer observations, PLCs, CRPI Dept, Data Instructional Coach, requested PD within True North Logic, etc.)	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Duration of the year	Lesson Plan templates, technology, School City, student work

Discussion of strategies in Instructional Council including any adjustments and supports needed	Depart Chairs & Admin, CSPs, & Data Instructional Coach	Quarterly and at least 1x a month	Data, PLC Minutes/ Agendas PD requests
Summer Professional Development	Magnet Coordinator, AP for PD and Teacher Learning	June-July	TBD
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: PLC Minutes and bi-monthly meetings and progress of student support plans, PLC Minutes and Notes			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Benchmark Data and CFA progress monitoring, Admin/ILT PLC drop-ins or walk-throughs			

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 4: Increase ongoing, meaningful and inclusive communication among families, communities, and school, through family and community engagement.			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
The student and family liaison along will plan, implement and oversee all family and community engagement activities and to assist families with resources and to encourage active participation in their child's academic career at THMS.	Student and Family Liaison	Throughout the Year at least 1-2 a quarter for engagement	Title I, PTA, Badger Foundation, College and Career Counselors, Social Worker, EEF
The Community Liaison will collect monitor, and document data related to parent and community involvement with activities implemented.	Student and Family Liaison	Throughout the year	Title I Data Instructional Coach
The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the Admin Team and ILT to monitor and adjust the plan as needed.	Admin Team, ILT Team, Family and Student Liaison	Throughout the year	Title I Joyce Epstein's six types of family involvement
College and Career counselors will work with parents regarding Financial Aid assistance, scholarships and college entrance information and requirements	Counselors, Student and Family Liaison	Throughout the year	Brochures, handouts, incentives, time,

			technology, and college representatives.
Magnet Coordinator will establish at least one new formal partnership	Magnet coordinator and Magnet Counselor	Quarterly	Time, travel, teachers for showcasing, magnet information/brochures
Office of Interscholastic & Activities to develop collegiate partnerships for post-secondary opportunities (NCAA, Community Colleges, and Scholarships)	AP & AD of Athletics and Activities	Throughout the Year	Time, Outreach and Technology for communication, Visits
Frequent communication about events, outreach, volunteering and sporting events	Principals and Community Liaison	Throughout the Year	Parent Link Portal

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy 4: Increase ongoing, meaningful and inclusive communication among families, communities, and school, through family and community engagement.

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Family Engagement PD offered through Title I	Principal, AP for Curriculum and Assessment and Student and Family Liaison	Monday and Wednesday as needed	Title I staff & Title I Coordinator and Joyce Epstein's Handbook
Culturally Relevant PD	AP for PD/Teacher Learning and Student and Family Liaison	Monday and Wednesday as needed	Office of Cultural Pedagogy through TUSD
Site Council Committees and School to develop more neighborhood relationships and networking	Principal, Site Council Facilitators and members	1x month on Tuesdays	Collection of agendas and invite guests to Site Council

Parent and Community Outreach Plan Quarterly	Student and Family Liaison	1x a quarter	Plan and standing meetings Admin Team reference Joyce Epstein's Six Types of Family Engagement
Annual evaluation of extracurricular activities reviewed	AP/AD for Athletics & Activities	Annually	District Template Surveys
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Collecting Parent Attendance Sheets and Volunteer sheets, Collection of Faculty Sign in sheets, Parent Link Delivery Report in BlackBoard, Site Council minutes and Progress monitoring of committees, Meeting Minutes from Admin and Student and Family Liaison –Revise Plan as needed			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Family Engagement Evaluation Survey for families			

V. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g., Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 23.3 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.5 FTE Assistant Curator (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 1.0 FTE Magnet Counselor (910G, 202)
- 5.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.4 FTE College and Career Readiness Coordinator (910G, other)
- 0.6 FTE College and Career Readiness Coordinator (CTE)
- 1.0 FTE Student Success Specialist (Title 1)
- 3.0 FTE Teachers (Title 1)
- 1.0 FTE Guidance Counselor (Title I)
- 1.0 FTE Dean of Students (Title 1)
- 1.0 FTE Curriculum Service Provider (Title 1)
- 1.0 FTE MTSSF (910G, other)
- 1.0 FTE RPPF (910G, other)
- 1.0 FTE Social Worker (910G, other)

Magnet School Budget

Goal Focus: Integration and / or Student Achievement

Magnet Focus Areas: Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and, Magnet Theme (MT).

Personnel

#Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Magnet Teachers	\$1,110,949	23.3	To maintain a wide range of course offerings that attract students to THMS, continue to fund 23 FTE in Fine/Performing Arts and Science	In, AA, PCI, PL, MT	Student Achievement
Instructional Data & Intervention Specialist	\$48,900	1.0	A Data Coach will work with school leaders and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Data Coach will also work with teams to align curriculum with assessments.	AA, PL, MT	Student Achievement
Magnet Coordinator	\$50,400	1.0	According to the requirements of the USP, each magnet school must have a magnet coordinator. Recruitment events and academic achievement.	In, AA, PCI, PL, MT	Integration and Student Achievement
Assistant Curator	\$12,072	.5	To increase theme visibility, an assistant curator will be in charge of keeping display cases current, increasing signage, and maintaining the gallery. This could be an individual or extended contractual day for multiple individuals.	In, PCI, MT	Integration and Student Achievement
Curriculum Service Provider Covered by ESSER II funds.	\$0		A Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT groups to assess and utilize School City data within their curriculums.	AA, PL, MT	Student Achievement
Magnet Counselor	\$44,400	1.0	Due to the increased enrollment projected due to the demand for our two Magnet strands, from both neighborhood and Magnet students, we need to ensure those students are supported. As we increase the number of ALE offerings and increase the integration of those offerings, we will use a counselor who will meet with teachers to identify students who might be well suited for ALE	In, AA, PCI, PL, MT	Integration and Student Achievement

			offerings. The counselor will assist other counselors to support magnet students in all grade levels (registration, class scheduling, parent conferences, behavior and academic support). The magnet counselor will provide additional support to students and parents of students new to the THMS. The magnet counselor will ensure PBIS support throughout the year. The magnet counselor will also meet with support staff, community liaison, and African American, Mexican American, and Native American liaisons to review data and coordinate efforts to ensure students new to the program are supported. Strategic placement of students in intervention classes during the school day requires support of a magnet counselor who can carefully monitor student academic progress towards mastery, ensure that the correct students are receiving interventions and meets with students and parents to strengthen any academic needs.		
Sick Leave – Certified Teachers	\$23,000	23.3	Sick Leave for magnet teachers	AA	Student Achievement
Classified Hourly Pay- Accompanist	\$33,000	0	Classified Staff	AA, MT	Student Achievement
Certified Stipend – Web Development	\$8,000	0	Certified Stipend to keep THMS website ADA and OCR compliant along with supporting recruitment, retention and family engagement.	In, AA, PCI	Integration and Student Achievement
Added Duty- Family Engagement	\$15,000	0	Certified Added- Family Engagement	In, PCI, MT	Integration and Student Achievement
Added Duty- PLC Work	\$2,100	0	Certified Added	In, AA, PL, MT	Integration and

					Student Achievement
Added Duty- PD	\$6,700	0	Certified Added Duty	In, PCI, MT	Integration and Student Achievement
Added Duty- PLC Work (Summer)	\$15,125	0	Certified Added	In, AA, PL, MT	Integration and Student Achievement
Certified Stipends- Fine Arts	\$13,500	0	Stipend Fine Arts	In, AA, PCI, PL, MT	Integration and Student Achievement
Employee Benefits	\$403,361	0			
Total Budget	\$1,768,607				
Total FTE		26.8			

Non-Personnel

#Deseg Budget 2021-2022 SY				
Description	Amount	Purpose	Magnet Focus Area	Goal Focus
District Supplies- Printing	\$5,000	Supplies Printing	In, AA, MT	Integration and Student Achievement
District Supplies- Instructional	\$3,271.50	Classroom resources	In, AA, MT	Integration and Student Achievement
Repair & Maintenance- Instruments	\$1,500	Guitar and Piano tuning.	In, AA, MT	Integration and

				Student Achievement
Repair & Maintenance-Instructional Equip	\$3,000	Equipment - Repair and Maint. 2640.6430	In, AA, MT	Integration and Student Achievement
Technology Supplies	\$10,000	Technology Supply (6250-object)	In, AA, MT	Integration and Student Achievement
Capital- Technology under \$5,000	\$25,000	Technology Under \$5,000	In, AA, MT	Integration and Student Achievement
Capital- Instructional Aides	\$16,000	With no other source of funding, supplies are necessary to keep Magnet classrooms fully operational. These supplies include things like sheet music, manipulatives in science, published scripts, digital tapes and recording accessories.	In, AA, MT	Integration and Student Achievement
Professional/Educational Contractual Services	\$3,300			
Employee Training-Registration	\$1,800	Travel, lodging, transfers and per diem will be provided for the 2-3 people traveling out of state to the MSA National Conference.	In, AA, PCI, PL, MT	Integration and Student Achievement
Out of State- Travel	\$6,000	Travel, lodging, transfers and per diem will be provided for the 2-3 people traveling out of state to the MSA National Conference.	In, AA, PCI, PL, MT	Integration and Student Achievement
Total Budget	\$74,872.00			

#Deseg Budget 2021-2022 SY	
Personnel Cost	\$1,786,807.00
Non-Personnel Cost	\$74,872.00
Total Budget	\$1,861,679.00

TITLE 1 Budget

#Title 1 Budget 2021-22 SY		
Description	Sum of FY 22 (\$)	Purpose
1.0 FTE Teacher	\$49,700	The Response to Intervention RTI) teacher will intentionally plan tiered-instruction that supports every student in meeting their learning and behavioral needs through a multi-tiered approach. They will collaborate with other teachers, counselors and MTSS team to provide various targeted interventions to increase student level of acceleration in their learning and identify learning gaps. High intensity instruction, assessment and progress monitoring are infused within the teacher's approach in addition to frequent parent communication about student performance.
Benefits	\$15,904	
1.0 FTE Teacher	\$52,200	The Response to Intervention RTI) teacher will intentionally plan tiered-instruction that supports every student in meeting their learning and behavioral needs through a multi-tiered approach. They will collaborate with other teachers, counselors and MTSS team to provide various targeted interventions to increase student level of acceleration in their learning and identify learning gaps. High intensity instruction, assessment and progress monitoring are infused within the teacher's approach in addition to frequent parent communication about student performance.
Benefits	\$16,704	
1.0 FTE Teacher	\$52,700	The Response to Intervention RTI) teacher will intentionally plan tiered-instruction that supports every student in meeting their learning and behavioral needs through a multi-tiered approach. They will collaborate with other teachers, counselors and MTSS team to provide various targeted interventions to increase student level of acceleration in their learning and identify learning gaps. High intensity instruction,

		assessment and progress monitoring are infused within the teacher's approach in addition to frequent parent communication about student performance.
Benefits	\$16,864	
1.0 FTE CSP	\$54,000	A Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT groups to assess and utilize School City data within their curriculums.
Benefits	\$17,280	
1.0 FTE Counselor	\$42,400	Supports student achievement through academic and behavior intervention practices aligned with PBIS and MTSS, including participating in MTSS meetings. Will gather information regarding student academics and behavior and documenting it to support Tier II and Tier II interventions. Will provide activities to meet the needs of students. Will consult with teachers staff and parents to enhance their effectiveness and helping students. Will provide support to other educational programs. Will conduct in-service programs for faculty parents and community members. Will assist students and families with school related problems. Will conduct and facilitate conferences with teachers students and parents. Will provide opportunities for parent education programs.
Benefits	\$13,568	
1.0 FTE Dean of Students	\$41,900	Student behavior supports for Level I-2 infractions through the use of PBIS and Restorative Practice and mediation supports. Conducts parent conference meetings to collective devise behavior plans to address student needs. Active member of PBIS Team and Developing Positive School Culture on Campus. Freshmen Academy referrals focusing on academic interventions, 3+ F's, attendance and behavior and credit recovery (9th). Tier II and Tier III supports (Parent-Teacher Conferences, Academic Plan, Behavior Plan by RPPF(9-12). Attendance, Grades, College Support, and Resources for students. Analyzes discipline data and ensuring equitable disciplinary actions. Tier III- Social Workers with socio-emotional support and groups (Referral 9-12). Drop Out Prevention (home visits and supports) (9-12). SRO Law Related Education and mentorship (9-12).
Benefits	\$13,408	
1.0 FTE Student Success Specialist	\$33,812	Supports Student Achievement in the following ways: Assigned a caseload of underrepresented students that have been identified as at-risk or struggling academically, coordinates and develops student/family mentor programs to increase student academic success and social emotional health. Factors that are to be addressed are: attendance, grades, college support, and on and off campus resources. This position disseminates information regarding the mentor program, performs related work as assigned as serves as the liaison between the school and District and the community for academic and community resources. In addition, the Student Success Specialist analyzes data with the school administration sharing trends and

		indicators for achievement gap data. Together strategies are generated and applied to address these gaps. Student Success Specialist is an active team member of the MTSS Team and Family Engagement Team.
Benefits	\$10,820	
Substitute Teachers for Title I teachers	\$3,000	Supports absent teachers in the classroom
District Supplies	\$8,607	
Total Budget 2021-22 SY	\$442,867	
Total FTE:	7	

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
School Integration and Achievement Action Plan**

Principal: Sean Wilkin

School: Tully GATE Magnet

Magnet Program: Open Access GATE

Region: Silverbell

Date Plan Completed: December 10, 2021

Name	Position	Name	Position
Sean Wilkin	Principal	Michelle McCollum	Magnet Coordinator
[OBJ]Katie Hernandez[OBJ]	[OBJ]CSP[OBJ]	[OBJ]Michelle Blain[OBJ]	[OBJ]Ex Ed Teacher[OBJ]
[OBJ]Tony Goreta [OBJ]	[OBJ]5 th Grade Teacher ELD Blend[OBJ]	[OBJ]Joy Haywood[OBJ]	[OBJ]1 st Grade Teacher[OBJ]

Sign Off:

Position	Name	Signature	Date
Principal	Sean Wilkin	<i>Sean Wilkin</i>	12/10/2021
Regional Assistant Superintendent	Brian Lambert	<i>Brian Lambert</i>	12/10/2021
Interim Director of Magnets/Asst. Superintendent of EDI	Kinasha Brown	<i>Kinasha Brown</i>	12/10/2021

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I. MAGNET SCHOOL PROFILE

Tully GATE Magnet Elementary School is an integrated school that earned the Arizona State letter grade of C during the 2019-20 SY. Tully magnet theme centers on GATE instruction designed to expand student's thinking by providing lessons that offer depth and complexity in their everyday instruction.

As part of a comprehensive Gifted instructional program, all students will participate in high interest electives, social and emotional learning activities, Fine Arts, and critical thinking activities. Students learn the Kaplan Habits of a Scholar as these habits are part of daily lesson plans. Teachers plan and deliver instruction anchored by a culturally responsive teaching framework (SPARKS), and the National Gifted teaching standards.

Vision: We believe that all students are uniquely gifted, and Tully strives to inspire a passion for life-long learning nurtured through a whole-child approach. We encourage students to celebrate who they are as individuals, while embracing their role in a global society.

Mission: Tully Elementary will provide a safe environment that fosters academic achievement and promotes individual talents by delivering project-based, rigorous curriculum founded in gifted and talented instructional strategies.

Core Values:

- Collaboration
- Problem Solving
- Relationship Building
- Risk Taking
- Kindness

School Profile		
2018-19 Letter Grade	2020-21 Integration Status	Theme
C	Integrated	Open Access GATE

Student Profile Using 40 th Day Enrollment Data			
Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	Ex Ed (% of Ex Ed Students)
25.38	56.2%	14.3%	15.1%

Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
2020-21 Tully Enrollment	37	13%	50	18%	161	58%	13	5%	13	5%	5	2%	279
% non-neighborhood													%
2020-21 Avg ES Enrollment	20%		10%		60%		4%		2%		4%		
USP Integration Range + / - 15% District ES Avg													
	6-35%		0-25%		45-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District ES Avg													
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%		

3 Years of AzMERIT Math Percent Proficiency by Grade									
Math	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District ES Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Tully ES Avg	46%	25%	46%	27%	33%	32%	34%	33%	28%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
ELA	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District ES Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Tully ES Avg	38%	26%	28%	25%	40%	28%	28%	19%	41%

II. GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated school. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school

Tully 2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	ELA	Math
White	35%	50%
African American	30%	26%
Hispanic	28%	30%
Native American	33%	25%
Asian-PI	20%	40%
Multi-Racial	67%	33%
All	30%	32%

maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade “A” or “B” or a TUSD “MagnetMeritB” grade. A magnet school that receives a state letter grade “C” may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade “C” that does not reach a minimum of 4 points, or that receives a state letter grade of “D” or “F,” will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school’s proficiency rate to the district’s lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school’s growth rate to the district’s lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

III. INTEGRATION

A. Gaps in Integration

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
Student participation in extra-curricular, after school tutoring programs, and interscholastic activities.	Rosters for 21 st Century, school clubs and Interscholastic teams.	<u>Desired State:</u> 80% of all students in all demographics will participate in at least one extra-curricular program.

		<p><u>Current Reality:</u> Student participation is well under 50% and is especially low with students who have IEPs, African American students, and ELL students.</p> <p><u>Gap:</u> There is not a variety of options for students. Information about our programs does not go out in a variety of mediums.</p>
Family participation in award ceremonies, academic nights, parent forums, and student learning presentations both in the classrooms and through electives.	Sign in sheets	<p><u>Desired State:</u> All families participate at least one event per semester.</p> <p><u>Current Reality:</u> Less than 30% Of our families participate in 2 events annually.</p> <p><u>Gap:</u> Not enough high interest events at Tully that can accommodate parents' schedules and draw them in.</p>
A developed network of outreach that includes community service organizations, family support groups, and local Pre-school / daycares.	List of programs	<p><u>Desired State:</u> System of outreach that includes current families, and staff, to reach a variety of organizations.</p> <p><u>Current Reality:</u> Currently working out outreach to local Pre-K's and outside organizations, but it is not developed system with clear leadership and intentional goals.</p> <p><u>Gap:</u> Lack of a planning team.</p>
PBIS system that connects families to the classrooms and the school at large. This will include weekly community time, quarterly awards, and daily positive	Student lists, parent sign-in sheets	<p><u>Desired State:</u> All students will receive a "Power Paw" 3 times each quarter. All students to receive at least one ROAR awards per year. All staff participates in nominating ROAR Awards and handing out Power Paws.</p> <p><u>Current Reality:</u> Many of these pieces are in place, but not with consistency.</p>

communications to go home to families.		<u>Gap:</u> We lack a PBIS team to track data and to make adjustments as needed.
Tully as a hub for family support. LRC to be a place for families to get support with student homework and projects, parents to register to vote, receive Tax help, apply for jobs, etc...	5 Year Vision	<p><u>Desired State:</u> Students and families can use the LRC (Library) before and after school for support. We would like to staff the LRC daily until 5 pm. We will form a committee to plan activities, gather outside resources, and plan a calendar.</p> <p><u>Current Reality:</u> We do not have any programs set up at this time.</p> <p><u>Gap:</u> We lack a team to plan the use of the LRC. We lack a Family Engagement Liaison</p>
Tully as a home for outside organizations to provide English class, Scouts, Dance, or any relevant activity.	5 Year Vision	<p><u>Desired State:</u> Create a consistent system of contacting outside organizations to see if they would like to use our facility. Develop areas in the school to be available for use and a cleaning and maintenance schedule.</p> <p><u>Current Reality:</u> We only have one organization, ELLA, using our facility.</p> <p><u>Gap:</u> We lack a Family Engagement Liaison/ Team,</p>

B. SMART Goal for Integration

Primary Need: To increase student retention.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By May 2022, 00% of all students in all demographics will participate in at least one extra-curricular program.	Quarterly review of participation rosters for extracurricular activities.

<p>2. All families participate at least one school event per semester (award ceremonies, academic nights, parent forums, language classes and student learning presentations both in the classrooms and through electives and the use of the LRC (Library)).</p>	<p>Quarterly review of parent sign in logs.</p>
<p>3. In August 2022, Tully will increase enrollment by increasing the incoming Kindergarteners from the current number of 38 to 50 SY 2022-2023.</p>	<p>The 2022-23 SY Kindergarten Enrollment</p>

C. Improvement Goal Development for Integration

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies.

Improvement Goal 1

By May 2022, 50% of all students in all demographics will participate in at least one extra-curricular program.

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Increase the choices of Extra-Curricular Programs and increase the number of students involved in Extra-Curricular activities.	<p>Supports:</p> <ul style="list-style-type: none"> • Interest Surveys • Direct communication with families of results translated into home languages. • Full time librarian • Community Liaison • PE Teacher to develop interscholastic programs <p>Constraints:</p> <ul style="list-style-type: none"> • Low response to surveys • Lack of Community Liaison • Communicating in home language

Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Extra-Curricular Programs and Student Involvement			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Students and families will complete interest surveys at the beginning of the year to review the extra-curricular choices and make recommendations for new ones. The team will review the data and use the information to adjust our offerings.	Magnet Coordinator	One week prior to students returning to school, July 27, 2021	<ul style="list-style-type: none"> • Office Forms • Google Translate • Parent/Guardian Email address •

<p>• We will meet quarterly to review our extra curricular programs (including 21st century after-school), brainstorm new ideas and set actionable steps.</p>	<p>• Magnet Coordinator • Principal • Electives Liasion • 21st Century Coordinator • PE Teacher</p>	<p>• August 2021 • October 2021 • January 2022 • March 2022 • May 2022</p>	<p>• Rosters • Feedback forms • </p>
<p>We will build our interscholastic program to offer basketball (4-5) and track (3-5) for the 2021-22 school year. We will hold a K-5 school-wide meet to introduce track to all grade levels.</p>	<p>Jack Mayer (PE Teacher)</p>	<p>Basketball to begin 11-2-2021 Track to begin March 2022 for 3-5</p>	<p>• Email • Class Dojo</p>
<p>We will present information for upcoming extracurricular activities at weekly community time and with parent information events.</p>	<p>Principal</p>	<p>Community Time on Friday, August 20, 2021</p>	<p>• PowerPoint • Monthly Newsletters (Via SWAY) • Google Translate</p>

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1

Strategy 1: Extra-Curricular Programs and Student Involvement			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Check status of survey responses	Magnet Coordinator	Throughout the week of July 27, 2021	• Survey results
Reminders to students and families to complete survey if they have not done so in the middle of the week.	Magnet Coordinator	July 29, 2021	• Parent Link • Parent Meeting
<p>• We will meet quarterly to review our extra curricular programs (including 21st century after-school), brainstorm new ideas and set actionable steps.</p>	<p>• Magnet Coordinator • Principal</p>	<p>• August 2021 • October 2021 • January 2022 • March 2022</p>	<p>• Rosters • Feedback forms • Action Plan</p>

	Electives Liasion 21 st Century Coordinator PE Teacher	May 2022	
Prepare PowerPoint slide with course offerings	Magnet Coordinator	Thursday, August 19, 2021	• PowerPoint Slide
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Survey Results, PowerPoint			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Extra-Curricular Attendance Rooster			

Improvement Goal 2

All families participate at least one school event per semester (award ceremonies, academic nights, parent forums, and student learning presentations both in the classrooms and through electives and use of the LRC (library)).

Most Effective and Feasible Strategies for Improvement Goal 2	
Strategy(ies) Selected	Supports and Constraints to Address
1. Develop a system of Family and Community Engagement that meets the needs of a diverse population, is welcoming to all, and connects families to the learning in our classrooms. Families will be included in celebrations for academics and citizenship.	<p>Supports:</p> <ul style="list-style-type: none"> • Updated Learning Resource Center • Full-time librarian • Partnerships with outside agencies <p>Constraints:</p> <ul style="list-style-type: none"> • Language can be a barrier.

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 1: Family and Community Engagement			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers will make direct connections to families by sending personal invitations to events and activities.	Family Engagement Liaison Teachers	Ongoing throughout the year	<ul style="list-style-type: none"> Class Dojo
All information will be translated into home languages. We will utilize free programs for translators, and present to parents using PowerPoint live, as it has real time-closed-captioning in various languages.	Family Liaison	Ongoing throughout the year	<ul style="list-style-type: none"> PowerPoint Live
Family liaison will monitor attendance to events and work regularly with the family engagement team to address barriers and brainstorm strategies.	Family Engagement Team Family Engagement Liaison	We will meet the last week of every quarter.	<ul style="list-style-type: none"> Attendance Tool to track family participation
Tully's LRC (Library) will have a monthly schedule that will include resources for pre-K children and families, opportunities for students to get assistance with projects and homework, and classes/presentations for families that will address issues that impact their daily lives.	Principal Librarian Family Liason Magnet Coordinator	Team will meet Bi Monthly	<ul style="list-style-type: none"> Calendar of monthly LRC events
All K-5 Students will choose 2 interest-based electives each semester. Students choose these electives with the help of their families, At the end of each semester, the students will present their learning to community members, District leadership, and their families.	Magnet Coordinator Electives Team	December 2021 May 2022	<ul style="list-style-type: none"> Lists of electives offerings Dojo
Weekly Community Time celebrations every Friday morning. Parents are welcome to join as we celebrate weekly ROAR awards. That time will also be used as an	Principal	Every Friday	<ul style="list-style-type: none"> Awards bracelets

opportunity for short presentations and performances featuring our students and community members. [OBJ]			
[OBJ] Student of the month celebrations will be held bimonthly to feature an outstanding student in each class. Families are invited to celebrate with us at this after-school event. [OBJ]	[OBJ] Principal [OBJ] [OBJ] Teachers [OBJ] [OBJ] Community Liaison [OBJ]	[OBJ] September [OBJ] [OBJ] November [OBJ] [OBJ] January [OBJ] [OBJ] March [OBJ] [OBJ] May [OBJ]	<ul style="list-style-type: none"> • [OBJ] Award Certificates [OBJ] • [OBJ] Invitations [OBJ]
[OBJ] Quarterly GATE Game nights will incorporate strategy games with other opportunities and activities, such as reading, math and science. Families will make and take academic resources to be used at home. [OBJ]	[OBJ] Principal [OBJ] [OBJ] Magnet Coordinator [OBJ] [OBJ] Community Liaison [OBJ] [OBJ] [OBJ]	[OBJ] October [OBJ] [OBJ] December [OBJ] [OBJ] February [OBJ] [OBJ] May [OBJ]	<ul style="list-style-type: none"> • [OBJ] GATE Games [OBJ] • [OBJ] Make and take materials [OBJ]

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2

Strategy 1: Family and Community Engagement

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Regular meeting to review participation rosters, including electives. Review parent feedback forms,	Family Engagement Team	Monthly ongoing throughout the year	Student and Parent feedback forms
Review LRC activity calendars and adjust as needed	Family Engagement Team	The last week of each quarter.	Activity Calendar Attendance sheets
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Parent feedback forms, activity calendars, Attendance Forms.			

Evidence to be Collected for Monitoring and Assessing Goal Attainment: Parent feedback forms, activity calendars, Attendance Forms.

Improvement Goal 3: During the SY2021-2022, Tully will increase enrollment by increasing the incoming Kindergarten class by recruiting at least 30 new Kindergartens for SY 2022-2023.

Most Effective and Feasible Strategies for Improvement Goal 3	
Strategy(ies) Selected	Supports and Constraints to Address
1. Targeted recruitment of incoming Kindergarten students	<p>Supports:</p> <ul style="list-style-type: none"> An established relationship with the director of Brichta Early Learning Center Spreadsheet data with Pre-K schools and daycares in the neighborhood <p>Constraints:</p> <ul style="list-style-type: none"> Limited established relationships with nearby preschools and daycares

Action Steps to Implement Improvement Strategies for Improvement Goal 3			
Strategy 1: Targeted recruitment of incoming Kindergarten students			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Meet with Pre-school director at Brichta Early Learning Center to plan outreach for 2022 Kindergarten recruitment	Magnet Coordinator	September, 2021	<ul style="list-style-type: none"> Marketing material
	Magnet Coordinator	November, 2021	<ul style="list-style-type: none"> Marketing material

Connect with preschools and daycares in a 4-mile radius to plan outreach for students who will be eligible for kindergarten for the 2022-23 SY.			
Jump Start Program for incoming Kindergarten students	CSP	July 19, 2021 - 10-day program	<ul style="list-style-type: none"> Teachers Materials Curriculum Planning time
Host a Kindergarten Zoom open house quarterly, inviting families from, Brichta, our current pre-K families, and families who have reached out or shown interest in our school. This is in addition to the required round up events all TUSD school host.	Magnet Coordinator Principal Kinder/ PK Teachers	September November January April	<ul style="list-style-type: none"> Presentation materials
Kinder teachers and Pre-school teachers plan collaborative activities throughout the year that include projects, games, and outdoor activities. Teachers will communicate these activities with parents through Dojo and other mediums such as SWAY.	Kinder and preschool teachers	Ongoing Collaboration	<ul style="list-style-type: none"> Dojo

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 3

Strategy 1: Targeted recruitment of incoming Kindergarten students

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assemble marketing materials for distribution to schools	Magnet Coordinator	September, 2021	<ul style="list-style-type: none"> Bags, folders, rack cards, district calendar, GATE hands-on game card and Tully swag.
Request information from the district for preschools and daycares in a 4-mile radius	Magnet Coordinator	September, 2021	<ul style="list-style-type: none"> List of preschools and daycares in a 4-mile radius.

Reach out to Brichta Early Learning Center and the preschools and daycares identified from the report from the district.	Magnet Coordinator	October, 2021	<ul style="list-style-type: none"> Names and address of preschools and daycare directors
Review attendance rosters, parent feedback forms, and assessment data	Principal CSP Teachers	August 2021	<ul style="list-style-type: none"> Attendance Roster Parent Feedback Forms Assessment Data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Completed Student Application for 2022-23 SY, minutes from the Jump Start Meeting			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Enrollment Data for 40 th day			

IV. STUDENT ACHIEVEMENT

A. Gaps in Student Outcomes

Area of Student Outcome	Data Source(s)	Descriptions of Gaps
Increase number of CORE students on EOY reading data.	School City, DIBELS (18-19)	<p><u>Desired State:</u> increase CORE students.</p> <p><u>Current Reality:</u> Kinder Students made a small improvement in CORE, but we do not have EOY data.</p> <p><u>Gap:</u> The Anglo Kinder students actually improved in CORE, while the Hispanic and African American students lost ground. The data is fairly consistent within grade-level subgroups.</p> <p><u>Currently:</u></p> <ul style="list-style-type: none"> • All Kinder 23% CORE • Non-ELD 25% • ELD 19 % (9/45) • Non Ex. Ed 27% • Ex. Ed. 0% • Hispanic Students = 14% • African American Students 14% • Anglo Students 29% • All 1st 45% CORE • Non-ELD 44% • ELD 38% (8/52) • Non Ex. Ed 46% • Ex. Ed. 40% • Hispanic Students = 33% • African American Students 50%

		<ul style="list-style-type: none"> • Anglo Students 29% • All 2nd 39% CORE • Non-ELD 41% • ELD 100% (7/49) • Non-Ex Ed 39% • Ex. Ed. 43% • Hispanic Students = 45% • African American Students 0% • Anglo Students 67%
AzMERIT scores for 3 rd grade ELA	2 nd grade Q3 Benchmark (SY 19-20)	<p><u>Desired State:</u> To have our current 5th graders go from Minimally proficient to Proficient in ELA.</p> <p><u>Current Reality:</u> AzMERIT 20-21 28% pass rate for ELA. Benchmark 31%. Hispanic Students represent 50% of the 3rd graders. Although we are not using cohort data, we see that the current 5th grade students have shown no growth from 18-19 to 19-20.</p> <p><u>Gap:</u> E All subgroups scored 50 percentage points below their Anglo peers. (they represent around 5% of the group)</p> <ul style="list-style-type: none"> • 20-21 ELA Benchmark Q4: <ul style="list-style-type: none"> • Non ELD students = 30% • ELD students = No Data (they represent 8/48) • Non Ex. Ed. Students = 31% • Ex. Ed. Students = 33% • Hispanic Students = 31% • African American Students 0% • Anglo Students 83.3%
AzMERIT scores for 3 rd grade MATH	2 nd grade Q3 Benchmark (SY 19-20)	<p><u>Desired State:</u> To have our current 5th graders go from Minimally proficient to Proficient in ELA.</p>

		<p><u>Current Reality:</u> MATH Benchmark 20-21 35%. Hispanic Students represent 70% of the 3rd graders. Although we are not using cohort data, we see that the current 5th grade students have shown no growth from 18-19 to 19-20.</p> <p><u>Gap:</u> ELD students are well-behind their peers in pass rates at 0%. Ex Ed and ELD students lag behind their peers by over 25%</p> <ul style="list-style-type: none"> • 20-21 MATH Benchmark Q4: <ul style="list-style-type: none"> • Non ELD students = 55% • ELD students = 0% (8/48) • Non Ex. Ed. Students = 36% • Ex. Ed. Students = 25% • Hispanic Students = 52% • African American Students 50% • Anglo Students 100%
AzMERIT scores for (current) 4th grade MATH.	2 nd grade Q3 Benchmark (SY 18-19), 3 rd grade AzMERIT (SY 19-20)	<p><u>Desired State:</u> To have our current 4th graders go from Minimally proficient to Proficient in ELA</p> <p><u>Current Reality:</u> MATH Benchmark 18-19 46% pass rate for MATH Benchmark 20-21 37%. Hispanic Students represent 70% of the 4th graders. Although we are not using cohort data, we see that the current 4th grade students have shown a 10% drop in pass rates from 18-19 to 19-20.</p> <p><u>Gap:</u> ELD students are well-behind their peers in pass rates at 0%.</p> <p><u>Currently:</u></p> <ul style="list-style-type: none"> • Pass rates 19-20 MATH Benchmark Q3 <ul style="list-style-type: none"> • Non ELD students = 33% • ELD students = 0% • Non Ex. Ed. Students = 30% • Ex. Ed. Students = 14% • Hispanic Students = 39%

		<ul style="list-style-type: none"> African American Students 25% Anglo Students 71% <ul style="list-style-type: none"> 20-21 MATH Benchmark Q4: <ul style="list-style-type: none"> Non ELD students = 40% ELD students = 33% (7/54) Non Ex. Ed. Students = 37% Ex. Ed. Students = 71% Hispanic Students = 48% African American Students 0% Anglo Students 33%
AzMERIT scores for (current) 4th grade ELA.	2 nd grade Q3 Benchmark (SY 18-19), 3 rd grade AzMERIT (SY 19-20)	<p><u>Desired State:</u> To have our current 4th graders go from Minimally proficient to Proficient in ELA</p> <p><u>Current Reality:</u> ELA Benchmark 18-19 48% pass rate for ELA Benchmark 20-21 19%. Hispanic Students represent 50% of the 3rd graders. Although we are not using cohort data, we see that the current 4th grade students have shown a significant drop in pass rates from 18-19 to 19-20.</p> <p><u>Gap:</u> Anglo students non-ELD and Non-ex ed performing well above their peers.</p> <p><u>Currently:</u></p> <ul style="list-style-type: none"> Pass rates 19-20 ELA Benchmark Q3 <ul style="list-style-type: none"> Non ELD students = 33% ELD students = 0% Non Ex. Ed. Students = 30% Ex. Ed. Students = 14% Hispanic Students = 36% African American Students 50% Anglo Students 80%

		<ul style="list-style-type: none"> • 20-21 ELA Benchmark Q4: <ul style="list-style-type: none"> • Non ELD students = 26% • ELD students = 0% • Non Ex. Ed. Students = 23% • Ex. Ed. Students = 0% • Hispanic Students = 14% • African American Students 0% • Anglo Students 50%
AzMERIT scores for 5th grade ELA.	3 rd grade AzMERIT (SY 18-19), 4 th grade AzMERIT (SY 19-20)	<p><u>Desired State:</u> To have our current 5th graders go from Minimally proficient to Proficient in ELA.</p> <p><u>Current Reality:</u> AzMERIT 18-19 28% pass rate for ELA. Benchmark 20-21 26%. Hispanic Students represent 50% of the 3rd graders. Although we are not using cohort data, we see that the current 5th grade students have shown no growth from 18-19 to 19-20.</p> <p><u>Gap:</u> ELD students are well-behind their peers in pass rates at 0%. Hispanic students lag behind their peers by almost 10%</p> <p><u>Currently:</u></p> <ul style="list-style-type: none"> • Pass rates 18-19 AzMERIT: <ul style="list-style-type: none"> • Non ELD students = 33% • ELD students = 0% • Non Ex. Ed. Students = 30% • Ex. Ed. Students = 14% • Hispanic Students = 28% • African American Students 36% • Anglo Students 40% • 20-21 ELA Benchmark Q4: <ul style="list-style-type: none"> • Non ELD students = 33%

		<ul style="list-style-type: none"> • ELD students = 10% • Non Ex. Ed. Students = 36% • Ex. Ed. Students = 25% • Hispanic Students = 28% • African American Students 33% • Anglo Students 25%
AzMERIT scores for 5th grade MATH.	3 rd grade AzMERIT (SY 18-19), 4 th grade AzMERIT (SY 19-20)	<p><u>Desired State:</u> To have our current 5th graders go from Minimally proficient to Proficient in MATH</p> <p><u>Current Reality:</u> AzMERIT 18-19 34% pass rate for MATH. Benchmark 20-21 45%. Hispanic Students represent 50% of the 3rd graders. Although we are not using cohort data, we see that the current 5th grade students have shown no growth from 18-19 to 19-20.</p> <p><u>Gap:</u> ELD students are scoring <u>below</u> their non-ELD peers by 15% in AzMERIT. Hispanic and African American students lag behind their Anglo peers by over 20%. Ex Ed had a higher pass rate than non-ex ed peers on Q4 benchmarks.</p> <p><u>Currently:</u></p> <ul style="list-style-type: none"> • Pass rates 18-19 AzMERIT MATH: <ul style="list-style-type: none"> • Non ELD students = 34% • ELD students = 50% • Non Ex. Ed. Students = 35% • Ex. Ed. Students = 29% • Hispanic Students = 29% • African American Students 46% • Anglo Students 50% • 20-21 MATH Benchmark Q4: <ul style="list-style-type: none"> • Non ELD students = 36% • ELD students = 9%

		<ul style="list-style-type: none"> • Non Ex. Ed. Students = 32% • Ex. Ed. Students = 40% • Hispanic Students = 34% • African American Students 20% • Anglo Students 54%
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B. SMART Improvement Goals for Student Achievement

Primary Need: Tully needs to ensure that all students learn at grade level or higher.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By April 2022, 4th grade Students will show at least a 21% improvement in ELA pass rates from the Q4 20-21 (19%) to 21-22 (40%) as measured by the TUSD Benchmarks.	Benchmark advanced unit assessments, District Quarterly Benchmark assessments, weekly formative assessment, and Intervention assessments.
2. By April 2022, 4th grade Students will show at least a 10% improvement in Math pass rates from the Q4 20-21 (37%) to 21-22 (47%) as measured by the TUSD Benchmarks.	Engage NY unit assessments, District Quarterly Benchmark assessments, weekly formative assessment, and Intervention assessments.
3. [OBJ]By May 2022, 70% of all ELD students will improve in at least one skill category (out of 3), as measured by the AZELLA assessment. [OBJ]	[OBJ]Cingage Unit Tests and quarterly assessments, weekly formative assessments, and reading intervention assessments. [OBJ] [OBJ]
4. [OBJ]By May 2022, K-3 students will show at least one year's growth from the beginning of the year to the end of year, as measured by DIBELS. [OBJ]	[OBJ]DIBELS Progress Monitoring, DIBELS Summative Assessments, NSGRA assessments, and Intervention assessments. [OBJ] [OBJ]
5. By May 2022, Teachers will show a 30% improvement in aligning instructional practices to SPARKS to create a classroom experience that is relevant to all students.	Lesson Plans Walkthrough data

6. Teachers will plan and implement GATE fundamentals, as measured by the National Gifted Standards, at 80% or higher as evident in classroom walkthrough data.	Lesson Plans Walkthrough data
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C. Improvement Goal Development for Student Achievement

The following has been developed for each identified improvement goal:

Most Effective and Feasible Strategies

Action Steps to Implement Improvement Strategies

Action Steps to Monitor, Assess, and Adjust Strategies

Improvement Goal 1

By April 2022, 4th grade Students will show at least a 21% improvement in ELA pass rates from the Q4 20-21 (19%) to 21-22 (40%) as measured by the TUSD Benchmarks.

Sub groups targeted:

- Ex. Ed. Students from 0% to 10% (2 students)
- Hispanic Students = 14% to 25%
- African American Students 0% to 10%

Most Effective and Feasible Strategies for Improvement Goal 1	
Strategy(ies) Selected	Supports and Constraints to Address
1. Differentiated Instruction that includes push in tier 2 support, pull out tier 3 support, and the use of a daily computerized ELA intervention session during guided reading.	Supports: <ul style="list-style-type: none"> • Targeted tier 2/3 interventions for ELD and Exceptional Education Students • Differentiated independent activities during guided reading rotations that target specific learning needs. • Students will be grouped by skill level-based on a skill screener. <ul style="list-style-type: none"> ○ Phonics for reading.

	<ul style="list-style-type: none"> ○ ARRM and NSGRA to determine specific levels and skill deficits. <p>Constraints:</p> <ul style="list-style-type: none"> • Student to interventionist ratio
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Action Steps to Implement Improvement Strategies for Improvement Goal 1			
Strategy 1: Differentiated Instruction in ELA			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Targeted tier 2/3 interventions for all students who are below level. 4X Weekly for 20 mins. Phonics for reading, Reading A-Z, Benchmark intervention materials for Tier 2 and 3	CSP Teachers RTI	Ongoing throughout the year	<ul style="list-style-type: none"> • Phonics for Reading • AARM • GSSR
Differentiated independent online and teacher created hands on activities during guided reading rotations that target specific learning needs for the student.	Teachers RTI	Ongoing throughout the year	<ul style="list-style-type: none"> • Teacher created activities.
Students will be grouped by skill level-based on a skill screener. We use Phonics for reading, ARRM and GSRR to determine specific levels and skill deficits.	Teachers	Ongoing throughout the year	<ul style="list-style-type: none"> • Phonics for Reading • AARM • GSSR

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 1			
Strategy 1: Differentiated Instruction in ELA			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed

Regular MTSS Meetings	CSP Teacher Teams RTI Ex-ed Teacher	Ongoing throughout the year	Data Work samples Attendance data
Quarterly Assessment Data Review to identify students at risk and make recommendations for adjustments	CSP Principal	Quarterly on grading day	Benchmark data Intervention assessment data Discipline data Attendance data
CTT Meetings	CSP Teacher teams Magnet Teacher (PE)	Weekly	Formative assessment data Curriculum guide
Quarterly Task Analysis meeting. The teams meet for a full day with the CSP to plan for the upcoming quarter.	CSP Teacher teams	Quarterly Planning day with	Curriculum guide
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Data, work samples, attendance.			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Look at benchmark assessment data.			

Improvement Goal 2

By April 2022, 4th grade Students will show at least a 10% improvement in Math pass rates from the Q4 20-21 (37%) to 21-22 (47%) as measured by the TUSD Benchmarks.

Subgroups Targeted:

- ELD students = 33% (7/54) to 47%
- Ex. Ed. Students = 10% to 20%
- African American Students 0% to 20%
- Anglo Students 33% to 45%

Most Effective and Feasible Strategies for Improvement Goal 2	
Strategy(ies) Selected	Supports and Constraints to Address
1. Differentiated Instruction that includes “walk to math” leveled instruction, pull out tier 3 support, and the use of a daily computerized Math intervention session during guided reading.	<p>Supports:</p> <ul style="list-style-type: none"> Targeted tier 2/3 interventions for ELD and Exceptional Education Students Differentiated independent activities during guided reading rotations that target specific learning needs. Students will be grouped by skill level-based on a skill screener. <p>Constraints:</p> <ul style="list-style-type: none"> Student to interventionist ratio

Action Steps to Implement Improvement Strategies for Improvement Goal 2			
Strategy 1: Differentiated Instruction in Math			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Math Targeted tier 2/3 interventions for all students who are below level in math. 2-3 times weekly, using Math Pathways and Pitfalls (Tier 2), along with Basic skills practice (Tier 3). * This intervention system is used school-wide for any student not at Proficient.	CSP Exceptional Ed Teachers RTI	Weekly	<ul style="list-style-type: none"> Assessment scores Math Pathways and Pitfalls
Math Differentiated independent activities during independent math time, and guided math groups, that target specific learning needs for the student. This will be done using a combination of On-line programs, and hands-on practice.	Teacher	Daily	<ul style="list-style-type: none"> Assessment scores Independent math activities Online math program

Math Students will be grouped by skill level-based on weekly, formative assessments and divided by need in a "Walk to Math" instructional format.	Teacher	Daily	<ul style="list-style-type: none"> • Online Skill Screener • Inhouse Skill Screener
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Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 2			
Strategy 1: Differentiated Instruction in Math			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Regular MTSS Meetings	CSP Teacher Teams RTI Ex-ed Teacher	Ongoing throughout the year	Data Work samples Attendance data
Quarterly Assessment Data Review to identify students at risk and make recommendations for adjustments	CSP Principal	Quarterly on grading day	Benchmark data Intervention assessment data Discipline data Attendance data
CTT Meetings	CSP Teacher teams Magnet Teacher (PE)	Weekly	Formative assessment data Curriculum guide
Quarterly Task Analysis meeting. The teams meet for a full day with the CSP to plan for the upcoming quarter.	CSP Teacher teams	Quarterly Planning day with	Curriculum guide
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Data, work samples, attendance.			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Look at benchmark assessment data.			

Improvement Goal 3

By May 2022, 70% of all ELD students will improve in at least one skill category (out of 3), as measured by the AZELLA assessment.

Targeted Subgroup:

- All 1st grade and Kinder Students
- 2-5 students classified as Intermediate as measured by AZELLA

Most Effective and Feasible Strategies for Improvement Goal 3	
Strategy(ies) Selected	Supports and Constraints to Address
1. Targeted Interventions in Reading, Writing and Speaking.	<p>Supports:</p> <ul style="list-style-type: none"> • Targeted tier 2/3 interventions for ELD and Exceptional Education Students • Differentiated independent activities during guided reading rotations that target specific learning needs. • Students will be grouped by skill level-based on a skill screener. <p>Constraints:</p> <ul style="list-style-type: none"> • Student to interventionist ratio

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 3			
Strategy 1: Targeted Intervention			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Targeted tier 2/3 interventions for ELD and Exceptional Education Students. 4X Weekly for 20 mins. Phonics for reading, Reading A-Z, Benchmark intervention materials for Tier 2 and 3	Teacher RTI	Ongoing throughout the year	<ul style="list-style-type: none"> • Phonics for Reading • Reading A-Z • Benchmark Interventions Material
Differentiated independent online and teacher created hands on activities during guided reading rotations that target specific learning needs for the student	Teacher	Ongoing throughout the year	<ul style="list-style-type: none"> • Teacher created activities. • Online differentiated activities
Students will be grouped by skill level-based on a skill screener. We use Phonics for reading, ARRM and GSRR to determine specific levels and skill deficits.	Teacher	Ongoing throughout the year	<ul style="list-style-type: none"> • Skill screener • Phonics • ARRM • GSRR
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Data, work samples, attendance.			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Look at benchmark assessment data.			

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 3			
Strategy 1: Targeted Interventions			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Regular MTSS Meetings	CSP Teacher Teams RTI Ex-ed Teacher	Ongoing throughout the year	Data Work samples Attendance data
Quarterly Assessment Data Review to identify students at risk and make recommendations for adjustments	CSP Principal	Quarterly on grading day	Benchmark data Intervention assessment data Discipline data Attendance data
CTT Meetings	CSP Teacher teams Magnet Teacher (PE)	Weekly	Formative assessment data Curriculum guide
Quarterly Task Analysis meeting. The teams meet for a full day with the CSP to plan for the upcoming quarter.	CSP Teacher teams	Quarterly Planning day with	Curriculum guide
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Data, work samples, attendance.			

Evidence to be Collected for Monitoring and Assessing Goal Attainment: Look at benchmark assessment data.

Improvement Goal 4

By May 2022, teachers will show a 30% improvement in aligning instructional practices to SPARKS in order to create a classroom experience that is culturally relevant to all students.

Most Effective and Feasible Strategies for Improvement Goal 4	
Strategy(ies) Selected	Supports and Constraints to Address
1. Culturally Responsive Pedagogy that reflects a Student-Centered classroom with a positive environment. The SPARKS framework will support strong gifted instructional practices.	<p>Supports: SPARKS Framework Regular walkthroughs PD CTT Meetings</p> <p>Constraints: Unfamiliar with the SPARKS Framework</p>

Action Steps to Implement Improvement Strategies for Improvement Goal 4			
Strategy 1: Culturally Responsive Pedagogy			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
During the 1st quarter grade-level planning meetings (for Q1 of 2021-22), teams will review the SPARKS rubric and align it to the curriculum maps and lesson plans.	CSP Teacher Teams	Quarterly	<ul style="list-style-type: none"> • SPARKS Framework • Curriculum Maps • Lesson Plans
During CTT Meetings, Grade level teams will use SPARKS guide as a resource for engagement strategies and best practices.	CSP Teacher Teams	Weekly	<ul style="list-style-type: none"> • SPARKS Framework • Curriculum Maps • Lesson Plans
PD sessions will cover SPARKS integration and allow teachers time to share ideas and best practices.	CSP	Ongoing throughout the year during PD	<ul style="list-style-type: none"> • SPARKS Framework • Curriculum Maps • Lesson Plans
Principal and CSP will use a SPARKS walkthrough rubric to guide improvement and promote dialogue in our professional development sessions.	Principal CSP	Weekly	<ul style="list-style-type: none"> • Sparks walk-through Rubric

Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 4			
Strategy 1: Culturally Responsive Pedagogy			
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Regular walk throughs	CSP Principal Magnet Coordinator	Ongoing throughout the year	SPARKS walkthrough tool

Teaching staff will take a SPARKS Self-Assessment	Teachers	At the beginning and end of the year	SPARKS Self-Assessment
Meet and look at evidence collected throughout the year to determine progress for next steps.	Teachers CSP Principal Magnet Coordinator	Fourth quarter	Walkthrough notes SPARKS Self-Assessment data
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Sparks Walkthrough Tool, data, walkthrough data and lesson plans.			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Walkthrough evidence			

Improvement Goal 5

All students will have access to rich, engaging Gifted instruction.

Targeted Practices:

- Habits of a Scholar
- Critical thinking instruction
- High interest, hands on electives

Most Effective and Feasible Strategies for Improvement Goal 5	
Strategy(ies) Selected	Supports and Constraints to Address
	Supports: Gate Curriculum

	<p>GATE Endorsed teachers GATE PD CTTs</p> <p>Constraints: Teacher's skills vary.</p>
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Action Steps to Implement Improvement Strategies for Improvement Goal 5			
Strategy: Gate Fundamentals Practices			
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
All classroom teachers will provide SEL instruction at least 3 times a week using a research based SEL program.	Site Leadership Team	Ongoing throughout the year	<ul style="list-style-type: none"> SEL materials
GATE resource team made of teachers and support staff will gather materials and create a resource bank. They will provide PD support in those areas.	Principal CSP	Ongoing throughout the year	<ul style="list-style-type: none"> GATE resources
National Gifted standards PD will be presented, to provide an overview of the standards. CTT meetings will be used to align instructional practices to the standards.	CSP Magnet Teacher (PE)	January 2022	<ul style="list-style-type: none"> National Gifted Standards
All classroom teachers will provide Talent Development/Thinking Strategy instruction weekly, using the following programs: K-2 PETS 3-4 Thinkables 5 th Grade Think Law	Principal, CSP, Magnet Coordinator	Ongoing throughout the year	<ul style="list-style-type: none"> Training Materials

Electives Team will design and teach high interest electives to all students. These include coding, gardening, fitness, Yoga, chess, strategic game playing, art, instrumental music, Spanish, and instrument building.	Principal, CSP, Magnet Coordinator Electives Team	Weekly	<ul style="list-style-type: none"> Materials related to specific activities
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Action Steps to Monitor, Assess, and Adjust Strategies for Improvement Goal 5

Strategy: Gate Fundamentals Practices

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review walk-through data and lesson plans during CTT meetings and quarterly task analysis	CSP	Ongoing throughout the year	Observation and Reflection tool
Tully Leadership Team will support teacher planning and implementation of GATE fundamental practices through a walkthrough and feedback system.	Principal, CSP, Magnet Coordinator	Ongoing throughout the year	<ul style="list-style-type: none"> Observation and Feedback Log
Evidence to be Collected for Monitoring and Assessing Strategy Implementation: Walkthrough notes and lesson plans.			
Evidence to be Collected for Monitoring and Assessing Goal Attainment: Walkthrough notes and lesson plans.			

V. MAGNET SCHOOL BUDGET

List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 1.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Intervention Teacher (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE School Community Liaison (910G, 202)
- 0.5 Guidance Counselor (M&O)
- .22 FTE Librarian (M&O)
- .78 FTE Librarian (Title 1)
- 1.0 FTE Reading Interventionist (Title 1)
- 1.0 FTE Instructional Specialist (Title 1)
- 0.5 Counselor (Title I)

Goal Focus: Integration and / or Student Achievement

Magnet Focus Areas: Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and, Magnet Theme (MT).

Personnel

Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Magnet Teacher	\$42,700	1.0	Gifted and Talented programs require attention to education of the whole child and include intellectual, creative, and artistic fields.	AA	SA Goal 1

			<p>According to the National Association for Gifted Children and the foundation upon which this associations' philosophy is based, "arts are essential to a balanced education, with specific benefits for the cognitive, affective and psychomotor development of all students." The elective Art teacher will aid in fostering the development of skills critical to students in a GATE model in respect to innovation, cultural appreciation and fine and gross motor skills essential for early learners through collaborative lesson design with grade level teachers. Also, a recruitment and retention strategy: Tully will produce Visual Arts Exhibitions and send invitations to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.</p>		<p>Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 5 Strat: GATE Fundamental Practices</p>
RTI Teacher	\$39,375	1.0	<p>The RTI Teacher will support classroom teachers and students by providing data-driven, targeted interventions for students in EAL and Math.</p> <p>The RTI Teacher will work with the MTSS team to help inform parents and teachers of progress and best practices that will support the student's learning in the classroom and at home.</p> <p>The RTI Teacher will design electives and extensions for students that will be highly engaging, choice driven, and include a presentation to families and classmates.</p>	AA	<p>SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning</p>
Magnet Site Coordinator	\$46,900	1.0	<p>The Magnet Coordinator (MC) works, in collaboration with the principal, to recruit a diverse population of students and families, coordinates and facilitate family engagement events to promote the school, market the school's program through community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of Collaborative Teacher Teams.</p>	AA and IN	<p>Improv. Goal 1 Strat: Extracurricular Programs and Student Engagement Improv. Goal 3 Strat: Targeted Recruitment of Kindergarten students</p>

					SA Goal 4 Strat: Culturally Responsive Pedagogy SA Goal 5 Strat: GATE Fundamental Practices Strat: Targeted Recruitment of incoming kindergarten.
School Community Liaison	\$23,210	1.0	The School Community Liaison will engage with families and the community at large to help provide supports and resources to meet the needs of our families. The School Community Liaison will coordinate events, both during and after school to bring families to our campus. The School community liaison will survey parents, collect data, and feedback to better serve our families. They will work with campus teams to help us best utilize our Learning Resource Center.	IN	Improve. Goal 2 Strat: Family and Community Engagement
Substitutes	\$1,000	0	Substitutes pay for Magnet teacher sick leave.		
Added Duty-Summer Jump Program	\$13,000	0	This is a 10-day program designed to bridge the for our incoming kindergarteners who may not have any pre-school experience, or for those families who want their child to gain some campus familiarity before starting school. First graders will be invited as well. We feel there are many students who were remote during their Kinder year that could use some extra support. We will address learning gaps, do pre-assessments in reading and math for all participants, and design intervention plans to be carried out during the 21-22 school year.	AA	Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Added Duty Recruitment and Family	\$1,500	0	Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths, and other	IN	Inter. Goal 2 Strat: Family Engagement

Engagement - Certified			public relations opportunities, which are available to all qualified staff to serve as representatives.		Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Added Duty Recruitment and Family Engagement – Classified	\$1,500	0	Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths, and other public relations opportunities, which are available to all qualified staff to serve as representatives.	IN	Inter. Goal 2 Strat: Family Engagement Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Certified Added Duty (PD)	\$4,000	0	Consultant will provide professional development and on campus support in the areas of student engagement and differentiation. (Tier 1 and Tier 2)	AA	Inter. Goal 2 Strat: Family Engagement Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Employee Benefits	\$49,856				
Total Budget	\$223,041				
Total FTE	4.0				

Non-Personnel

Deseg Budget 2021-2022 SY				
Description	Amount	Purpose	Magnet Focus Area	Goal Focus:
Consultant	\$6,650	Provide support for Tier 1 and 2 instruction.		SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: Culturally Responsive Pedagogy SA Goal 5 Strat: GATE Fundamental Practices
Supplies	\$3,376	Provide supplies for Tier 1 and 2 instruction	AA	Inter. Goal 3

				Strat: Targeted recruitment of incoming kindergarten students. SA Goal 5 Strat: Fundamental Practices
Magnet Schools of America / GATE Conference Registration	\$1,800	Registration for MSA Conference	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: Culturally Responsive Pedagogy SA Goal 5 Strat: GATE Fundamental Practices
Magnet Schools of America Conference Travel	\$6,000	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4

				Strat: Culturally Responsive Pedagogy SA Goal 5 Strat: GATE Fundamental Practices
Promethean Boards	\$18,000	Interactive technology to be purchased to replace outdated and non-functioning equipment. These new boards will be utilized in our Primary classrooms to support our Tier 1 instruction. This technology will also support our efforts in recruitment and retention, as it offers an additional tool for engagement, and 21 st century learning.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: CRP SA Goal 5 Strat: GATE Fundamental Practices
Professional/Educational Contr	\$1,350			
GATE Conference	\$1,000	This is an opportunity for staff members to engage in professional development and networking to support our gifted instructional practices.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: Culturally Responsive Pedagogy

				SA Goal 5 Strat: GATE Fundamental Practices
Total Budget	\$38,176			

Deseg Budget 2021-2022 SY	
Personnel Cost	\$223,041.00
Non-Personnel Cost	\$38,176.00
Total Budget	\$261,217.00

TITLE 1 Budget

Title 1 Budget 2021-22 SY		
Description	Sum of FY 22 (\$)	Purpose
1.0 FTE Reading Interventionist	\$48,500	Supports students with reading foundational skills and Tier 2 interventions and high interest electives for all. The reading interventionist will provide support to our MTSS team by providing student progress data and tools for in-class support for classroom teachers.

1.0 FTE Teacher Assistant	\$25,000	Supports students with math foundational skills and Tier 2 interventions, and high interest electives for all students. The teaching assistant will provide in-class support by pushing in to assist classroom teachers.
.5 FTE Counselor	\$27,500	The guidance counselor will implement the TUSD Comprehensive Competency Based Guidance program/American School Counselor Association National Model. The counselor provides activities to meet the needs of the students and consult with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other educational programs at the school.
.78 FTE Certified Librarian	\$42,000	The librarian will provide tier 2 and 3 interventions, support our family engagement team, and provides high interest electives and extensions for all students.
Instructional Aides	\$15,595	Scholastic, CKLA, Manipulatives for Reading and Math
Employee Benefits	\$42,900	
Total Budget 2021-22 SY	\$201,495	
Total FTE:	3.28	