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Magnet Programs

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
==**SY2023-24**==

TUCSON UNIFIED
SCHOOL DISTRICT

Principal: E r i c E u l b e r g

School: Borton Elementary Magnet

Magnet Program: Project Based Learning/Systems Thinking

Region: Santa Cruz

Date   Plan   Revised:

4/10/23

Name	Position	Name	Position
Eric Eulberg	Principal	Sara Stewart	Magnet Coordinator
		Amanda Reed	Curriculum Service Provider

Planning Team:

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Sign Off:

Position	Name	Signature	Date
Principal	**Eric Eulberg**		
Magnet Director	**Kamren Taravati**		
Regional Assistant Superintendent	**Mark Alvarez**		

I.   Magnet School Profile

A. Mission
Borton's mission is to provide an environment that promotes diversity, equity, and access for all our students 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

B. School Summary
C. 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 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 together 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.

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

E. 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

E.   School Profile

2022 - 2023 Letter Grade	2022-2023 Integration Status	Magnet Theme
B	Integrated	Project Based Learning/Systems Thinking

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
5.28 %	89.63%	100%	41.9%	9.64%	13.9 %

School Integration Profile (USP Ethnicity)													
2023-2024 100th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	74	27.72	17	6.37	156	58.43	10	3.75	2	0.75	8	3.00	267
Non-neighborhood %	63	23.5%	6	2.2%	96	35.9%	3	1.1%	2	0.74%	6	2.2%	176 65.91%
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%		

F.   Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
State ES Avg	46%	51%	52%	35%	44%	45%	41%	44%	39%
District ES Avg	38%	40%	43%	21%	29%	32%	29%	33%	27%
Borton ES Avg	43.9%	47.1%	50%	14%	34%	50%	42%	32%	30%
3 Years of Math Percent Proficiency by Grade									
Math	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
State ES Avg	51%	48%	46%	36%	34%	31%	39%	39%	37%
District ES Avg	42%	36%	36%	18%	16%	16%	28%	27%	24%
Borton ES Avg	54%	42.3%	33.3%	29%	23%	37%	41%	21%	34%

*2019 = AZM2 *2021-2022 = AZM

Three Year AZ Merit/AASA by Subgroup ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.3	50	0	29.3	0	30.8	87.5	50	68.4
Grade 4	33.3	100	50	37	27.8	16	86.7	57.1	77.8
Grade 5	60	50	0	37.2	45.0	23.3	82.4	66.7	72.7

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.7	100	0	48.7	10.5	25.9	86.7	50	73.7
Grade 4	33.3	100	50	34	11.1	4	73.3	57.1	66.7
Grade 5	40	100	0	21.4	25	24.1	58.8	71.4	72.7

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall, 2021-2022 AzMERIT Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	71.8	71.8
African American	16.7	16.7
Hispanic	23.5	18.5
Native American	0	12.5
Asian-PI	NA	NA
Multi-Racial	0.0	25
All	34.8	33.3

II.   DISTRICT 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 percentage 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, 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. <u>Academic Performance (African American and Latino Students)</u>

    a.   Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.

    b.   Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.

    c.   Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.

    d.   Improving Performance. Improvement in proficiency rates for African American and Latino students.

III. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site gap analysis as it is related to integration. This information will help to identify needs to more effectively integrate the school. This includes: • The site moved from a "C" label to a "B" level this year as measured by the Arizona Department of Education, A-F accountability model. Having a label of "A" or "B" will inherently attract more families who want to enroll at the site. Therefore, one need is to either maintain the "B" or increase overall student academic performance to achieve an "A" label to attract more families, resulting in increased enrollment. • The site is fully integrated, with the highest representation of an ethnicity/race being tied to Latino students. That representation currently sits at 58.43%.

Root Cause Analysis		
Identify Top Three Causes of these Gaps	**Identify the Surface Causes**	**Identify Deep Causes**
Effective marketing and recruitment	There are surface gaps related to: • Targeted digital advertisements utilizing social media tools such as Facebook and Instagram • Building content rich social media	Deep root causes are related to: • Lack of training in effectively utilizing digital tools to increase enrollment
Retention of early learning grades – Kinder and First	There are surface gaps related to: • COVID-19 created gaps in tours and community events that built a sense of community	Deep root causes are related to: • Building a strong sense of community pride related to all grade levels

Instructional effectiveness systems	There are surface gaps related to: • Effective instruction related to systems thinking and STEM related practices • Observation feedback cycle	Deep root causes are related to: • Daily job embedded coaching needs for instructional staff • Rich, thematic based professional development • Increasing school day intervention staff

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By the 40th day of the 2023 – 2024 academic school year, Borton will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40th day enrollment reports.	• TUSD Synergy Enrollment Data, disaggregated by race/ethnicity • Recruitment and Enrollment Plan
During the SY2023-2024, 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, as measured by 40th day enrollment reports.	• Enrollment Application through School Choice • TUSD Synergy Enrollment Data • Recruitment and Enrollment Plan

C. **Goal Attainment**

1. **Strategies to Achieve SMART Goal**

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	**Strengths and Obstacles**
1. Marketing and Recruitment*	**Supports:** • 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 for staff to recruit at TUSD and community events **Constraints:** • Covid-19 pandemic has negatively impacted school tours and in-person recruitment and enrollment events.

2. Targeted Retention of First Grade Students	**Support:** • 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 for staff to participate in Borton Family/ Community Engagements **Constraints:** • Covid-19 pandemic impacted Borton community in-person events • If Borton was a 2nd or 3rd choice school, families would sometimes enter the magnet lottery for another opportunity for their initial 1st choice school.
3. Instructional Improvement	**Supports:** • CSP, Master Teacher, Magnet Coordinator • Skilled Principal • Targeted PD to increase effectiveness of Teir I instruction **Constraints:** • Gaps in instructional observation/feedback cycle • PLC needs to effectively utilize data to drive instructional practice/interventions

2.   **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor, and Assess Improvement Strategies for Integration SMART Goal
Strategy 1: Marketing and Recruitment

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. S chool leadership will strategically identify areas of site-based recruitment to help maintain whole school integration.[1][2]	Magnet Coordinator , Leadership Team	May 2023 – Nov. 2024	Weekly team meetings with leadership	Quarterly progress monitoring reports	Marketing and Recruitment Plan and Log Recruitment event attendance and contact data
2. Develop and implement a marketing and recruitment plan that will focus on students that will support integration [3] goals such as sending Borton postcards to families of targeted demographics based on ethnicity.	Magnet Coordinator , Leadership Team	Nov. 2023	Marketing materials; Postcards	Quarterly enrollment reports; application reports	Marketing and Recruitment Plan and Log Postcards Recruitment event attendance and contact data

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[1] TUSD Unitary Status Plan
[2] MSA Standard 1: Student Recruitment and Selection
[3] MSA Standard 2: Diversity and Equity

3. 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.[4]	Magnet Coordinator, District	Ongoing, Aug. 2023 – May 2024	Marketing materials	Minutes from weekly meetings	Quarterly enrollment reports
4. Provide campus tours for interested students and families to encourage enrollment to achieve integration.[5]	Magnet Coordinator	Ongoing, Aug. 2023 – May 2024	Classroom teacher participation	Quarterly Magnet Report; Partnership Letters; Magnet application; School Choice data	Family sign in logs; Tour log

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 2: Targeted Retaining Borton Families/ Targeted Retaining First Grade Students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Develop and implement a parent survey for current Kindergarten students to identify hopes and expectations for 1st grade.[6]	Magnet Coordinator, Leadership Team	Aug 2023- October 2024	Current Kindergarten enrollment data and contacts	Results from survey	Survey creation

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[4] MSA Standard 1: Student Recruitment and Selection
[5] MSA Standard 2: Diversity and Equity
[6] MSA Standard 10: Family Engagement and Communication

2. Develop a retention plan that will focus on current Kindergarten students that will be entering 1st grade for the 2023-2024 school year to maintain integration.[7]	Magnet Coordinator, Leadership Team	Aug 2023	Current Kindergarten enrollment data	Quarterly progress monitoring reports	TUSD Synergy enrollment data

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[7] MSA Standard 2: Diversity and Equity

Action Steps	Person(s)	Timeline	Resources	Monitoring	Evidence
3. D evelop and implement magnet theme workshops for families K-5 to assist with retention.[8]	Magnet Coordinator, Leadership Team, Specialist Teachers, Family Engagement Team	Fall 2023	Current and prospective families, enrollment data, Marketing materials	Event attendance	Survey Results Retention, Event attendance
4. Evaluate retention progress in magnet report three times a year.[9]	Magnet Coordinator	Quarterly, Oct. 2023, Jan. 2022, May 2024	Event Attendance	Quarterly progress Monitoring reports	TUSD Synergy enrollment data

Action Steps to Implement, Monitor, and Assess Improvement Strategies for Integration SMART Goal					
Strategy 3: Instructional Improvement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide job embedded coaching specific to Project Based Learning and Systems Thinking.[1011]	Principal; Magnet Coordinator; Master Teacher, Curriculum Services	Aug. 2023- May 2024	Project Based Learning and System Thinking Rubric	Formative assessments; benchmark assessments; instructional observation data; PBL and ST	Formative assessments; benchmark assessments; end of year evaluations;

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[8] MSA Standard 10: Family Engagement and Communication

[9] MSA Standard 2: Diversity and Equity

[10] Buck Institute for Education home | MyPBLWorks "Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences" by Suzie Boss and John Larmer and Waters Center for Systems Thinking Home - Waters Center for Systems Thinking (waterscenterst.org)

[11] MSA Standard 4: Professional Development

	Provider			assessment	
2. Implement effective PLCs.[12][13]	Principal; Curriculum Service Provider	Aug. 2023- May 2024	Training for teachers related to effective PLC	Formative assessments and benchmark assessments related to ELA and SLA	Formative assessment data; benchmark data
3. Implement additional Tier II and Tier III Academic Interventions. [14][15]	Principal; Curriculum Service Provider; MTSS; RTI	Aug. 2023- May 2024	Training for teachers on scholastic guided reading; interventionists; after school tutoring	Formative assessments and benchmark assessments related to ELA and SLA	Academic intervention schedule

[12] Richard Du Four and Mike Mattos- www.solutionstree.com
[13] MSA Standard 4: Professional Development
[14] National Center on Response to Intervention- RTI in Pre-Kindergarten | RTI Action Network (rtinetwork.org)
[15] MSA Standard 6: Student Achievement

IV.   Overall Student Achievement

A. Gaps in Student Achievement

<table>
<tr><td align="center">Interpretive Summary of Overall Student Achievement Data
(see pages 4-5).</td></tr>
<tr><td>

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:

- From a grade level perspective, the site possesses the following data:
    - Mathematics Proficiency
        - 3rd Grade – 41.2%
        - 4th Grade – 21.1%
        - 5th Grade – 34.7%
    - ELA Proficiency
        - 3rd Grade – 42%
        - 4th Grade – 31.6%
        - 5th Grade – 30%

*Note that this data set is from SY 21-22

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</table>

Root Cause Analysis		
Top Three Causes of these Gaps	**Surface Causes**	**Deep Causes**
Effective PLCs systems	There are surface gaps related to: • PLC cycle/rubric • PLC Agendas/minutes	Deep root causes are related to: • Continuing job-embedded PLC structure for grade-level teams
Instructional Effectiveness systems	There are surface gaps related to: • Observation feedback cycle • Effective intervention cycle • Effective intervention structures	Deep root causes are related to: • Job-embedded coaching needs for instructional staff • Increasing school day intervention staff
Lack of High Academic Expectations	There are surface gaps related to: • Different instructional abilities	Deep root causes are related to: • Lack of calibrated and understood expectations and intervention structures

B.   SMART Goals for Overall Student Achievement

SMART Goal Statements *	Evidence to Be Used to Assess Progress and Accomplishment
ELA SMART Goals written from SY 22-23 Data 1. By June 30th, 2024 3rd grade student achievement in ELA will increase by 3%, as measured by the AASA ELA test 2. By June 30th, 2024 4th grade student achievement in ELA will increase proficiency by 3%, as measured by the AASA ELA test 3. By June 30th, 2024 5th grade student achievement in ELA will increase proficiency by 3%, as measured by the AASA ELA test 4. By June 30th, 2024, Ex Ed student achievement in ELA	AASA scores for 2023/24 Monitored by: - quarterly benchmark assessments - weekly CFAs

will increase proficiency by 3% as measured by the AASA ELA test **Math** SMART Goals written from SY 21-22 Data 1. By June 30th, 2024 3rd grade student achievement in Math will increase proficiency by 3%, as measured by the AASA Math test 2. By June 30th, 2024 4th grade student achievement in Math will increase proficiency by 3%, as measured by the AASA Math test 3. By June 30th, 2024 5th grade student achievement in Math will increase proficiency by 3%, as measured by the AASA Math test 4. By June 30th, 2024, Ex Ed student achievement in Math will increase proficiency by 3% as measured by the AASA Math test	** Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.*

C.   Goal Attainment

    1.   Strategies to Achieve SMART Goals.

<table>
<tr>
<td colspan="2">Strategies to Achieve SMART Goals for Overall Student Achievement
MSA Pillar 3 Academic Excellence Standard 6</td>
</tr>
<tr>
<th>Strategies</th>
<th>Strengths and Obstacles</th>
</tr>
<tr>
<td>1. School Culture: High Academic Expectations for All Students</td>
<td>Support
Master Teacher and CSP coaching teachers in Tier I instruction.
RTI and Reading Recovery Specialists conducts targeted reading interventions.
Targeted interventions for math using MPPs
Constraints:
Varying degrees of support from teachers implementing curriculum and interventions
Professional development for math
Teachers implementing MPPs without math specialist</td>
</tr>
</table>

2. Project Based learning and Systems Thinking[16]	**Supports:** • 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 **Constraints:** • 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

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[16] Buck Institute for Education home | MyPBLWorks "Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences" by Suzie Boss and John Larmer and Waters Center for Systems Thinking Home - Waters Center for Systems Thinking (waterscenterst.org)

3. Enhance Quality Tier 1 Instruction	**Supports:** • 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:** • 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 collaborate to increase teacher and student learning. (Professional Learning Communities)[17]	**Supports:** • Weekly 90-minute grade level PLC time embedded into the master schedule • Curriculum Service Provider to facilitate **Constraints:** • 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:** • Master Teacher • Curriculum Service Provider • Paraprofessionals **Constraints:** • Teacher training and experience to create appropriate interventions.

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[17] Richard Du Four and Mike Mattos- www.solutionstree.com

6. Increase Family and Community Engagement	**Supports:** • Staff Participation and Support • Magnet Coordinator • PTA Collaboration • Added Duty available **Constraints:** • Family Attendance at events • Language and/or transportation barriers

    2.   **Action Steps to Implement Strategies.**

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 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**	**Monitoring**	**Evidence of Assessment**
1. Support teachers with establishing academic and behavior goals and high expectations for all students.[18]	Master Teacher, CSP	Ongoing and Quarterly Oct 2023, Jan 2024, Mar 2024	Quarterly benchmark data, grade level common formatives	Quarterly Benchmark Data	PLC Binders with Student Data; Lesson Plans; Academic and Behavior Goals
2. Allow time during PLCs for data analysis.[19]	Master Teacher, CSP	Ongoing and Quarterly Oct 2023, Jan 2024, Mar 2024	Quarterly benchmark data, grade level common formatives	Individual Student Data	Quarterly Benchmark Data; Individual Student Data

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[18] MSA Standard 4: Professional Development
[19] MSA Standard 4: Professional Development

3. Allow time during PLCs for Ex ED resource teachers to work with grade-level teachers in PLCs.[20]	Principal, CSP, Ex Ed Resource Teachers, Teachers, Curriculum and Instruction Team	Ongoing	Quarterly benchmark data; Student IEP	Individual Student Data, Quarterly Benchmark Data, AASA data	PLC agendas, minutes and monitoring; Student IEP
1. Use data to assist students in setting academic goals for themselves so that they learn how to hold themselves accountable for their learning.[21]	Teachers		Quarterly benchmark data, grade level common formatives	Quarterly Benchmark Data	Quarterly Benchmark Data; Individual Student Data

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[20] MSA Standard 4: Professional Development
[21] MSA Standard 6: Student Achievement

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
4. Support teachers in creating lesson plans that will show evidence of rigorous instruction in all classrooms.[22]	Master Teacher, CSP	Ongoing	Quarterly benchmark data, observation, and reflection walkthrough data, PLC notes, PD	Individual Student Data	PLC Binders with Student Data; Lesson Plans; Academic and Behavior Goals

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Project Based Learning and Systems Thinking					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Assist teachers of all proficiency levels in creating Project Based Learning and Systems Thinking lessons that align to targeted standards and integrate core content through monthly coaching within a professional learning community. [23]	Master Teacher, CSP, Magnet Coordinator	Ongoing	Borton Magnet Theme experts; Standards, Scope and Sequence, Project Planner	Lesson plans, observation, and reflection walkthrough data, PBL teaching rubric	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning Schedules; Family, teacher, and student surveys
2. Participate in ongoing and differentiated professional development on Project Based Learning and Systems Thinking aligned to targeted standards and integrated with core content.	Principal, Master Teacher, CSP, Magnet Coordinator, All Teachers,	Ongoing	Borton Magnet Theme experts; Time during Wednesday PD and PLCs	Lesson plans, observation, and reflection walkthrough data, PBL teaching rubric	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning schedules; Family,

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[22] MSA Standard 4: Professional Development

[23] MSA Standard 3 and 4: Theme and Curriculum Fidelity, and Professional Development

					teacher and
					student surveys
3. Provide teachers at the beginning and developing stages of Project Based Learning and Systems Thinking with additional assistance and regular support to move them to the next level of implementation.[24]	Master Teacher, CSP, Magnet Coordinator	Ongoing with progress monitoring and adjustments	Time during PLCs, Coaching	Lesson plans, observation, and reflection walkthrough data, PBL teaching rubric	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning Schedules; Family, teacher, and student surveys

[24] MSA Standard 3 and 4: Theme and Curriculum Fidelity, and Professional Development

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3

Strategy 3: Improve Tier 1 Instruction

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop and follow a structured system for monitoring instruction through the observation and reflection cycle and meeting one on one with teachers to provide feedback and collaboratively determine reasonable Action Steps to be implemented in the classroom.	Principal, Master Teacher, CSP	Aug 2023	Master schedule, time	Lesson plans, observation, reflection walkthrough data Quarterly benchmark data PLC notes	PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data
2. Develop and implement lesson plans aligned with the district scope and sequence that include the learning objective, one engaging learning activity, and an exit ticket.	Teachers	Ongoing	Lesson Plans District Scope and Sequence	Lesson plans, observation, reflection walkthrough data Benchmark Data PLC Notes	PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data

3. Coach teachers of all proficiency on including the integration of Project Based Learning and Systems Thinking into Tier 1 instruction aligned with standards.	Principal, Master Teacher, CSP, Magnet Coordinator	Ongoing	PD to develop Project Based Learning and Systems Thinking knowledge	Lesson plans, observation, reflection walkthrough data Benchmark Data PLC Notes	PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data
4. Provide targeted teachers with weekly coaching to ensure planning and implementation of quality Tier 1 instruction that is monitored and assessed.[25]	Master Teacher, CSP	Ongoing	Observations Walkthrough Data	Lesson plans, observation, reflection walkthrough data Benchmark Data PLC Notes	PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual student Data

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[25] Elena Aguilar "The Art of Coaching" Home - Bright Morning (brightmorningteam.com)

5. Provide professional development to Ex Ed Teachers on Tier 1 instruction and support Ex teachers with establishing academic and behavior goals that are appropriately rigorous for Ex Ed students based on their IEP and AASA goals.	Principal, Curriculum and Instruction Team, Ex Ed TUSD department, ExEd teachers	Ongoing	District PD in Ex Ed	Progress monitoring assessments	Formative assessments; Benchmark data; Short cycle assessment; Walkthrough data
6. School Site Administrator and Magnet Coordinator will participate in monthly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	Principal, Magnet Coordinator, Magnet Dept	Monthly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data; Quarterly benchmark assessments

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 4

Strategy 4: Leverage teacher collaboration time to increase student outcomes. (Collaborative Teacher Teams)

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment

1. Embed 90 minute, weekly, grade level PLC time into the school day that aligns with magnet theme of Project Based Learning and Systems Thinking[26]: • Analyze assessment data • Plan for reteaching • Share instructional strategies • Design engaging projects (one per semester) • Peer observation and feedback	Principal, Leadership Team, Specialist Teachers CSP, Teachers, Magnet Coordinator	Ongoing within a 2-week cycle	Master schedule, PLC Schedule, common formative data	PLC notes and observations, PLC rubric	Grade Level PLC Schedules; Grade Level PLC Notes and Agendas; Quarterly Benchmark Data; Individual Student Data in PLC notebook; TUSD PLC Rubric; Quarterly Magnet Report Data
2. Use results from common formative[27] assessments and benchmark data to identify students that require additional Tier 2 support and/or enrichments.	Teachers, CSP, Interventionist	Ongoing, within a 2-week cycle	Benchmark data, common formative data, TUSD web data	PLC notes and observations, PLC rubric	Grade Level PLC Schedules; Grade Level PLC Notes and Agendas; Quarterly Benchmark Data; Individual Student Schedules; Data in PLC notebook; TUSD PLC Rubric; Quarterly Magnet Report Data

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[26] MSA Standard 3 and 4: Theme and Curriculum Fidelity, and Professional Development
[27] MSA Standard 6: Student Achievement

3. Design and implement engaging projects for each semester at all grade levels that: [28] • Embed standards according to the TUSD Scope and Sequence • Include on-going formative assessment • Involve community partnerships • Incorporate a culminating presentation of learning to an authentic audience	Teachers, CSP, Magnet Coordinator, Specialist Teachers	Ongoing	District pacing guides, standards and scope and sequence	PLC notes and observations, PLC rubric	Grade Level PLC schedules; Grade Level PLC Notes and Agendas; Quarterly Benchmark Data; Individual Student Data in PLC notebook; TUSD PLC Rubric; Quarterly Magnet Report Data

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[28] MSA Standard 3: Theme and Curriculum Fidelity

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 4
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	Monitoring	Evidence of Assessment
1. Review student data and analyze the effectiveness of interventions to support student learning at all proficiency levels. [29]	Principal, CSP, Master Teacher, MTSS Facilitator	Ongoing	Benchmark data, common formative data,	Lesson plans, observation, reflection walkthrough data, Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based Intervention Data; Observation and Reflection Walkthrough Data
2. Use computer-based intervention programs (Imagine Learning) to document and monitor the progress of targeted students.[30][31]	CSP, Master Teacher, Classroom teachers	Ongoing	Imagine Learning access	Lesson plans, observation, reflection walkthrough data, Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based Intervention Data; Observation and Reflection Walkthrough Data

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[29] MSA Standard 6: Student Achievement
[30] Imagine Learning www.imaginelearning.com
[31] MSA Standard 6: Student Achievement

3. Use academic and behavioral data to create school wide goals that increase academic achievement[32] and positive behavioral outcomes.	Principal, Leadership Team	Ongoing and at Quarterly Benchmarks; Oct 2023, Jan 2024, Mar 2024	Quarterly benchmark data, observation, and reflection walkthrough data, MTSS data	Lesson plans, observation, reflection walkthrough data, Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based Intervention Data; Observation and Reflection walkthrough data

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[32] MSA Standard 6: Student Achievement

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 4					
Strategy 6: Increase Family and Community Engagement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. 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.[33]	Teachers, Testing Coordinator	Jan 2024	School Quality Survey	Evaluate and report family engagement progress three times per year in Magnet Report	Family Engagement Events Attendance Sheets; Conference Attendance Sheets; School Quality Survey Data; Site Council and PTA Notes and Agendas; Quarterly Magnet Report; Title 1 Family Engagement Report
2. Communicate with families and the community about school programs and events using a variety of methods: [34] • newsletters • school website • social media • Emails • phones calls	Principal, Teachers, Magnet Coordinator Community Liaison	Ongoing	Communication modes	Evaluate and report family engagement progress three times per year in Magnet Report	Family Engagement Events Attendance Sheets; Conference Attendance Sheets; School Quality Survey Data; Site Council and PTA Notes and Agendas; Quarterly Magnet Report; Title 1 Family Engagement Report

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[33] MSA Standard 10: Family Engagement and Communication
[34] MSA Standard 10: Family Engagement and Communication

3. Collaborate with the PTA, or other site-based employees to coordinate parent, community, and partnership engagement.[35]	Magnet Coordinator, School Community Liaison, Family Engagement Committee	Ongoing	Contact information	Evaluate and report family engagement progress three times per year in Magnet Report	Family Engagement Events Attendance Sheets; Conference Attendance Sheets; School Quality Survey Data; Site Council and PTA Notes and Agendas; Quarterly Magnet Report; Title 1 Family Engagement Report

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[35] MSA Standard 10: Family Engagement and Communication

4. Host monthly Cafecitos to build strong relationships between Borton leadership, families and community. [36]	Principal, Magnet Coordinator, School Community Liaison	Monthly	Communication modes	Evaluate and report family engagement progress three times per year in Magnet Report	Family Engagement Events Attendance Sheets; Conference Attendance Sheets; School Quality Survey Data; Site Council and PTA Notes and Agendas; Quarterly Magnet Report; Title 1 Family Engagement Report

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[36] MSA Standard 10: Family Engagement and Communication

V.   Academic Performance for African American and Latino Students

A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).
There are multiple data points and key information to support the site academic gap analysis for African American and Latino students. This information will help to identify needs to reduce academic performance gaps between African American and White Students, as well as Latino and White Students. This data summary includes: • White students outperformed Latinos students on the SY 21-22 ELA AZ Merit 71.8 % compared to 23.5% • White students outperformed African American students on the SY 21-22 18-19 ELA AZ Merit 71.8% to 16.7% • White students outperformed Latinos students on the SY 21-22 Math AZ Merit 71.8% to 18.5%. • White students outperformed African American students on the SY 21-22 Math AZ Merit 71.8% to 16.7%. Data indicates that all White students outperformed African American and Latino students in each grade and in each content area in grades three through five.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
1. Lack of targeted Tier II and Tier III academic interventions for African American and Latino Students	1. Lack of interventions that directly supports African American and Latino students that are directly tied to school day and after school world	1. Effective subgroup data disaggregation to drive interventions for African American and Latino students.
2. Gaps in culturally relevant, Tier I instructional practice	2. Culturally relevant professional development	2. Job embedded coaching related to culturally relevant pedagogical strategies that are also tied to STEM integration

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2024, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2024, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Quarterly Benchmark data Weekly CFAs
1. By June 2024, the mathematics achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2024, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.	

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1.Tier II and Tier III academic interventions for African American, Latino and Ex Ed subgroups	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Strong PLCs using data informed interventions • Lack of Tier II and Tier III interventions
2.Culturally relevant, Project Based Learning and Systems Thinking instructional practice	**Supports:** • District supports culturally relevant instruction • SPARKS **Constraints:** • Gaps in instructional observation/feedback cycle specific to the SPARKS framework

2. Action-Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Tier II and Tier III academic interventions for African American and Latino students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**

1. Provide professional development that supports academic interventions for African American, Latino, and Ex Ed subgroups on math strategies.[37]	Principal; Leadership Team; AES; Ex Ed Resource Teachers	Weekly August – May	AES	Progress monitoring assessments	Formative assessments; Benchmark data

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[37] MSA Standard 4 and 6: Professional Development, and Student Achievement

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
2. Create Tier II and Tier III intervention systems for African American, Latino and Ex Ed subgroups. [38]	Principal; Teachers; Magnet Coordinator; Ex Ed Resource Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
3. Provide after-school targeted tutoring for African American and Latino students.[39]	Principal; Teachers; Magnet Coordinator	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
4. Use Culturally Responsive Teaching strategies in Tier I and Tier II interventions. Strategies include, but are not limited to activating student's prior knowledge, contextualizing learning, and leveraging students' cultural capital. [40]	Teachers	On-going	SPARKS, Character Strong Curriculum	Lesson plans, observation, reflection walkthrough data, Benchmark Data	PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data

Action Steps to Implement, Monitor and Evaluate Improvement Strategies for Improvement Goal for African American and Latino students					
2.Culturally relevant, Project Based Learning and Systems Thinking instructional practice integrated instructional practice					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment

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[38] MSA Standard 6: Student Achievement
[39] MSA Standard 6: Student Achievement
[40] MSA Standard 6: Student Achievement

1. Utilize daily instructional observations with follow-up feedback on SPARKS* (Culturally relevant) integration.[41]	Principal; Curriculum Service Provider; magnet coordinator	Aug. 2023- May 2024	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Provide job embedded coaching for teachers serving African American and Latino students. [42]	Principal; Curriculum Service Provider; magnet coordinator	Aug. 2023- May 2024	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations
3. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Senior Director and supported by the Magnet Program Manager.	Principal, Magnet Coordinator, Magnet Dept	Weekly	Magnet Dept	Instructional Walkthrough data	Observation and reflection walkthrough data

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[41] MSA Standard 6: Student Achievement
[42] MSA Standard 6: Student Achievement

VI. MAGNET SCHOOL BUDGET[43]

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

Personnel

- 3.8 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 1.0 FTE Master Teacher (910G, 202)
- 3.7578 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.6 FTE School Community Liaison (Title 1)
- 2.0 FTE RTI Teacher (ESSER)
- .5 FTE RTI Math (Title 1)
- 1.0 MTSS Facilitator (ESSER)

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).

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[43] MSA Standard 7 and 8: Leadership and Educator Development, and District and Magnet Relations

#Site Magnet Budget 2023-24 SY				
Description	**Total**	**Purpose**	**MSA Pillar Alignment**	**Magnet Plan Essential Focus**
Magnet Teachers	$159,842.00	Our specialists (PE, Art, Music and Outdoor Learning) support our Magnet Plan in 4 ways. They are crucial to our integration goal as most magnet families love that the "whole child" is being attended to here at Borton and that is part of what attracts them and keeps them. The second way is that they are part of a rotation that enables teachers to have grade level 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 or 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.	AA, PCI, PL, MT	**Integration:** Goal 2: Strategy 2: Targeted retention of 1st grade students **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 Tier2 for Math and ELA. Goal 1: Strategy 6: Increase Family and Community Engagement

Curriculum Service Provider **Funded Central ESSER**	$48, 046	The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with CTT groups to assess and utilize student academic data within their curriculums.	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 Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier2 for Math and ELA.

Master Teacher	$62,699.00	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 lessons, co-teach, and will work to build capacity.	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

				Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier2 for Math and ELA.
Magnet Coordinator	$46,899.00	The Magnet Coordinator (MC) works in collaboration with the principal to support integration and student achieved. Tasks include overseeing recruitment efforts, supporting family engagement, promoting and marketing the school's magnet program through community outreach activities, organizing magnet celebrations and conducting informational sessions and site tours. The Magnet Coordinator supports Tier 1instrucion and the work of PLC-Collaborative Teacher Teams.	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 Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier2 for Math and ELA.

Teaching Assistants		$100,700.03	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 Tier2 for Math and ELA.
Sick Leave/Sub	$1,000	Sick leave for magnet teachers.	AA	**Student Achievement**	
Added Duty- Tutoring (Certified)	$4,000	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- After School Program	$10,356.10	Borton teachers will engage students in PBL and Systems Thinking after school programs in order to extend learning opportunities past normal school hours.	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-Family Engagement	$4,000	To increase ethnic diversity, Borton staff will provide support as needed during recruitment events.	PCI. MT	**Integration:** Goal 1: Strategy 2: Marketing and Recruitment
Total Salary	**$385,496.13**			
Employee Benefits	**$116,894.2**			
Total Budget	**$502,390.33**			
Total FTE	14.65			

Non-Personnel

#Site Magnet Budget 2022-2023 SY				
Description	**Amount**	**Purpose**	**MSA Pillar**	**Magnet Plan Principle #**
District Supplies	$7,000.00	PBL and Systems Thinking supplies and aids for tier 1 instructional strategies.	**AA**	
Capital-Instructional Aides	$4,254.75	Student Supplies PBL	**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 1st grade students **Student Achievement:**
Out of State Travel	$5,000	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

Supplies/ Instructional Books Periodicals	$1,421.72	Supplies to support Project based work.	**AA, MT**	**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 **Student Achievement:** Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 6: Increase Family and Community Engagement
Professional/ Educational Contracts	$9,000.00	Services supporting the instructional program. Outside consultants for PD	**AA, MT**	**Integration:** Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted ret**ention of 1st grade students** **Student Achievement: Goal 1:** Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 6: Increase Family and Community Engagement

Employee Benefits	
Total Budget	$28,476.47

#Magnet Site Budget 2022-2023 SY	
Personnel Cost	$502,390.33
Non-Personnel Cost	$28,476.47
Total Budget	$530,866.80

Magnet Programs

TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2023-24

Principal: Kirstin A. Bittel

School: Carrillo K-5 Communication and Creative Arts Magnet

Magnet Program: Communication and Creative Arts

Region: Santa Cruz (Region)

Date Plan Revised: 08/12/2022

Planning Team:

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

Sign Off:

Position	Name	Signature	Date
Principal	Kirstin Bittel		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

Magnet Plan Table of Contents

I. Magnet School Profile

A. 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.

B. School Summary

Carrillo Magnet Elementary School is currently integrated and has earned the Arizona State letter grade of A. Carrillo has been awarded the A+ School of Excellence through the Arizona Educational Foundation and is a Certified Magnet Demonstration School. Built in 1930, Carrillo K-5 Communication and Creative Arts Magnet School has a strong tradition of high student achievement and a sense of community. Through our magnet theme, students 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 will excel in our Visual Arts, Performing Arts and Technology classes, which provides for a well-balanced education.

C. 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. Carrillo works to create high academic expectations of all its students, both in the students themselves and in the teaching staff. We try always to inspire the success of every student, and work to provide equitable access to educational and extracurricular opportunities, and to meet all students' needs, particularly those who have special needs or other educational obstacles.

D. Core Values

Life Skill Values: Students strive to be respectful, responsible, and kind in all settings.
Scholar Skill Values: At Carrillo all learning is done through the 21st Century Skills of Communication, Collaboration, Critical Thinking, and Creativity.

E.   School Profile

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

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
7.74%	88.7%	100%	68.0%	3.4%	14.7%

School Integration Profile (USP Ethnicity)													
2021-22 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Carrillo Enrollment	**57**	**19.3%**	**21**	**7.1%**	**196**	**66.2%**	**14**	**4.7%**	**2**	**0.7%**	**6**	**2.0%**	**296**
Non-neighborhood %	9	17%	5	23.8%	56	28.6%	5	38.5%	0	0%	1	16.7%	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%		

F.   Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
State ES Avg	46%	51%	52%	35%	44%	45%	41%	44%	39%
District ES Avg	38%	40%	43%	21%	29%	32%	29%	33%	27%
Carrillo ES Avg	43%	72%	57%	45%	53%	39%	38%	68%	51%
3 Years of Math Percent Proficiency by Grade									
Math	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
State ES Avg	51%	48%	46%	36%	34%	31%	39%	39%	37%
District ES Avg	42%	36%	36%	18%	16%	16%	28%	27%	24%
Site ES Avg	45%	85%	52%	39%	41%	39%	62%	76%	61%

2019 = AZM2

Three Year AZ Merit/AASA by Subgroup
ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*		39.4	39.1		50	*	
Grade 4	*	*		64.9	40.9		*	*	
Grade 5	*	*		54.8	45		*	*	
WS	*	*		53.6	41.5		66.7	78.6	

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*		36.4	21.7		80	*	
Grade 4	*	*		81.1	36		*	*	
Grade 5	*	*		45.2	45		*	*	
WS	*	*		54.5	33.8		85.2	71.4	

18-19 and 20-21= AZM2 test; 21-22 data = AASA.[1] Numbers **smaller than 10 are represented by an asterisk to ensure student privacy.**

Carrillo Overall 2018-19 AzMERIT Percent Proficiency 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%

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[1] AASA is Arizona's Academic Standards Assessment, the new statewide achievement test for Arizona students in Grades 3-8, administered for the first time this year.

II. DISTRICT 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.

3. **Academic Performance (African American and Latino Students)**

a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.

b. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.

c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.

d. Improving Performance. Improvement in proficiency rates for African American and Latino students.

III. INTEGRATION

A. Integration: Gap Analyses

There are no significant integration gaps at Carrillo. What follows are refinements to bring Carrillo's demographic profile in tighter alignment with the TUSD averages.

Data indicates that Carrillo remains an integrated school. All ethnic subgroups are within the USP Integration Range and have been so since 2017-18 school year (see Relative Enrollment Chart to the left). The school is well within integration limits for all USP subgroups, and the trend is stable, indicating that the general recruiting effort described in the action steps below is likely to serve well to maintain integration.

Lack of gaps is due to intentional recruiting of students that will contribute to the integration of the school. Targeted recruitment to kindergarten, beginning in 2012, has been key to Carrillo's integration. Integration peaked between 2016 and 2018. A dip in attendance in during 2020-21 school, can be attributed to COVID concerns, but as evidence by the chart, Carrillo's targeted recruitment has re-integrated the entry grade.

Lack of census data has made targeted recruitment difficult, but Carrillo is committed to continuing targeted recruitment strategies to increase awareness of both the academic and theme-based opportunities at Carrillo. Moving forward, this will entail the use of target printed materials based on community interest.

Recruitment efforts will be documents and disaggregated to ensure that our marketing message is reached and that our entry ingrate ion meets the site goals.

Root Cause Analysis

Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
1. Lower than average African American enrollment (2.9% below TUSD average)	**1.** The African American population is Tucson is relatively small.	**1.** Lack of awareness of how magnet programs at Carrillo can benefit African American family needs.
2. Lower than average Asian American enrollment (1.3% below TUSD average).	**2.** The Tucson Asian population is quite small.	**2.** Lack of awareness of how magnet programs at Carrillo can benefit Asian American family needs.
3. Use of same marketing materials for all targeted subgroups.	**3.** Documents are translations.	**3.** Different communities have different educational values, indicating a need to targeted marketing material to showcase academic outcomes separate from magnet outcomes.

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By the November 1st of the 2023-2024 School Year, Carrillo will remain integrated, as measured by 40th day enrollment reports.	• 40th day TUSD School Placement Report • Quarterly Progress Monitoring

C.   **Goal Attainment**

1.   **Strategies to Achieve SMART Goal**

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	**Strengths and Obstacles**
1. Targeted recruitment at the entry level to African American and other subgroups, to ensure integration as defined by the USP.	**Strengths:** • Effective recruiting plan along with strong relationships with Pre/Day Schools within recruiting areas. • Strong reputation within Pre/Day School communities **Obstacles:** • In person activities and school tours may be affected due to COVID pandemic.
2. Host a minimum of 1 quarterly curricular event to retain families, ensuring integration as defined in the USP.	**Strengths:** • Productive and effective partnership with TUSD magnet department in planning, promoting, and implementing Carrillo recruitment activities. **Obstacles:** • Not able to attend planned meetings due to time constraints or COVID pandemic

2.   **Action Steps to Implement Strategies**

Action Steps to Implement Improvement Strategies for Integration SMART Goal					
Strategy 1: Targeted recruitment at the entry level to ensure integration as defined by the USP.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**

1. Targeted outreach/recruiting to nearby local daycares who are integrated or whose demographics will contribute to the integration of the school: • Chinese Community Center • African American Owned Businesses	Magnet Coordinator	Ongoing Focused Semester 1	Site Information Tour Invitations to Community and Curriculum Nights	Use of surveys to determine how prospective families learned about Carrillo and what drew them to the school.	Outreach Calendar Tour Logs Survey results Recruitment Events
• University of Arizona • Real Estate Agencies				Review recruitment events, tour logs and outreach calendar	
2. Participate in TUSD recruitment events: • School Choice Fair • Boo at the Zoo • Zoo Lights • This is Tucson	Magnet Coordinator	Ongoing Focused Semester 1	Site Information Tour Invitations to Community and Curriculum Nights	Collection/analysis of event sign-ins to identify/track outreach effectiveness	Event Calendar Tour Log Survey results
3. Host annual Kinder Kickoff Event in collaboration with kindergarten team (morning and evening event) that targets new students (continued enrollment) and siblings.	Kinder Team Magnet Coordinator	Mid-February		Collection/analysis of event sign-ins to identify/track outreach effectiveness	Event Calendar Sign-In sheets Application data
4. Facilitate campus tours for prospective families. The tours are usually scheduled by families after recruitment events/Carrillo Events/Social Media	Magnet Coordinator	Ongoing Focused Semester 1		Analysis of tour logs and application submission	Tour Log Log of tours vs. application submission
5. Implement social media/website posts that create a compelling narrative of academic/arts integration. Social Media posts that target potential families are posted on a weekly basis.	Magnet Coordinator	Ongoing	Creation of social media/website posts that create a compelling narrative of academic/arts integration	Tracking social media engagement to increase draw	Social Media posts engagement

6. Registration/Enrollment events to support families through the enrollment/acceptance process.	Magnet Coordinator Attendance Tech Community Liaison TUSD Family/Community Services Ambassador	February - March	Registration/Enrollment events to support families in follow through once accepted to school.	Monitoring of first choice applications every 2 weeks to ensure 15 or more applications that contribute to the integration of the school.	Outreach Calendar Event Calendar Sign-In sheets
7. Use an interest "listserv" to inform prospective families about school events and enrollment/registration deadlines. These are done on a regular basis depending on need.	Magnet Coordinator	Ongoing	Use of an interest "listserv" to inform prospective families about school events and enrollment/registration on deadlines	Collection/analysis of event sign-ins to identify/track outreach effectiveness	Listserv Sign-In sheets

Action Steps to Implement Improvement Strategies for Improvement Goal 1

Strategy 2: Host curricular events to retain families and ensure integration as defined in the USP.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
1. Host quarterly curriculum nights to include the following options. Teachers will run stations supporting the nightly theme and will be compensated for their time. • Literacy Night • Math/Science Night • Star Party (with Kinder) • Culture Night • Fitness Night	Magnet Coordinator Administration Teachers	September November February April	Roster of Community Resources/Supports Added Duty Pay Materials for stations	Create a master calendar of events in July Create and analyze parent feedback after each event to ensure they meet the needs of the community	Master Event Calendar Planning Documents Event Advertising Sign In Sheets Family Surveys
2. Host a Fall Festival and Spring Luau annually to encourage strong social ties with the community.	Magnet Coordinator Administration Teachers	October April	Teacher Participation Food Permits	Create and analyze sign in sheets to document which families are	

3. Host the annual Las Posadas, an 85+ year tradition begun by Ms. Marguerite Collier shortly after the school was established	Administration Posadas Committee	Near December 16 pending TUSD calendar	Barricades Safety Support Food Permits Costumes Invitations	attending in order to ensure an accurate cross-section of community. Invite families from targeted areas to help recruit students and aid with integration.
4. Host an annual Winter Concert	Music Teacher	December	Musical Rights Venue?	
5. Host grade level musicals in the Spring to include 1 daytime	Music Teacher	March - May	Musical Rights Venue?	

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).

In prior years, the school as a whole has consistently outperformed the respective district averages, and, in many grade/subject areas, outperformed the state averages. Although this plan presents AZM2 data for 20-21, there are substantial questions as to the reliability of the 20-21 data districtwide, since test was actually taken by only a fraction of the student population. Continuity of measures is also an issue, since there have been three different tests administered by the state as its primary assessment tool over the last four years (AzMERIT, AZM2, and now this year, AASA).

However, access to instruction and interventions during COVID widened the achievement gap that Carrillo has historically been successful in reducing. 75% of Anglo students school wide passed the new AZM2 (compared to the TUSD average of 39.6%), while only 37.6% of Hispanic students at Carrillo passed (compared to the TUSD average of 17.8%).

PLCs will need a renewed focus on ensuring alignment between instruction and standards/assessed standards as we move into a new test this year, the AASA. Additionally, students in the lowest 25% will need targeted interventions to counter the effects of inequitable access to interventions during remote instruction.

Root Cause Analysis		
Top Three Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. From 2017 – 2019, Grade 3 Math was the only grade show a decrease in State testing pass rates. All other grades/content showed increases greater than both the state and district pass rates over the three years.	**1.** Instruction aligned to previous year's instruction, but not necessarily tightly aligned to new testing language/highly leveraged standards on AZM2.	**1.** Need to ensure that instruction is tightly aligned with both standards and assessed standards.
2. Change in testing from AZMerit to AZM2 Different cohort of students.	**2.** Item similarities looked slightly different	**2.** Deep analyses of item type and blueprint for the AZM2 to ensure instructional understanding of standards.

3. Remote instruction made learning difficult for most students.	3. There was a change in instructional style that students were not accustomed to; additionally, some students had interrupted learning that caused gaps.	3. Not all students had internet access causing equity issues related to learning; students were not provided effective academic interventions, nor guided reading to support literacy development.

B.   SMART Goals for Overall Student Achievement—Chose 1 grade level to focus on

SMART Goal Statements*	Evidence to Be Used to Assess Progress and Accomplishment
ELA: • 3rd grade student academic performance will increase by 3%, as measured by the 23/24 AASA assessment. • 4th grade student academic performance will increase by 3%, as measured by the 23/24 AASA assessment. • 5th grade student academic performance will increase by 3%, as measured by the 23/24 AASA assessment. **Math:** • 3rd grade student academic performance will increase by 3%, as measured by the 23/24 AASA assessment. • 4th grade student academic performance will increase by 3%, as measured by the 23/24 AASA assessment. • 5th grade student academic performance will increase by 3%, as measured by the 23/24 AASA assessment.	AASA Test Results Quarterly Benchmark Exams District Pre-Post Exams Simple Solutions Weekly CFAs

* *Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results*

in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals.

<table>
<tr><th colspan="2">Strategies to Achieve SMART Goals for Overall Student Achievement
MSA Pillar 3 Academic Excellence Standard 6</th></tr>
<tr><th>Strategies</th><th>Strengths and Obstacles</th></tr>
<tr><td>Data Driven Professional Learning Communities to support quality Tier 1 instruction</td><td>**Strengths:**
Job-embedded PLC time weekly
Access to disaggregated Benchmark/State testing data
Consistent use of CFAs
Obstacles:
Limited cross-grade PLC time
Benchmark data disaggregation can be slow</td></tr>
<tr><td>Specialist teachers to deliver high quality theme-based instruction supporting ELA/Math goals.</td><td>**Strengths:**
Specialist classes have strong ties to ELA/Math
Theme-based classes provide for application of ELA/Math content
Obstacles:
Difficulty in finding regular time to Specialist/Grade Level Teacher to collaborate.</td></tr>
<tr><td>Targeted Interventions to struggling students utilizing teaching assistants to support small group instruction</td><td>**Strengths:**
Grade level Teaching Assistants to support Tier 2 Instruction
Robust tutoring program to support Tier 3 instruction
Obstacles:
Not all families can drop student early/pick-up students late</td></tr>
<tr><td>Professional Development Related to Theme</td><td>**Strengths:**
Dedicated time each week for common Professional Development
Strong expertise in building/across district
Obstacles:
Limited number of Wednesdays
Difficulty is setting up cross-school magnet PD.</td></tr>
</table>

2.   Action Steps to Implement Strategies.

Action Steps to Implement Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1

Strategy 1: Data Driven CTTs to support quality Tier 1 instruction					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
1. CTTs will meet weekly to: • Analyze student data from CFAs • Plan small group intervention • Design effective lesson plans that align to the TUSD scope and sequence	Administration Magnet Coordinator CTTs	Weekly August – May	CFAs Disaggregated data PLC note template	Teams will track ELA and Math growth data, for all students, with a special emphasis on the lower 25%. Teams will provide specific feedback to students on their progress and follow up with interventions.	PLC notes Action Plans based on data
2. Teacher Teams will plan small group targeted interventions based on data utilizing Teaching Assistants/Library Assistants to teach whole group while teachers work with intervention groups	CTTS CSP	Weekly August – May	Lesson Plans Small group lessons CFA data	Analysis of growth data for students in intervention groups (growth should be greater than class average).	CFA Data Benchmark Data
3. Deliver at least 1 thematic unit with student project quarterly. • Embed standards that align to the TUSD scope and sequence • Include ongoing formative assessments • Involve community partnerships • Incorporate a culminating presentation of learning to an authentic audience	Magnet Coordinator CTTs	Quarterly August - May	PLC Time EQuIP Rubric	Unit s plans will be reviewed annually and submitted using a common template.	Unit Plans EQuIP Rubric notes

| 4. Observation-Reflection cycle to highlight best practices and support continual improvement (2x a month) Implement a weekly observation-feedback cycle to support continual improvement and student outcomes that target a tiered teacher group. | Administration Magnet Coordinator CSP | Bi-Weekly August - May | Walk-Through Tool | After each O-R visit teachers will receive feedback on what is going well and 1 area for improvement, identifying success and improvement and sharing of best practices. | Walk Though Log Walk-Through Trend Data Data Sheets |

Action Steps to Implement Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2

Strategy 2: Specialist teachers to deliver high quality theme-based instruction supporting ELA/Math goals.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Students attend blocks with Specialist teachers once a week to support grade level teams in job-embedded CTT time.	Administration Teachers	Weekly August – May	Master Schedule	A master schedule will be created and reviewed by the Leadership Team annually.	Master Schedule
Lessons delivered by Specialists will support grade level ELA/Math concepts.	Specialist Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Lesson will be uploaded to Share point and review by administration.	Grade Book Student Work
Observation-Reflection cycle to highlight best practices and support continual improvement (2x a month)	Administration	Bi-Weekly August - May	Walk-Through Tool	After each O-R visit teachers will receive feedback on what is going well and 1 area for improvement.	Walk Though Log Walk-Through Trend Data Data Sheets

Action Steps to Implement Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3

Strategy 3: Targeted Interventions to struggling students utilizing teaching assistants to support small group instruction

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Utilize small groups in ELA and Math to provide targeted intervention based on student need. These groups will be flexible and adjust regularly based on weekly CFA results.	Administration Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Semi Monthly CFAs and Scholastic Assessment. Teams will provide specific feedback to students on their progress and follow up with interventions.	CFA and Benchmark Data
Use of teaching assistants (one per grade level) to deliver specially designed interventions.	Administration Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Semi Monthly CFAs and Scholastic Assessment	CFA and Benchmark Data
Use of library assistant to support enrichment for 4th and 5th grade students reading above grade level.	Administration Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Semi Monthly CFAs and Scholastic Assessment	Library sign in sheets
Teachers will create intervention action plans quarterly based on the results of district benchmark data to support students with ELA and math mastery goals.	Administration Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Semi Monthly CFAs and Scholastic Assessment	CFA and Benchmark Data
Carrillo teachers will offer targeted tutoring as needed before and after school	Administration Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Semi Monthly CFAs and Scholastic Assessment	CFA and Benchmark Data; tutoring sign in sheets
Utilize small groups in ELA and Math to provide targeted intervention based on student need. These groups will be flexible and adjust regularly based on weekly CFA results.	Administration Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Semi Monthly CFAs and Scholastic Assessment	CFA and Benchmark Data

Action Steps to Implement Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 4					
Strategy 4: Professional Development Related to Theme					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**

Carrillo will provide Professional Development to staff at minimum quarterly that highlights techniques for fusing Communication and Creative Arts with ELA/Math.	Principal, Magnet Coordinator	SY 23-24	Financial resources for external PD; partnerships	Weekly post PD survey	PD Sign In-Sheets
Funds will be set aside annually to allow teacher teams to improve upon thematic units.	Principal, Magnet Coordinator	December 23		Events schedule	Sign In Sheets
Carrillo teachers will participate in a minimum of 25 hours of PD related to theme integration annually.	Principal, Magnet Coordinator	Throughout School Year	Teacher committee working with Magnet Coordinator: time allocation needed	Monitoring with post PD survey to determine engagement and effectiveness, post PD observations	Sign in Sheets
Carrillo will bring in engage with service of outside agencies/schools to expand and enrich theme integration.	Principal, Magnet Coordinator	Throughout School Year	Financial resources for external PD provider	Monitoring with post PD survey to determine engagement and effectiveness; post PD observations	Sign In Sheets
Carrillo will send 2 representatives to the annual Magnet School of America Conference to tour schools and attend PD related to theme. Summary notes will shared at an end of the year PD and with the site Magnet Oversight committee for planning purposes.	Principal, Magnet Coordinator	April	Financial resources for travel and registration	Schedule for attending conference	Travel documents and r
J. Hattie's Meta Analysis (December 2017) visible-learning.org					

V. Academic Performance for African American and Latino Students

A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).
During the 2018-19 school year, Carrillo was one of the highest performing elementary schools in TUSD. Students of all ethnic subgroups outperformed the respective district averages; however, AZ Merit data indicates a proficiency gap of 13% between Latino and White students in ELA. However, there was no proficiency gap between African American and White Students. On the contrary, African American students outperformed White students by 22%. During the 2018-19 school year, Carrillo was also one of the highest performing elementary schools in TUSD (Mathematics). Students of all ethnic subgroups outperformed the respective district average. However, AZ Merit data indicates a proficiency gap of 31% between Latino and White students in mathematics. There was also a proficiency gap of 7% between African American and White students in mathematics. Note that data is taken from SY 18-19 as SY data from 20-21 was not reflective of a valid data set due the global pandemic that caused COVID-19. Additionally, the African American, EL and ExEd subgroups at Carrillo (particularly in individual grades) are so small that there is not sufficient data from which to draw programmatic conclusions, coupled with wide variations from cohort to cohort that are not indicative of programmatic differences, but instead reflect only random individual variations from student to student. However, access to instruction and interventions during COVID widened the achievement gap that Carrillo has historically been successful in reducing. This was due in large part to a lack of interventions for African American and Latino students that would have occurred after school or during the school day. This means that increased Tier II and Tier III interventions needs to occur for African American and Latino students in SY 22-23. PLCs will need a renewed focus on ensuring alignment between instruction and standards/assessed standards as we move into a new test this year -- the AASA. Additionally, students in the lowest 25% will need targeted interventions to counter the effects of inequitable access to interventions during remote instruction. Note that many African American and Latino students comprise this bottom academic quartile.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
1. While all Hispanic subgroup grade levels pass rates dropped from 2018-19 to 2020-21, the Grade 3 to Grade 5 cohort showed a gain of 1.5% over the three years.	**1.** Continues high expectations across grade levels. Data driven PLCs	**1.** Changes in testing make deep analysis difficult but gains across the cohort can be attributed to the PLC strong focus on use of data to target Tier 2 and Tier 3 instruction.
2. Between 2018-19 and 2020-21 the Hispanic subgroup showed a decrease in pass rate of 20.7% while the Anglo subgroup showed in increase in pass rate of 10.4%.	**2.** This time frame includes incomplete data due to COVID. Students with different Socio-becoming status came out of COVID with differing gaps. Decreased access to interventions Attendance difficult during COVID	**2.** Remote and hybrid learning caused inequitable application of instruction/interventions, indicating a need to targeted interventions for students who demonstrate the most interrupted learning.

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	**Evidence to Be Used to Assess Progress and Accomplishment**
ELA: By June 2024, the reading gap between Latino students and White students at grades three, four and five will be closed by three percentage points at each grade level, as measured by the Arizona Academic Standards Assessment. **Math:** By June 2024, the mathematics gap between Latino students and White students at grades three, four and five will be closed by three percentage points at each grade level, as measured by the Arizona Academic Standards Assessment. By June 2024, the mathematics gap between African American and White students at grades three, four and five will be closed by three percentage points at each grade level, as measured by the Arizona Academic Standards Assessment (AASA).	*E.g.: Examples of evidence could include:* ● *AASA Test Results* ● *Short Cycle Assessments* ● *Quarterly Benchmark Exams* ● *District Pre-Post Exams* ● *Identify successful strategies and analyze assessment results that improve student learning.*

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1. Data Driven Professional Learning Communities to support quality Tier 1 instruction, with increased focus on monitoring for Latino and African American students.	**Strengths:** Job-embedded PLC time weekly Access to disaggregated Benchmark/State testing data Consistent use of CFAs **Obstacles:** Limited cross-grade PLC time Benchmark data disaggregation can be slow
2. Targeted, data driven Interventions for African American and Latino students utilizing teaching assistants to support small group instruction	**Strengths:** Grade level Teaching Assistants to support Tier 2 Instruction Robust tutoring program to support Tier 3 instruction **Obstacles:** Not all families can drop student early/pick-up students late
3. MTSS for African American and Latino students	**Strengths:** Strong MTSS systems are in place to effectively identify students that need additional academic supports – including those students that are African American or Latino. **Obstacles:** These types of interventions are limited to the school day, as some African American and Latino students are unable to participate in after school tutoring.

2. Action Steps to Implement Strategies

Action Steps to Implement Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Data Driven PLC with focus on African American and Latino students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Professional Learning Communities will meet weekly to analyze student data from CFAs	Administration Magnet Coordinator CTTs	Weekly August – May	CFAs Disaggregated data PLC note template	Teams will track ELA and Math growth data, for all students, with a special emphasis on the lower Latino and African American students	PLC notes Action Plans based on data
Instructional observation and job embedded coaching to ensure data driven decisions from PLCs are being used in instruction.	Administration Magnet Coordinator CTTs	Weekly August – May	CFAs Disaggregated data PLC note template	Teams will track ELA and Math growth data, for all students, with a special emphasis on African American and Latino students.	PLC notes Action Plans based on data

Action Steps to Implement Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Academic interventions for African American and Latino Students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Utilize small groups in ELA and Math to provide targeted intervention to African American and Latino students based on student data. These groups will be flexible and adjust regularly based on weekly CFA results.	Administration Teachers	Aug – May	Benchmark and CFA Data; time for teacher collaboration	Semi-monthly CFAs	Data from semi-monthly CFAs and benchmark data.

Action Steps to Implement Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 3: MTSS for African American and Latino Students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Utilize MTSS supports to ensure collaborative guidance of academic interventions for African American and Latino students. .	Administration Teachers	Aug – May	Benchmark and CFA Data; time for teacher collaboration	Semi-monthly CFAs	Data from semi-monthly CFAs and benchmark data.
J. Hattie's Meta Analysis (December 2017) visible-learning.org Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).					

MAGNET SCHOOL BUDGET

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

Personnel

#Site Magnet Budget 2023-24 SY				
Description	**Total**	**Purpose**	**MSA Pillar Alignment**	**Magnet Plan Essential Focus**
2.0 FTE Magnet Teachers to support arts integration @ $45,000 each	*90,000*	*Integration of magnet theme and continue with academic achievement*	*1, 2, 3*	*Student Achievement*
Benefits @ 32 percent for 2.0 Magnet Teachers	*$29,440*			
1.0 FTE Magnet Coordinator @ $47,000	*$47,000*	*Implement integration and sustain academic achievement across all grade levels*	*1, 2, 3, 4, 5*	*Integration and Student Achievement*
Benefits @ 32 percent for a 1.0 Magnet Coordinator	*$15,440*			
Employee Benefits	*$44880*			
Total Budget	*$181,400*			
Total FTE	*3.0*			

Non-Personnel

		#Site Magnet Budget 2022-2023 SY		
Description	**Amount**	**Purpose**	**MSA Pillar**	**Magnet Plan Principle #**
District supplies	$16,000.00	*Instructional supplies to support and sustain academic achievement and them integration across all grade levels*	*IN, AA, PCI, MT*	*Academic Achievement*
Magnet Schools of America	$2,200.00	*National conference registration and attendance to MSA (2 people)*	*IN, PL, MT*	*Academic Achievement and Integration*
Magnet Schools of America Travel	$6,000.00	*Travel to national conference attendance to MSA (2 people)*	*IN, PL, MT*	*Academic Achievement and Integration*
Professional Development	**$80,000**	*Contract for external professional development provider to provide site based training and job embedded coaching related to instructional practice and theme development.*	*IN, AA, PCI, MT*	*Academic Achievement*
Employee Benefits	0			
Total Budget 2022-23 SY	104,200			

	#Magnet Site Budget 2022-2023 SY
Personnel Cost	$181,400
Non-Personnel Cost	$104,200
Total Budget	$285,600

TUSD Magnet Programs Improvement Action Plan for Integration and Achievement SY 2022-23

Principal: Marisela Campillo

School: Davis Bilingual Magnet School **Magnet Program:** Two-Way Dual Language **Region:** Santa Cruz

Date Plan Revised: 4/22/22

Planning Team:

Position	Name	Position	Name
Magnet Coordinator	Mayté Villegas	ExEd Resource	Anel Green
Principal	Marisela Campillo	Curriculum Service Provider	Clarissa Alvarez
Teacher 5th Grade	Karina Sanchez	Community Liaison	Jasmine Martinez
Davis Parent	Ashley Ali-Osman	Teacher, 1st Grade	Stephanie Alvarez

Sign Off:

Position	Name	Signature	Date
Principal	Marisela Campillo		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

Magnet Plan Table of Contents

I.   Magnet School Profile

A. 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.

B. School Summary

Davis is a bilingual elementary school that engages learners in a Two-Way Dual Language model. The focus of the school is to produce bilingual, bi-literate and bi-cultural students who are ready for Middle School. All

students are immersed in the Two-Way Dual Language program at all grade levels, beginning with 90% Spanish/10% English at K-1, 80% Spanish/20% English in 2nd grade, 70% Spanish/30% English in 3rd grade, 60% Spanish/40% English in 4th grade, and 50% Spanish/50% English in 5th grade. The aim of the program is to balance the number of native English speakers and Spanish native speakers into one class so that there is model proficiency in both languages. Davis strives to implement culturally relevant instruction strategies to successfully support students in their academic achievements. Students and adults alike serve as language models across the school campus to provide consistent exposure and visual support in the Spanish language. Davis also prides itself on the arts, which includes its Mariachi program. Specialists' teachers (i.e. art, librarian, P.E. music) offer not only enrichment through the arts, but also serve as models for our students of the minority language. Teacher assistants are available in every classroom to provide additional support with Tier II interventions as well as language models for our students. The school offers students to learn through hands-on opportunities and take advantage of their garden. Davis promotes positive behavior and community building through Mayan philosophy *In Lak'ech,* which states "you are my other me- what I do onto you, I do onto myself."

C. 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.

D. Core Values
1. committed to serving our families and community
2. committed to Respect, Responsibility, Kindness and Safety
3. committed to the TUSD 90/10 Dual

E. School Profile

2018-19 Letter Grade	2020-21 Integration Status	Magnet Theme
A	Integrated	Two-Way Dual Language

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of ExEd Students)
9.76%	10.6%	100%	41.79%	13%	11.6%

School Integration Profile (USP Ethnicity)													
2021-2022 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	80	30	22	8	152	54	9	3	1	0	12	4	290
Non-neighborhood	66	31.4	16	7.6	112	53.3	5	2.3	1	0	9	4.2	210
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%		

F. Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
State ES Avg	46%	51%	52%	35%	44%	45%	41%	44%	39%
District ES Avg	38%	40%	43%	21%	29%	32%	29%	33%	27%
Davis Avg	49%	58%	74%	42%	30%	56%	46%	48%	40%
3 Years of Math Percent Proficiency by Grade									
Math	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
State ES Avg	51%	48%	46%	36%	34%	31%	39%	39%	37%

District ES Avg	42%	36%	36%	18%	16%	16%	28%	27%	24%
Davis Avg	45%	65%	70%	17%	15%	16%	42%	19%	20%

*2019 = AZM2   2021 and 2022 = AASA

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Latino			White		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	75%	50	50%	48%	40%	52%	70%	60%	39%
Grade 4	50%	No students assessed	50%	53%	22%	42%	72.7%	60%	71%
Grade 5	100%	50%	*	67%	67%	37%	100%	50%	45%

Math

	African American			Latino			White		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25%	*	25%	42%	18%	39%	70%	23.1%	56%
Grade 4	100%	No students assessed	*	58%	15%	16%	81.8%	16.7%	36%
Grade 5	100%	50%	*	63%	15%	17%	100%	50%	27%

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall, 2021-2022 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	51.2	41.9
African American	44.4	11.1
Hispanic	43.8	25
Native American	25	0
Asian-PI	N/A	N/A
Multi-Racial	16.4	16.7

II.   DISTRICT 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.

3. **Academic Performance (African American and Latino Students)**

    a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.
    b. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.
    c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.
    d. Improving Performance. Improvement in proficiency rates for African American and Latino students.

III.   **INTEGRATION**

    A. **Integration: Gap Analysis**

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site integration gap analysis. However, the site is currently integrated based on SY 22-23 enrollment. This is due in large part to: • The site currently has an "A" label as measured by the Arizona Department of Education, A-F accountability model. Having a label of "A" inherently attracts more families who want to enroll at the site. The site is historically a sought-after school with large numbers of students on the waiting list post lottery.   There was a shift for SY 22-23 in enrollment for African American students from SY 21-22 dropping < 1%, but also an increase in White students by 1%.   Our aim is to continue to recruit and outreach to all families in the area to further increase our integration.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Surface Causes**	**Identify Deep Causes**
Effective Marketing and Recruitment	There are surface gaps related to: • Unfilled coordinator position during SY 21-22 • Targeted digital advertisements • Social media leveraging	Deep or root causes are related to: • Absence of coordinator left responsibilities unattended (i.e. Recruitment events and marketing)

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment

1. By November 1st, of SY 2022– 2023, Davis will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40th day enrollment reports.	- Synergy Records/Reports - Quarterly Magnet Progress Monitoring Meetings - Magnet Enrollment Plan - Smart Choice

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal 1 MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	**Strengths and Obstacles**
1. Marketing and Recruitment	**Supports:** - Magnet coordinator position filled - District Recruitment Events - School Community Services (TUSD) - District Communication Department District Media Department - District Community Services Open Enrollment Lottery District Transportation Department - District Pre-Schools - District and Out-of- District Daycare and Preschool Maps **Constraints:** - Access to non-district parent contact information for communication. - Training related to targeted social media use - Content on social media

2.   **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Strategies for Integration SMART Goal

Strategy 1: Marketing and Recruitment					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Attend targeted recruitment activities and events; inclusive of Davis Elementary tours targeting students that will help keep linguistic balance in our classrooms as well as Asian students.	Magnet Coordinator; Principal;	Aug. 2022-May 2023	District support & funding Family Engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Calendar of district and school events, attendance documentation and agendas, meeting notes, open house logs, virtual and in-person tour logs.
2. Create two posts per week on the site Facebook page highlighting: • Kindergarten students • First grade students • "Specials," i.e., Mariachi and Art	Magnet Coordinator Back Ups: -Office -Manager CSP	Aug. 2022-May 2023	Access to the site Facebook page	During quarterly progress monitoring reports to the Magnet Department, include information Social Media Analytics	Facebook analytic reports

IV.   Overall Student Achievement

- **A   Gaps in Student Achievement**

> **Interpretive Summary of Overall Student Achievement Data**
>
> **(see page 4-5)**

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:

- In ELA, Davis *dropped* by 16 % in 5th grade level.
- In ELA, Davis increased by 18% in 4th grade level.
- In ELA, Davis increased by 4% in 3rd grade level.
- In Math, Davis increased by 25% in 3rd grade level.
- In Math, Davis increased by 4% in 4th grade level.
- In Math, Davis increased by 4% in 5th grade level.

Comparison of students per cohort from 2019 to current year:

ELA	2019-2020	2020-2021	2021-2022
3rd grade cohort-5th grade	49%	30%	40%
4th grade	58%	56%	

cohort-5th grade		

MATH	2019-2020	2020-2021	2021-2022
3rd grade cohort-5th grade	45%	15%	20%
4th gr	65%	16%	

adecohort- 5th grade

From a content/subject perspective, Davis students outperformed the district and state average grade by considerable amounts:

- In ELA, Davis outperformed the district average by 17% at the 3rd grade level.
- In ELA, Davis outperformed the district average by 15% at the 4th grade level.
- In ELA, Davis outperformed the district average by 13% at the 5th grade level.
- In Math, Davis outperformed the district average by 14% at the 3rd grade level.

Note: that this data set is for SY 21-22.

Root Cause Analysis		
Top Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. Tier I instruction effectiveness	1. Minimal professional development on rigor with new adoption	1. Lack of consistency with using new adoption and curriculum. Teachers using new resources and going to virtual- learning settings and work to use the curriculum in a variety of settings.
2. Need for academic math interventions specifically in math subject area.	2. Lack of a master schedule that supports academic interventions at the Tier II and Tier II level	2. Lack of academic math interventionists to support Tier II and Tier III classes

3. Need for academic interventions at the 4th and 5th grade level	3. Lack of a master schedule that supports academic interventions at the Tier II and Tier II level	3. Lack of academic interventionists to support Tier II and Tier III classes

B. SMART Goals Student Achievement

SMART Goal Statements*	Evidence to Be Used to Assess Progress and Accomplishment
Overall Student Achievement 1. By June 2023, ELA proficiency levels in Grade 3 will increase by 3%, from 46% to 49%, as measured by AASA reports. 2. By June 2023, ELA proficiency levels in Grade 4 will increase by 3%, from 48% to 51%, as measured by AASA reports. 3. By June 2023, ELA proficiency levels in Grade 5 will increase by 3%, from 40% to 43%, as measured by AASA reports.	2023 AASA Scores Monitored by quarterly benchmarks

1. By June 2023, Math proficiency levels in Grade 3 will increase by 3%, from 42% to 45%, as measured by AASA reports.	2023 AASA Scores Monitored by quarterly benchmarks
2. By June 2023, Math proficiency levels in Grade 4 will increase by 3%, from 19% to 22%, as measured by AASA reports.	
3. By June 2023, Math proficiency levels in Grade 5 will increase by 3%, from 20% to 23%, as measured by AASA reports.	

Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.

C. Goal Attainment

Strategies to Achieve SMART Goals for Overall Student Achievement **MSA Pillar 3 Academic Excellence Standard 6**	
Strategies	**Strengths and Obstacles**

1. Targeted Tier 1 instruction in math subject area	**Supports:** • Language Acquisition TWDL program model • District Web-Data • Differentiated curricula • Targeted PD in Spanish math instruction **Constraints:** • Delayed data results • Gaps in instructional observation/feedback cycle • Lack of interventionists • Strong formative assessment model to inform instructional practice
2. Creation of targeted academic interventions	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Strong PLCs to support data informed interventions • Lack of Tier II academic support classes • Lack of Tier III academic support classes
3. Family and Community Engagement	**Supports:** • Davis families have a positive feeling about the school based on school quality survey **Constraints**: • Families feel that there was not a centralized place to find important information • Connections with community partners

2.   **Action Steps to Implement Strategies.**

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1

Strategy 1: Instructional Improvement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/ Targe t Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Utilize weekly instructional observations with follow-up feedback to improve tier one instruction specifically in 3rd and 4th grade.	Principal; Curriculum Service Provider; Teachers	Aug. 2022-May 2023	Updated Walkthrough Protocol Checklist (google form) Magnet Walkthrough	Progress in checklist /Instructional Protocol (digital form) Short cycle unit assessments (Adelante); benchmark assessments; instructional observation data, student data binders	Short cycle unit assessments (Adelante) benchmark data assessments; benchmark assessments; end of year evaluations, student data binders
2. Implement short-cycle assessments from Benchmark Adelante/Advance (bi-weekly CFAs) and data analysis in CTT	Principal; Curriculum Service Provider; Teachers	Aug. 2022-May 2023	Training for teachers from Language Acquisition for the use of Benchmark Adelante resources including short-term assessments	Short cycle unit assessments; assessments and benchmark	Short cycle unit assessments; Benchmark data guided reading observation log

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Creation of academic interventions					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Ta rget Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**

1. Develop schedule- determine time for push-in/ pullout support. Reading interventionist has been with groups of at-risk students (**L25 based on EDL**) in Kinder- 2nd grade. Goal to master phonemic skills using *El Camino al Exito (*TWDL intervention program as directed by Language Acquisition Department)	Principal; Magnet Coordinato rs; Teachers; Reading interventio nist	Weekly August – May	*El Camino al Exito* EDL resource Lesson Plans	Progress Monitoring	EDL progress; benchmark data
2. Use small groups where teachers meet with low-performing students at least 1/day. (Tier II, III interventions) based on EDL scores and running records.	Classroom Teachers; Teacher assistants	Weekly August – May	Data to inform small groups Scholastic Bookroom Adelante resources	Progress Monitoring/ Running records Short cycle unit assessments; Benchmark data	EDL Short cycle unit assessments; Benchmark data
3. Implementation of weekly collaborative teacher time (CTT) to plan strategies and create materials for interventions needed	Principal; Curriculu m service provider; teachers	July 15th	Data CTT form	Short cycle assessments/CF A Benchmark data	Short cycle assessments/CF A Benchmark data
75-80% of learners should reach successful levels of competency through **Tier 1** alone (Shapiro, 2008)					

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 3. Family and Community Engagement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Ta rget Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**

1. Implement Cafecito- Monthly to provide strategies to families that they can employ at home to then directly help academic achievement to those students.	Principal Family Communit y Liaison	Throughout the school year Aug. 2022- May 2023	Principal Monthly Newsletter School Website Updates District Support Media & Communicatio n	Attendance logs for events/meeting s, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meeting s, meeting agendas and notes School-quality survey
2. Schedule, plan and execute academic training for families 2-3 times to support academic achievement in reading/math: • Math Night • Literacy Night • TWDL Night.	Principal CSP Family Communit y Liaison	2-3 times a year, Quarters 1, 2 and 3	Principal, Curriculum service provider, PTA, Teachers and TWDL staff	School-wide data, attendance logs for events/meeting s, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meeting s, meeting agendas and notes School-quality survey
J. Hattie's Meta Analysis (December 2017) visible-learning.org					

V.   Academic Performance for African American and Latino Students

A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).

There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. This data summary includes:

- Latino students have academic gaps in both ELA and Mathematics
  - White students outperform Latino students in ELA by 7.4%
  - White students outperform Latino students in Mathematics by 25%
- African American students have academic gaps in both ELA and Mathematics
  - White students outperform African American students in ELA by 6.8%
  - White students outperform African American students in Mathematics by 30.8%

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
• Need for instructional effectiveness that supports the SPARKS (Cultural Relevance) framework.	• Lack of frequent instructional observations with follow-up feedback and job embedded coaching related to SPARKS (Cultural Relevance)	• Lack of structure that supports SPARKS (Cultural Relevance) on site
• Need of academic interventions specific to African American and Latino students	• Increased subgroup analysis that results in interventions, which supports African American and Latino students	• PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	**Evidence to Be Used to Assess Progress and Accomplishment**

1. By June 2023, the reading achievement gap between Latino students and White students will be closed by 3% at each grade level in 3-5 grade, as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Quarterly Benchmark Assessments
2. By June 2023, the reading achievement gap between African American students and White students will be closed by 3% at each grade level in 3-5 grade, as measured by the Arizona Academic Standards Assessment.	
3. By June 2023, the mathematics achievement gap between Latino students and White students will be closed by 3% at each grade level in 3-5 grade, as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Quarterly Benchmark Assessments
4. By June 2023, the mathematics achievement gap between African American students and White students will be closed by 3% at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.	

C. Goal Attainment:

    1.   **Strategies to Achieve SMART Goals**

Strategies that help Magnet School Achieve Improvement for African American and Latino Students	
MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**

1. Increase culturally relevant instructional practice specific to African American and Latino Students.	**Supports:** • Language Acquisition TWDL program model • Teacher trained in GLAD strategies Leveled guided reading groups School-City • District supports culturally relevant instruction • SPARKS • SEL curriculum **Constraints:** • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Strong formative assessment model to inform instructional practice
2. Ensureeffectiveacademicinterventions forAfrican American and Latino Students	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Strong PLCs to support data informed interventions • Lack of Tier II academic interventions specific to African American and Latino students • Lack of Tier III academic support classes to African American and Latino students

2.   Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students

Subgroup Strategy 1: Increase culturally relevant instructional practice specific to African American and Latino Students.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment

1. Provide professional development on SPARKS (Culturally relevant) framework for targeted Teachers	Principal; Assistant Principal; Curriculum Service Provider	August 2022	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Utilize Daily instructional observations with follow up feedback on SPARK (Culturally relevant) integration	Principal; Assistant Principal; Curriculum Service Provider	Aug. 2022- May 2023	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOP Strategies Checklist	Short cycle unit assessments; benchmark assessments; instructional observation data	Short cycle unit assessments; benchmark assessments; instructional observation data ; end-of-year evaluations

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Ensure effective academic interventions for African American and Latino Students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
1. Utilize small groups in ELA (Adelante) and Math (Eureka) to provide targeted interventions to African American and Latino students weekly and evaluate data from assessments provided by the curriculum during CTT	Principal; Teachers; CSP; Magnet Coordinator	Weekly SY 22-23 August – May	Lesson Plans ELA/Math connection	Short cycle unit assessments benchmark data	Short cycle unit assessments benchmark data

2. Provide after school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators; 21st CCLC Coordinator	Weekly SY 22-23 August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data

J. Hattie's Meta Analysis (December 2017) visible-learning.org

Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

VI.   MAGNET SCHOOL BUDGET

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

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 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.):

- 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)
- 4.0025 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)
- 1.251.25 FTE Teaching Assistants (Title 1)
- 1.0 FTE School Community Liaison (Title 1)
- 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 2022-231-2022 SY					
Description	**Amount**	**FTE**	**Purpose**	**Magnet Focus Area**	**Magnet Plan Strategy**
Teacher - Art	$49,200	1.0	Support PLC/CTT schedule Support Magnet theme implementation- Art classes are in Spanish. 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 schedule to allow for PLC-CTT time. Specialist also teaches in Spanish to support implementation of the Magnet theme.	PL, MT, AA	Student Achievement

Teacher-Music	$45,200	1.0	Support PLC/CTT schedule Support Magnet theme implementation- Music classes are in Spanish. 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 schedule to allow for PLC-CTT time. Specialist also teaches in Spanish to support implementation of the magnet theme.	PL, MT, AA	Student Achievement
Teacher – Reading	$51,601	1.0	Reading Interventionist will model interventions and pull out/ push in to support struggling early readers in Spanish Language Arts	AA	Student Achievement

Interventionist					
Teacher Assistants	$78,815	4.0 02 5	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 the teacher directs learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement.	AA, MT	
Library Media Specialist	$34,475	1.0	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.

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. | 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 will	AA	Student Achievement

Classified Hourly	$3,000	Support before and after school tutoring- supervise approved computer-based platform use while teacher provides interventions.	A A	Student Achieveme nt
Certified Hourly Added Duty	$25005,800	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.	P CI	Student Achieveme nt
Certified Added Duty -	$17,5009,500	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.	A A, PL , M T	Student Achieveme nt

Certified Added Duty/ Hourly	$20001,200	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	In, PL, AA	Integratio n

		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.		
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

Magnet Programs

TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23

Principal: Dr. Tonya Strozier
School: Holladay Elementary Magnet School
Magnet Program: Visual Arts and Performing Arts
Region: Santa Cruz
Date Plan Revised: 15 September 2022

Planning Team:

Name	Position	Name	Position
Dr. Tonya Strozier	Principal	Trevor Salago	Magnet Coordinator
Mauria Terry	Instructional Data and Interventions Coordinator	Kim Comey	Curriculum Service Provider
Telishus Cephers	Office Manager	Flor Salcido	Attendance Tech

Sign Off:

Position	Name	Signature	Date
Principal	Dr. Tonya Strozier		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

<h1>Magnet Plan Table of Contents</h1>

I.   Magnet School Profile

A.   Mission

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

B.   School Summary

With the motto "Where the Arts Come Alive!", Holladay Fine Arts Magnet Elementary School emphasizes the creative mindset of students. The creative mindset skills support the artistry, academic, and personal growth of students, such skills include Courage; Vulnerability; Non-Judgment; Open Minded; Planning; Imagination; Innovation; Flexibility; Perseverance; Reflection; and Leadership. The creative mindset supports Holladay's visual and performing arts magnet program. As a magnet school, Holladay gives access and opportunities to all students through the arts. Students have a chance to learn in a theme-based magnet program and learn about future careers in the arts. Classrooms and the school environment are diverse with equitable practices.

Teachers and staff take part in professional development to support the implementation of visual arts and performing arts in classrooms and throughout our school campus. Teachers intentionally plan lessons and experiences with the arts in mind. Students take part in art experiences throughout the day in their general education classroom. All students also attend weekly art courses. Students can participate in lunch time art clubs for Visual Arts Club, Performing Arts Club, and the Library Club.

Along with providing a theme-based magnet program, magnet schools also emphasize assessments and data disaggregation. Assessments are scheduled regularly for data tracking to close achievement gaps between all sub-groups in our school population. Holladay works to build community partnerships to support our magnet program and student academic achievement. We love getting our families involved with ongoing communication, supporting our magnet program, and student academic achievement.

Students receive leadership development skills through Holladay's Multi-Tiered Systems of Supports (MTSS) framework and Positive Behavioral Interventions and Supports (PBIS) practices. 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.

Holiday 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

C.   Vision

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.

D.   Core Values

- 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.

E.   School Profile

2018-19 Letter Grade	2021-2022 Integration Status	Magnet Theme
B	Integrated	Visual Arts and Performing Arts

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
17.22%	7.19%	100%	100%	17.84%	13.0%

School Integration Profile (USP Ethnicity)													
2021-22 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	9	4.8%	42	22.6%	117	62.9%	3	1.6%	3	1.6%	12	6.5%	186
Non-neighborhood %													NA

	Current USP Integration Range + / - 15% District ES Avg					
	45-34.5%	0-25.7%	45.3-75.3%	0-19.0%	0-16.8%	0-18.8%
	Future USP Integration Range + / - 25% District ES Avg					
	0-44.5%	0-35.7%	35.3-85.3%	0-29.0%	0-26.8%	0-28.8%

F.   Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	18-19 Gr. 3	18-19 Gr. 4	18-19 Gr. 5	20-21 Gr. 3	20-21 Gr. 4	20-21 Gr. 5	21-22 Gr. 3	21-22 Gr. 4	21-22 Gr. 5
State ES Avg	46	51	52	35	44	45	41	44	39
District ES Avg	39.3	21.9	30.4	40.6	30.6	34.5	43.3	32.0	29.5
Holladay	48.3	8.3	16.1	27.0	25.0	20.0	27.3	11.1	12.1
3 Years of Math Percent Proficiency by Grade									
Math	18-19 Gr. 3	18-19 Gr. 4	18-19 Gr. 5	20-21 Gr. 3	20-21 Gr. 4	20-21 Gr. 5	21-22 Gr. 3	21-22 Gr. 4	21-22 Gr. 5
State ES Avg	51	48	46	36	34	31	39	39	37
District ES Avg	43.7	19.3	27.9	37.8	17.8	27.5	35.9	16.6	25.8
Holladay	65.5	7.1	3.2	27.0	0.0	12.0	21.2	6.3	12.1

Three Year AZ Merit/AASA by Subgroup
ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	66.7	25.0	33.3	35.7	0.0	8.7	50.0	0.0	50.0
Grade 4	50.0	20.0	40.0	17.4	27.3	16.7	100.0	NA	NA
Grade 5	45.5	12.5	0.0	20.0	10.0	14.3	NA	NA	33.3
WS	54.5	17.6	21.1	22.8	14.8	12.9	66.7	0.0	40.0

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	83.3	0.0	0.0	50.0	16.7	4.3	50.0	0.0	0.0
Grade 4	50.0	0.0	16.7	17.4	0.0	11.8	100.0	NA	NA
Grade 5	18.2	20.0	0.0	20.0	0.0	9.5	NA	NA	66.7
WS	51.5	9.1	5.0	26.3	4.8	8.2	66.7	0.0	40.0

18-19 and 20-21= AZM2 test; 21-22 data = AASA.

Overall 2021-22AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	66.7	66.7
African American	54.5	51.5
Hispanic	22.8	26.3
Native American	0.0	33.3
Asian-PI	NA	NA
Multi-Racial	0.0	33.3
All	33.3	36.4

II.   DISTRICT 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.

3. **Academic Performance (African American and Latino Students)**

a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.

b. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.

c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.

d. Improving Performance. Improvement in proficiency rates for African American and Latino students.

III.   INTEGRATION

      A.   <u>Integration: Gap Analyses</u>

Interpretive Summary - Integration Gap Analysis
Data Points /Key Information Supporting Integration Site Gap Analysis: SY 2020-2021, 40th day enrollment data indicates Holladay was integrated. Holladay had a total of 175 students. There were 11 White/Anglo students representing 6.3% of the school population. There were 31 African American students representing 17.7% of the school population. There were 118 Hispanic students representing 67.4% of the school population. There were 4 Native American students representing 2.3% of the school population. There were 3 Asian American students representing 1.7% of the school population. There were 8 Multi-Racial students representing 4.6% of the school population. 40th day enrollment data continues to indicate that Holladay is integrated. SY22-23 enrollment is expected to maintain integration. As of the 30th day, Holladay maintains an integrated population. There were 9 White/Anglo students representing 4.8% of the school population. There were 42 African American students representing 22.6% of the school population. There were 117 Hispanic students representing 62.9% of the school population. There were 3 Native American students representing 1.6% of the school population. There were 3 Asian American students representing 1.6% of the school population. There were 12 Multi-Racial students representing 6.5% of the school population.

Root Cause Analysis		
Identify Top Three Causes of these Gaps	**Identify the Surface Causes**	**Identify Deep Causes**
1. **Marketing and Recruitment Strategies**	Surface gaps are related to: ● Targeted digital advertisements ● Social media leveraging ● Mailing of targeted advertisements	Deep or root causes are related to: ● Better management of the choice-driven system ● Lack of training in marketing strategies
2. **Increase Diversity and Equity**	Surface gaps are related to: ● Only one teacher per grade level for EL students ● EL population is mostly Hispanic so EL classes lack diversity	Deep or root causes are related to: ● Effective EL instructional practice
3. **Instructional Effectiveness Systems**	Surface gaps are related to: ● Effective instructional practice ● Strong and frequent observation and feedback cycle ●	Deep or root causes are related to: ● New staff require professional development on arts magnet theme ● Rich, differentiated professional development ●

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By November 1 of SY 2022-2023, Holladay will increase non-Latino enrollment by 5% as measured by the comparison of the SY 2022-2023 40th Day Enrollment Reports and SY 2021-2022 40th Day Enrollment Reports.	● TUSD Web Data for 40th Day Enrollment ● Synergy Records and Reports ● Magnet Enrollment Plan

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategie s	**Strengths and Obstacles**
1. Marking and Recruitment	**Supports:** • District Recruitment Events • School Community Services (TUSD) • District Communication Department District Media Department • District Community Services Open Enrollment Lottery District Transportation Department • District Preschools • District and Out-of- District Daycare and Preschool Maps **Constraints:** • Access to non-district parent contact information for communication. • Training related to targeted social media use • Content on social media

2. **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Improvement Strat					
Strategy 1: Marking and Recruitment					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Attend TUSD marketing and recruitment activities and events, including the annual magnet fair in November 2022. *School choice programs strategy	Magnet Coordinator; Principal	Aug. 2022-May 2023	District support & funding Family Engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Calendar of district and school events, attendance documentation and agendas, meeting notes, open house logs, virtual and in-person tour logs.
2. Create two posts per week on Facebook and Instagram highlighting: • Magnet Wednesday courses including Digital Ats and Coding, Photography, 3-D Art, Creative Theater, Hip-Hop and Street Dance, Band, Stories that Soar. • Magnet After School Program (Creative Arts After School Program) that includes courses in Digital Arts and Coding, Art Through Time, Hip-Hop and Street Dance, Acrylic Art, Piano Keyboarding, Guitar, Stories that Soar, and Visual Arts.	Magnet Coordinator; Principal	Aug. 2022 - May 2023	Access the site Facebook page and Instagram account	During quarterly progress monitoring reports to the Magnet Department, include information Social Media Analytics	Facebook analytic reports Instagram analytic reports

• Digital Creative Lab • Art experiences or field trips • Artist In Residence *Creativity programs strategy					
3. Monitor routinely open enrollment applications with School Community Services *School choice programs strategy	Magnet Coordinator; Principal; Office Manager; Attendance Tech	Aug. 2022-May 2023	Postcard mailings, street banners, school website, social media boosts	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Excel document showing trends
4. Follow up with transportation needs when students are placed at Holladay. *School choice programs strategy	Magnet Coordinator; Principal; Office Manager; Attendance Tech	Aug. 2022-May 2023	Transportation applications and route placements	Quarterly progress monitoring reports to Magnet Department include a communication log for each transportation request.	Communication log
5. Using Kinder Ready Camp as part of Holladay's recruiting plan. Kinder Reading Camp is a magnet themed program aimed at students ready for kindergarten. The program is used to build relationships with potential students.	Magnet Site Coordinator; Summer School Coordinator	Marketing in February 2023 Registration from February 2023 – May 2023 Program runs in	Postcard mailings, street banners, school website, social media boosts budget for Facebook and Instagram	Full summer registration of three 15 student classes.	Add 15 students from the program for the next school year.

*Creativity programs strategy		June 2023			

IV.   Overall Student Achievement

   A   Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).
There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to ensure overall academic proficiency more effectively. This includes the following: • 3rd Grade achievement in ELA – 48.3% • 4th Grade achievement in ELA – 8.3% • 5th Grade achievement in ELA – 16.1% • 3rd Grade achievement in Mathematics – 66.5% • 4th Grade achievement in Mathematics – 7.1% • 5th Grade achievement in Mathematics – 3.2% Based on this data set, the most significant needs lie in the following areas: 4th and 5th grade ELA/Math. *Note that this data set is from the AZ Merit in SY 18-19. Goals and root cause analysis will be taken from this information, as AZM2 data (State Standardized Test that Replaced AZ Merit) was not a valid assessment, as many students were not assessed due to the global pandemic that caused COVID-19.

Root Cause Analysis		
Top Three Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. Instructional effectiveness at the fourth-grade level	1. Ongoing instructional observations that are targeted to 4th grade	1. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in 4th grade.
2. Instructional effectiveness in ELA at the fifth-grade level.	2. Ongoing instructional observations that are targeted at 5th grade guided reading	2. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in fifth grade.
3. Effective RTI structures to support academic performance	3. No after school program or interventionists on staff	3. Need to acquire more reading and math interventionists; establish an after-school program to provide targeted and enrichment support.

B.   SMART Goals for Overall Student Achievement*

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, 4th grade student achievement will increase 3% in ELA, moving from 8.3% (2018-2019) to 11.3%, as measured by AASA results. 2. By June 2023, 5th grade student achievement will increase 3% in Math, moving from 16.1% (2018-2019) to 19.1%, as measured by AASA results.	AASA scores for 2022-2023 school year. Monitored by quarterly benchmark assessments.
1 By June 2023, 4th grade student achievement will increase 3% in ELA, moving from 7.1% (2018-2019) to 10.1%, as measured by AASA results. 2 By June 2023, 5th grade student achievement will increase 3% in Math, moving from 3.2% (2018-2019) to 6.2%, as measured by AASA results.	** Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.*

C.   **Goal Attainment**

      1.   **Strategies to Achieve SMART Goals.**

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1. Provide job-embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.	**Supports:** Magnet Schools of America Pillar 2: Innovative and Curriculum and Professional Development **Constraints:** New staff require coaching and professional learning opportunities to catch up on the arts magnet theme and Holladay's triangulated approach to student achievement
2. Provide professional development related to evidenced based instructional strategies that support academic performance.	**Supports:** Magnet Schools of America Pillar 2: Innovative and Curriculum and Professional Development **Constraints:** Professional Development (PD) meets once a week, 1.5 hours to meet is not long enough, and rotating topics are challenging to schedule

3. Create family and community partnerships that support academic performance.	**Supports:** Magnet Schools of America Pillar 5's Standard 9: Community Engagement and Partnerships and Standard 10: Family Engagement and Communication

2.   Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1

Strategy 1: Job embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Observation and Reflection Cycles: Observe classroom instruction with job-embedded coaching opportunities ensuring quality tier 1 instruction and fidelity to magnet theme. *Evaluation and reflection strategy	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Teaching Assistants Instructional protocol adoption	Observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Create a crosswalk of state standards to national art standards to ensure theme integration fidelity. *Creativity programs strategy	Principal; Curriculum Service Provider	Weekly	Instructional protocol	Formative assessments and benchmark assessments related to ELA and SLA	Teacher-provided ongoing formative data

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2

Strategy 2: Professional development related to evidenced based instructional strategies that support academic performance.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop professional development calendar based on its arts magnet theme. *Feedback strategy	Principal Curriculum Service Provider Instructional Data and Intervention Coordinator	Aug. 2022- May 2023	Professional development funds	CFA data	Instructional observation logs; formative assessment
2. Use a full-time school counselor to provide Professional Development related to Social and Emotional Learning (SEL) learning opportunities for students, in order to provide a learning space where students can take intellectual risks. *Self-efficacy strategy	Principal Curriculum Service Provider Instructional Data and Intervention Coordinator	Aug. 2022- May 2023	Funding for school counselor	Discipline data and intervention logs	Instructional observation logs (classroom management)

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3

Strategy 3: Family and community partnerships that support academic performance.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Implement Artist In Residence (AIR) program that welcomes local and national artists to help implement the art magnet theme and support Holladay's PBIS practices. The AIR program offers experiential learning that is career related. *Creativity programs strategy *Career intervention strategy *Enrichment programs strategy	Principal AIR Program Designee	Arts will be scheduled in August 2022 and January 2023	Funding artists	Artist In Residence calendars.	Artist in Residence sign in
2. Include an after-school program partnership with Tucson Youth Music Center that supports the art magnet theme. The after-school program uses local music teachers that offer students free music lessons and provide free instrument rentals. *Creativity programs strategy *After-school programs strategy	Principal After school program designee	August 2023	Classroom	Facebook and Instagram, Holladay website, open houses, etc.	Sign in logs

3. Partner with the University of Arizona's Women In STEM (Science, Technology, Engineering, and Mathematics) to support the art magnet theme and student academic performance for African American and Latino students. These students participate in experiential learning with enhanced art lessons. Students benefit from career-related experiences.	Principal After school program designee	August 2023	Classroom	Facebook and Instagram, Holladay website, open houses, etc.	Sign in logs

*Creativity programs strategy

J. Hattie's Meta Analysis (December 2017) visible-learning.org

V. Academic Performance for African American and Latino Students

    A. Gaps in USP Subgroups Performance (African American and Latino)

<table>
<tr><td>Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).</td></tr>
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There are multiple data points and key information to support the site academic gap analysis for African American and Latino students. This information will help to identify needs to reduce academic performance gaps between African American and White Students, as well as Latino and White Students. This data summary includes:

- White students outperformed African American students in ELA by 12.2% on the 18-19 AZ Merit
- White students outperformed Latino students in ELA by 43.9% on the 18-19 AZ Merit
- White students outperformed African American students in Mathematics by 15.2% on the 18-19 AZ Merit
- White students outperformed Latino students in Mathematics by 40.4% on the 18-19 AZ Merit

The data clearly indicates significant gaps between Latino and White students. This is where the efforts should likely be focused. Note that the data from SY 18-19 is used to set goals as 20-21 data was not as valid due to the global pandemic that caused COVID-19.

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Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
• Need of instructional effectiveness that supports the SPARKS (Cultural Relevance) framework.	• Lack of frequent instructional observations with follow up feedback and job embedded coaching related to SPARKS (Cultural Relevance)	• Lack of structure that supports SPARKS (Cultural Relevance) on site
• Need of RTI effectiveness (increased academic interventions) specific to African American and Latino students	• Lack of interventions that directly supports African American and Latino students	• PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2023, the reading achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores
3. By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 4. By June 2023, the mathematics achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. *Note that a closure of three percentage points is in alignment with standard performance improvement.*	

C. Goal Attainment:

      1.   **Strategies to Achieve SMART Goals**

Strategies that help Magnet School Achieve, Monitor and Assess Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1. Increase culturally relevant instructional practice specific to African American and Latino Students through job embedded coaching	**Supports:** Principal has strong instructional knowledge and coaching abilities/training. **Constraints**: New staff require coaching and professional learning opportunities to catch up on arts magnet theme and Holladay's triangulated approach to student achievement
2. Utilize Tier II and Tier III interventions	**Supports:** Existing academic interventions in place using digital tools such as IXL as well as school day teacher to student interventions. **Constraints**: Ensuring effective assessment models with follow data disaggregating.

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students
Subgroup Strategy 1: Increase culturally relevant instructional practice specific to African American and Latino Students through job embedded coaching

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
Utilize instructional observations with job embedded coaching to support Tier I culturally relevant instructional practice that increased academic performance for African American and Latino students. *Teacher-student relationships strategy	Principal, Magnet Coordinator	Throughout the year	Schedule for observations	Formative assessments; benchmark assessments	Observation logs

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students

Subgroup Strategy 2: Tier II and Tier III interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment

1. Utilize DIBELs, Benchmark, Formative Assessment Data, and Daily Exit Tickets, the site will provide:
  a. Tier II interventions in Math for African American and Latino students.
  b. Tier II interventions in ELA for African American and Latino students.
 	
*Response to Intervention Strategy
*Scaffolding Strategy
	Principal, RTI designee	Throughout the year	Progress monitoring structures; coaching for teachers related to academic interventions; financial allocations for interventionists.	Formative assessments; benchmark assessments; exit tickets	Observation logs

2. Master schedule includes daily math interventions and ELA interventions blocks for re-teaching and scaffolding for targeted students based on exit ticket data. Exit ticket data will be disaggregated into sub-groups based on gender, racial/ethnic groups, EL students etc. Teachers will scaffold new material during small group interventions.	Principal, RTI designee	Throughout the year	Progress monitoring structures: coaching for teachers related to academic interventions/ financial allocation for interventionists	Formative assessments; benchmark assessments; exit tickets	Observation logs

*Response to Intervention Strategy *Scaffolding Strategy					
3. Imagine Learning Math and Imagine Learning Reading/Language will be used as technology supplemental programs part of our tier II and tier III instruction for African American and Latino students. Tier II and tier III interventions include 90 minutes of technology supplemental programs. *Technology with learning needs students' strategy	Principal,	Throughout the year	Progress	Formative assessments: benchmark assessments; exit tickets	Observation logs
1.					
2.					
3.					
4.					
J. Hattie's Meta Analysis (December 2017) visible-learning.org Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).					

VI. Magnet School Budget

MAGNET SCHOOL BUDGET

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

List other school FTE (Full Time Equivalency) to support the MSP Goals for integration and student achievement. 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.):

- 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 (910G, other) (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 culturally responsive Tier 1 instruction with art enhancement or art integration, collaborate with grade level teacher to lesson plan with national art standards and district/state standards, and use data to provide interventions/re-teachings to narrow achievement gaps for students and subgroups (ELL, Ex. Ed., Ethnic/Racial Groups, etc.).	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. The 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. The 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 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.	AA; PL;MT	Student Achievement
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 marketing, recruitment, and retention of students. Other responsibilities include facilitating/participating 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 uses 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
Employee Benefits	**$95,575.80**		**12,660 + 16,467.90 + 12,510 + 16,206 + 9,972.60 + 7854.30 + 7,185 + 12,720**		
Total Budget	**$414,161.80**				
	Total FTE	**8.0**			

Non-Personnel

Desegregation Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus:
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	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. 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	AA	Student Achievement
Certified PLC Work	$2,475.00	NA	3 certified teachers will support Holladay's Leadership Team in pursuing the Magnet Schools of America's Magnet School Certification. 33 weeks x $25 per hour x 3 hours total a week = $2475	MT	Student Achievement
Classified PLC Work	$1,980.00	NA	3 classified employees will support Holladay's Leadership Team in pursuing the Magnet Schools of America's Magnet School Certification. 33 weeks x $20 per hour x 3 hours total a week = $1980	MT	Student Achievement
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	AA; PL; MT	Student Achievement

			work on school-wide initiatives. This will include reviewing student data and the creation of action plans for individual students.		
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
Supplies Intervention	$3,000.00	NA	Holladay will purchase classroom supplies for quality instruction.	AA; MT	Student Achievement
Magnet Schools of America – Registration	$1,800.00	NA	Two (2) staff members will attend the 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 the annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhances magnet programs.	MT	Student Achievement
Consultants	$20,000.00	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 Benefits	**$8,891.00**		**1,200 + 600 + 600 + 3,600 + 495 + 396 + 2,000**		
Total Budget	**$88,146.00**				

Deseg Budget 2021-2022 SY	
Personnel Cost	**$414,161.80**
Non-Personnel Cost	**$88,146.00**
Total Budget	**$502,307.80**

Magnet Programs

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23

TUCSON UNIFIED
SCHOOL DISTRICT

Principal: Sean Wilken

School: Tully GATE Elementary Magnet

Magnet Program: STEAM

Region: Silverbell

Date Plan Revised:

Planning Team:

Name	Position	Name	Position
Sean Wilken	Principal	Michelle McCollum	Magnet Coordinator
Marni Gould	MTSS	Debra Dietrich	Reading Interventionist
Karina Ramirez	2nd Grade Teacher ELD Blend	Joy Haywood	1st Grade Teacher

Sign Off:

Position	Name	Signature	Date
Principal	Sean Wilken		
Regional Assistant Superintendent	Brian Lambert		
Magnet Department	Kamren Taravati		

I. Magnet School Profile

A. Mission

Tully Elementary will provide a safe environment that fosters academic achievement and promotes individual talents by delivering a project-based, vigorous curriculum founded in gifted and talented instructional strategies.

B. School Summary

Tully Elementary Magnet k-5 elementary School has changed its magnet theme from Gifted and Talented Education for All to STEAM. Despite this change, GATE strategies will still be used and taught to students and will only complement STEAM. STEAM stands for Science, Technology, Engineering, Arts, and Mathematics and is a subject-focused magnet school that aims to prepare students for college, career, and life in the 21st Century. The integration of these subjects into the core curriculum helps develop students' creativity, collaboration, critical thinking, and communication skills in preparation for a rapidly changing world. STEAM classrooms have meaningful technology integration as well as collaborative structures that allow for student engagement. This shift to a STEAM-focused curriculum provides a pathway for students to obtain the 21st century skills necessary to become future leaders and innovators. Our students have a STEAM pathway through TUSD: Tully STEAM Magnet > Mansfeld Middle Magnet School >Tucson Magnet High School.

In a STEAM classroom, students can expect authentic, standards-aligned content integration through Problem Based Learning units. The instructional design engages students in learning, builds student responsibility for their learning, and ensures academic rigor. Students also have organically designed experiences and are encouraged to engineer solutions to real-world problems. Performance assessments are conducted through demonstration of STEAM skills and design thinking. Overall, a STEAM classroom provides a dynamic and engaging learning environment that prepares students with the necessary skills to tackle real-world challenges.

C. Vision

We believe that all students are uniquely gifted. 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.

D. Core Values

1. Collaboration
2. Problem Solving
3. Relationship Building
4. Risk Taking
5. Kindness

E. School Profile – Update this data information

2022-23 Letter Grade	2021-22 Integration Status	Magnet Theme
D	Integrated	STEAM

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
25%	15%	99%	56%	14%	15%

School Integration Profile (USP Ethnicity)													
2022-23 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	33	10.8%	44	14.4%	188	61.4%	15	4.9%	20	6.5%	6	2%	306
Non-neighborhood %	9	26%	11	28%	60	41%	6	55%	8	67%	0	0	NA
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%		

F.   Achievement Data – Need to update this chart with AASA data

3 Years of AzMERIT Math Percent Proficiency by Grade									
Math	2019 Gr. 3	2019 Gr. 4	2019 Gr.5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
State ES Avg	51%	48%	46%	36%	34%	31%	39%	39%	37%
District ES Avg	42%	36%	36%	18%	16%	16%	28%	27%	24%
Tully ES Avg	34%	33%	28%	17%	8%	6%	6%	11%	4%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
ELA	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
State ES Avg	46%	51%	52%	35%	44%	45%	41%	44%	39%
District ES Avg	38%	40%	43%	21%	29%	32%	29%	33%	27%
Tully ES Avg	28%	19%	41%	12%	18%	18%	9%	12%	12%

*2017 – 2018 = AZMerit   2019 = AZM2

Three Year AZ Merit/AASA by Subgroup
ELA AASA data

	African American			Hispanic			Anglo		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	50%	0	0	26%	19%	8%	40%	0	20%
Grade 4	0	0	0	22%	21%	22%	0	17%	0
Grade 5	43%	14%	6%	37%	14%	115%	50	43%	14%
WS	35%	5%	0	29%	18%	15%	35%	27%	15%

Math Need to update this data with 21/22
AASA data

	African American			Hispanic			Anglo		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	63%	0	0	28%	23%	0	50%	50%	27%
Grade 4	0	0	14%	36%	4%	16%	50%	17%	0
Grade 5	29%	14%	0	26%	0	3%	50%	14%	14%
WS	35%	5%	6%	30%	9%	6%	50%	20%	19%

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Tully 2021-2022 AASA Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	ELA	Math
White	15	50%
African American	0%	26%
Hispanic	14	30%
Native American	0%	25%
Asian-PI	0%	40%
Multi-Racial	20	33%
All	11	32%

II.   DISTRICT 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.

3. **Academic Performance (African American and Latino Students)**

a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.

b. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.

c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.

d. Improving Performance. Improvement in proficiency rates for African American and Latino students.

III. INTEGRATION

A. <mark>Integration: Gap Analysis</mark>

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate into the school. This includes: • The site currently has a "D" label as measured by the Arizona Department of Education, A-F accountability model. Having a label of "A" or "B" would inherently attract more families who want to enroll at the site. Therefore, one need is to increase overall student academic performance to achieve an "A" or "B" label. This will result in increased enrollment for Tully Magnet Elementary. • The multi-year data trends: Our passing rates have made a steady decline over the past three school years. We feel that COVID had a significant impact on student access to quality instruction. We also feel that our tier 1 instruction was not impactful, especially in math. Last year, we were hopeful that we would be able to support the teaching staff with effective PD and coaching focused on teir 1, but that was not the case, especially during the month of August, and the entire second semester. During these times, we had at least 1 teacher out daily with covid, and were constantly sending students' home. Often times, we would need to distribute additional students into classrooms to complete work packets. This created an additional burden for our teachers and made a major impact on student learning. • The site currently is integrated and reflects a Latino population that is below the district average.

Root Cause Analysis		
Identifying Top Three Causes of these Gaps	**Identifying the Surface Causes**	**Identifying Deep Causes**
1. Gaps in effective Tier I instruction	There are surface gaps related to: • Observation feedback cycle • Commitment to the daily schedule • Effective guided reading • Student behavior	Deep root causes are related to: • Daily job embedded coaching needs for instructional staff tied to effective tier 1 instruction. • Lack of guided reading training • Lack of consistent student goal setting and self-assessment • Lack of consistent use of SPARKS a SEL
2. Gaps in effective Tier I instructional planning	There are surface gaps related to: • Lack of consistency in CTT meetings • The lesson plan expectations were not communicated clearly	Deep root causes are related to: • Teachers absent due to illness • Inconsistent admin support • Lack of clear expectations and training.
3. Gaps in Gifted practices and support for gifted Students	There are surface gaps related to: • Lack of use of Gate Strategies in tier 1 instruction. • Gifted students not getting the specialized instruction that matches their ability levels.	Deep root causes are related to: • Lack of professional development in gifted strategies • No system for supporting teachers and students with extensions and acceleration.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By November 1st of SY 2022-2023, Tully will remain integrated, as measured by the 100th day enrollment reports.	• Enrollment data from the Synergy database
2. By the 40th day of SY 2022-2023, Tully will have increased school enrollment to 300 students, an increase of 33 students (including neighborhood and magnet students) for SY 2023-202, as measured by 40th day enrollment reports.	• Enrollment data from the Synergy database

C.   Goal Attainment

1.   Strategies to Achieve SMART Goal

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	**Strengths and Obstacles**
1.Marketing and Recruitment	**Supports:** • Support with theme change (New logo) from the 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) **Constraints:** • New Magnet theme to STEAM
2. Job embedded coaching	**Supports:** • ILT (Instructional Leadership Team) • District Magnet Team **Constraints:** • Gaps in instructional observation/feedback cycle • Strong formative assessment model to inform instructional practice

3.Professional development	**Supports:** - School quality survey - District Web-Data **Constraints:** - Balancing PD and Staff Meetings (differentiated meeting)

2.   **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor, and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Marketing and Recruitment					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**

1. Marketing: Increase our social media presence:
  a. Facebook
  b. ClassDojo
	Social Media designee (MTSS Coord.)	Throughout SY 23-24	None	Monthly numbers of posts on all social media accounts.	View analytics monthly

2. Attend marketing and recruitment activities to meet the enrollment goal.	Magnet Coordi-nator	Throughout SY 23-24	Planning with media department	Quarterly enrollment reports.	Parents sign in sheets on MS Forms. Follow up with all leads
3. Obtain marketing materials including new brochures, posters, and banners.	Magnet Coordinator; Principal	Aug. 2023- May 2024	District support and funding	Quarterly enrollment reports.	Inventory of items
4. Attend parent meetings at Brichta Early Child Learning Center	Kinder Team Principal Magnet Coordinator	September–February 24	Brichta Parent Liaison	Quarterly enrollment reports	Email, fliers, Parent Link, on-site recruitment
5. Attend Brichta family engagement events	Kinder Team Principal	Throughout SY 23-24	Brichta Parent Liaison	Brictha Newsletters	Sign in sheet

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 2: Job embedded coaching					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Utilize weekly instructional observations with job embedded coaching that supports learning outcomes. The principal will assign teachers the levels of support needed. Tier 1, Tier 2, and Tier 3.	Principal; Magnet Coordinator Magnet Team	Aug. 2023- May 2024	SPARKS Walkthrough Protocol	Quarterly Report	Data from SPARKS walk-through protocol

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 3: Family and Community Partnerships					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Teachers make direct connections to families by sending personal invitations to events and activities. Information will be translated into home languages using ClassDojo, Google Translate, and PowerPoint Live (real-time closed captioning).	Family Engagement Liaison Teachers Magnet Coordinator Principal	Throughout SY 23-24	ClassDojo Google Translate PowerPoint Live BlackBoard (ParentVue)	Parent feedback forms, activity calendars, Attendance Forms.	School Quality Survey and End of Event Surveys
2. Maintaining and developing community partnerships (CP) • CP Commitment letters are given to all CPs. They are signed and returned to the magnet office. • Current Partnerships: The Boys & Girls Club, The ELLA Center, Spirit of Life Church, University City Church, DMAFB, FCC Tucson, U of A Sky School, Water Shed Management Group, Girl Scouts, Saguaro National Park, Starbucks (WM Black Partner Network) • Possible Partnerships:	Magnet Coordinator Family Engagement Liaison	Throughout SY 23-24	Partner letter	Front office sign-in sheets, Event sign-in sheets 21st Century sign-in sheets	School Quality Survey
3. Friday Morning Community Time • School-wide assembly to celebrate successes, birthdays, and PBIS ROAR Awards. • Announcements for the good of all students (share important news). • Parents are always welcome and	Principal	Fridays throughout SY 23-24	Birthday list from Synergy Awards bracelets Birthday pencils Power Paws	Parent feedback forms, activity calendars, Attendance Forms.	School Quality Survey

encouraged to join us.					

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to more effectively ensure overall academic proficiency. This includes the following:

- 3rd Grade AZ Merit Proficiency in SY 21-22 (ELA) – 7%
- 4th Grade AZ Merit Proficiency in SY 21-22 (ELA) – 7%
- 5th Grade AZ Merit Proficiency in SY SY-21-22 (ELA) – 10%
- 3rd Grade AZ Merit Proficiency in SY 21-22 (Math) – 2%
- 4th Grade AZ Merit Proficiency in SY 21-22 (Math) – 9`%
- 5th Grade AZ Merit Proficiency in SY 21-22 (Math) – 4%

Note that this data analysis was from SY 18-19, as there were fewer than 95% of students who took the AZ Merit in SY 20-21, causing questions of validity. Therefore, AZ Merit from 18-19 was used to create authentic goals to effectively outline appropriate strategies and action steps. Based on this data, the average ELA proficiency sits at 29.3% and the average math proficiency sits at 31.7%. This indicates a potential need for deep literacy integration, guided reading, and guided mathematics. To support the GATE based theme, the site might also benefit from instructional practice that is inquiry based and/or focused on tactical activities that allow learners to be innovative, creative and focused on rigorous learning.

Root Cause Analysis – Please review, edit and revise as needed		
Top Three Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. Instructional effectiveness	1. Daily instructional observations that are targeted at 4[th grade]	1. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in 4[th grade].
2. Guided reading and literacy across curriculum	2. Professional development with follow-up coaching related to guided reading and integration of literacy in all content areas	2. Teacher leaders and CSP development to support literacy focus aligned to guided reading
3. Effective academic interventions in reading and mathematics to support academic performance	3. Effective PLC structure to support data driven interventions	4. Need to acquire more reading and math interventionists; establish an after-school program to provide targeted and enrichment support.

B. <mark>SMART Goals for Overall Student Achievement</mark>

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
Overall Student Achievement 1. *By June 2023, 3rd grade student achievement will increase by 3% in ELA, moving from 7% proficiency in 2021 to a proficiency rate of 10%, as measured by AASA results. 2. *By June 2023, 4th grade student achievement will increase by 3% in ELA, moving from 7% proficiency in 2021 to a proficiency rate of 10%, as measured by AASA results 3. *By June 2023, 5th grade student achievement will increase by 3% in ELA, moving from 10% proficiency in 2021 to a proficiency rate of 13%, as measured by AASA results.	2023 AASA Scores Benchmark assessment data
1. *By June 2023, 3rd grade student achievement will increase by 3% in Math, moving from 2% proficiency in 2021 to a proficiency rate of 5%, as measured by AASA results. 2. *By June 2023, 4th grade student achievement will increase by 3% in Math, moving from 9% proficiency in 2021 to a proficiency rate of 12%, as measured by AASA results 3. *By June 2023, 5th grade student achievement will increase by 3% in Math, moving from 4% proficiency in 2021 to a proficiency rate of 7%, as measured by AASA results.	2023 AASA Scores Benchmark assessment data

Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals. - feel free to change, edit or revise

<table>
<tr>
<td colspan="2">Strategies to Achieve SMART Goals for Overall Student Achievement
MSA Pillar 3 Academic Excellence Standard 6</td>
</tr>
<tr>
<td align="center">Strategies</td>
<td align="center">Strengths and Obstacles</td>
</tr>
<tr>
<td>1. Job embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.</td>
<td>Supports:
• Staff to support with observations and coaching
• Magnet Coordinator
• Principal

Constraints:
• Need for coaching related to GATE strategies
• Need for coaching/mentoring around classroom management and vigorous instruction</td>
</tr>
<tr>
<td>2.Professional development and coaching that supports Guided Reading that aligns with quarterly standards.</td>
<td>Supports:
• Scheduling to support professional development and coaching
• MTSS Facilitator
• Language Acquisition
• CTT Time

Constraints:
• Time constraint: Professional Development (PD) meets once a week
• No CSP
• Time constraint: Weekly PD topics change</td>
</tr>
<tr>
<td>3.Academic Interventions to close achievement gaps</td>
<td>Supports:
• Benchmarking structure is in place
• Access to TUSD Curriculum Scope and Sequence
• Access to formative assessment tools
• Strong PLCs to support data informed interventions

Constraints:
• Lack of Tier II academic support classes
• Lack of Tier III academic support classes</td>
</tr>
</table>

2. Action Steps to Implement Strategies. - Make sure to align monitoring and evidence to action step; you will put a footnote that ties your action step to research

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1 Job embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Utilize instructional Observation protocol and job embedded coaching for targeted 4th grade teachers weekly.	Principal; Magnet Coordinator	Aug. 2022- May 2023	Instructional Protocol	• Observation data • Quarterly progress monitoring report • Quarterly Benchmark data	Short cycle unit assessments, benchmark assessments, EOY evaluations
2. Utilize weekly instructional observations and coaching for GATE strategies and rigorous instructional practice.	Principal Magnet PDAT Magnet Coordinator GATE Dept Support	Aug. 2022- May 2023	Instructional protocol GATE Dept. Support	• Observation Data • Student Presentations of learning • Student data binders	Short cycle unit assessments Benchmark assessments Reach assessment
3. Menu-Based Weekly PD Strands focused on: * GATE Strategies (2-3 Sessions)	Principal Magnet Coordinator	Aug. 2022- May 2023	Instructional protocol Magnet Dept.	Observation data	Short cycle unit assessments Benchmark

* Classroom Management/Lesson Planning (2-3 Sessions) * Engagement Strategies (2-3 Sessions) * SPARKS (2-3 Sessions)					assessments EOY evaluations
4. CSP will design a 1:1 coaching and support calendar, meeting with designated teachers weekly, monthly, or, as needed, to support teachers to elevate and strengthen their instruction based on student academic data.	CSP West Ed Leadership Team	August 2022-May 2023	-Principal input, regarding teachers coaching frequency -Principal expectation that teachers meet with CSP -CSP 1:1 Coaching Calendar	-CSP Coaching/Feedback Notes/observations -Quarterly Benchmark Data -Weekly Formative Assessments	-CSP Coaching/Feedback Notes/observations -Quarterly Benchmark Data - Short cycle unit assessments
5. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.					
6. ** School Site Administrator, Magnet Coordinator, CSP, and teaching staff will participate in six, research-informed, instructional leadership development sessions with West Ed to strengthen Tier 1 instructional practice.					
** *The West Ed PD model aims to simultaneously strengthen practitioner leadership, knowledge, and skill using research-based instructional strategies and collaborative practices. WestEd's teacher professional development programs provide proven, high-quality solutions to improve student learning in all content areas.*					

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Professional development and coaching that supports Guided Reading .					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Quarterly professional development related to guided reading with two pre-service day sessions in August and job embedded coaching following the October, January and March PD dates	Principal Magnet Coordinator Language Acquisition Dept. Support	Preservice Days, August 1-3 Follow up PD: August 10, 22 October 19, 22 January 11, 22 March 29, 22	-Designated/Calendared PD dates -Support from Lang Ac Dept -Guided reading observation/coaching schedule	-CSP Observation log -Short cycle unit assessments -Benchmark assessments	Instructional Observation logs Short cycle unit assessments

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 3: Academic Interventions to close achievement gaps					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Develop a 'walk to intervention' RTI model: 2. Establish intensive/cusp/meets groups by grade level 3. Leveled groups work with HQ teacher 30 min per day at designated time 4. Track data in 3–4-week cycles, adjust groups based on data analysis	Principal; Magnet Coordinator; Interventionists	August	-21/22 AASA and Benchmark data to establish targeted intervention groups	Benchmark Data Short Cycle Unit Assessments	CFA and benchmark data
1. Create a Tier III before/after school intervention plan: 2. Establish 'In School' Before/After in person tutoring schedule groups 3. Establish teacher-monitored 'Virtual' Tutoring groups	Principal; Magnet Coordinators; Interventionist MTSS Facilitator	August	-21/22 AASA and Benchmark data -Recruit 'in school' teacher tutors and 'virtual' teacher tutors -Design 'in school' and 'virtual' tutoring schedule -Connect with families of identified students -IXL, iReady	Benchmark Data Short Cycle Unit Assessments	CFA and benchmark data; schedule

1. Review data in PLCs to support student progress through in class Tier II and Tier III interventions.	Principal; Magnet Coordinators; Teachers MTSS Facilitator	Weekly August – May	Prepared Short Cycle Unit Assessment data Prepared Quarterly Benchmarks	Short Cycle Unit Assessments Quarterly Benchmarks	Short Cycle Unit Assessments Quarterly Benchmarks

J. Hattie's Meta Analysis (December 2017) visible-learning.org

V. Academic Performance for African American and Latino Students

A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).
There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to more effectively ensure overall academic proficiency. This includes the following: • White students outperform African American students in ELA by 15% as measured by the SY 20-21 AZ Merit • White students did not outperform Latino students in ELA by 0 as measured by the SY 20-21 AZ Merit • White students outperform African American students in Mathematics by 13% as measured by the SY 20-21 AZ Merit • White students outperform Latino students in Mathematics by 13% as measured by the SY 18-19 AZ Merit Just like in the school wide gap analyses, the data is intentionally coming from SY 18-19 to ensure validity, as the global pandemic that caused COVID-19 interrupted a natural assessment cycle in SY 20-21 wherein fewer students were assessed. That said, the largest gaps that emerge are in mathematics.

Root Cause – Edit and revise to make your Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
1. Need for instructional effectiveness that supports the SPARKS (Cultural Relevance) framework. This is especially important with the site's increased refugee population.	• Lack of frequent instructional observations with follow-up feedback and job embedded coaching related to SPARKS (Cultural Relevance)	• Lack of structure that supports SPARKS (Cultural Relevance) on site
1. Need to provide academic interventions to African American and Latino students	• Lack school day and after school intervention opportunities for African American and Latino students	• PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed Tier II and Tier III interventions.

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. *By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. *By June 2023, the reading achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 1. *By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. *By June 2023, the mathematics achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Monitored by quarterly benchmark assessments

Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1. Increase culturally relevant instructional practice specific to African American and Latino Students through job embedded coaching	**Supports:** The district supports Culturally Relevant Pedagogy and Instruction **Constraints**: New focus for instructional staff
2. Implement Tier II and Tier III interventions	**Supports:** There are many districts that support and structures to capitalize on that support Tier II and Tier III interventions. **Constraints**: Ensuring effective assessment models with follow data disaggregating.

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Increase culturally relevant instructional practice specific to African American and Latino Students through job embedded coaching					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Utilize instructional observations with job embedded coaching to support Tier I culturally relevant instructional practices that increased academic performance with job embedded coaching to support Tier I culturally relevant instructional practice for African American and Latino students.	Principal, Magnet Coordinator	Throughout the year.	Schedule for observation	Formative assessments Benchmark assessments	Observation logs
1. Ensure quarterly professional development that supports culturally relevant Tier I instructional practices. SPARK PD will be on September 28, November 9, February 15 & April 5.	Principal, Magnet Coordinator	Each academic quarter	List PD schedule on the master calendar	Formative assessments Benchmark assessment	Observation logs
2. The School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director	Principal Magnet Coordinator Magnet Dept	Weekly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data

and supported by the Magnet Program Manager.					
1. ** School Site Administrator, Magnet Coordinator, and teaching staff will participate in six, research-informed, instructional leadership development sessions with West Ed to strengthen Tier 1 instructional practice.	Principal Magnet Coordinator Teachers West Ed Rep	6 sessions, Semester 1	Magnet Dept West Ed	Instructional Walkthrough data	Instructional Walkthrough data Quarterly Benchmark data

*** The West Ed PD model aims to simultaneously strengthen practitioner leadership, knowledge, and skill using research-based instructional strategies and collaborative practices. WestEd's teacher professional development programs provide proven, high-quality solutions to improve student learning in all content areas.*

** Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.*

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
1. **Subgroup Strategy 2**: Tier II and Tier III interventions					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Utilize DIBELs, Benchmark and Formative Assessment Data to determine: • Tier III interventions in Math for African American and Latino students. • Tier III interventions in ELA for African American and Latino students.	Principal, Magnet Coordinator MTSS	Throughout the year	Progress monitoring structures; coaching for teachers related to academic interventions; financial allocations for interventionists.	Formative assessments; benchmark assessments	observation logs
2. Targeted Reading intervention: Guided Reading	Interventionist TAs MTSS Facilitator	Reassessed quarterly	Progress monitoring structures	Short cycle assessments	Analyze short cycle assessment data in PLCs

3. Targeted Math intervention: Guided Math	Interventionist TAs MTSS Facilitator	Reassessed quarterly	Progress monitoring structures	Short cycle assessments	Analyze short cycle assessment data in PLCs
4. Targeted Math and ELA groups for 21CCLC after school program interventions	21CCLC Coordinator 21CCLC ELA and Math teachers/tutors	Reassessed quarterly	Progress monitoring structures	Short cycle assessments	Analyze short cycle assessment data in PLCs

J. Hattie's Meta Analysis (December 2017) visible-learning.org

Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

VI.   Magnet School Budget

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

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 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

			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.		Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 5 Strat: GATE Fundamental Practices

RTI Teacher	$39,375	1.0	The RTI Teacher will support classroom teachers and students by providing data-driven, targeted interventions for students in EAL and Math. 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. 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.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning
Magnet Site Coordinator	$46,900	1.0	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 1instrucion and the work of Collaborative Teacher Teams.	AA and IN	Improv. Goal 1 Strat: Extracurricular Programs and Student Engagement Improv. Goal 3 Strat: Targeted Recruitment of Kindergarten students

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
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 21st 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	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

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

Magnet Programs

TUCSON UNIFIED SCHOOL DISTRICT

TUSD Magnet Programs
Improvement Action Plan for Integration and Achievement
SY2022-23

Principal: Jesús Celaya

School: Drachman K-8 Montessori Magnet School

Magnet Program: Montessori

Region: Santa Cruz

Planning Team:

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	Jesús Celaya		
Magnet Director	Kamren Taravati		
Regional Assistant Superintendent	Mark Alvarez		

Magnet Plan Table of Contents

VI.   Magnet School Budget (page 33)

I. Magnet School Profile

A. 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.

B. School Summary
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.

C. 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

D. 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.

E. School Profile

2018-19 Letter Grade	2021-22 Integration Status	Magnet Theme
C	Integrated	Montessori

Student Profile					
Mobility (Rate)	**Absenteeism (Rate)**	**Promotion (Rate)**	**F&RL (% of FRL Students)**	**EL (% of EL Students)**	**Ex Ed (% of Ex Ed Students)**
7.76%	N/A	N/A	61.9%	10%	12.5%

School Integration Profile (USP Ethnicity)													
2021-22 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	71	21%	31	9%	198	59%	12	4%	4	1%	18	5%	334
Non-neighborhood %													NA
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%		

E. Achievement

Math	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg. I	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
3 Years of AZM2/AASA TUSD K-8 Schools Math Grades 3-8																			
District Avg	42%	36%	36%	23%	22%	18%	62%	13%	13%	15%	5%	11%	7%	28%	24%	18%	11%	7%	12%
State Avg	51%	48%	46%	41%	38%	32%	44%	35%	45%	45%	37%	37%	35%	39%	39%	37%	31%	27%	27%
Drachman	50%	40%	48%	29%	17%	11%	100%	36%	0%	29%	25%	18%	0%	21%	29%	18%	29%	12%	4%

ELA	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
3 Years of AZM2/AASA TUSD K-8 Schools ELA Grades 3-8																		
District Avg	38%	40%	43%	27%	26%	24%	19%	24%	31%	13%	18%	13%	27%	31%	19%	21%	20%	21%
State Avg	46%	51%	52%	42%	41%	38%	36%	35%	32%	30%	30%	27%	41%	44%	39%	39%	43%	36%
Drachman	45%	47%	58%	19%	26%	22%	46%	0%	41%	36%	9%	33%	28%	50%	0%	26%	28%	8%

*2019-2021 = AZM2   2022 = AASA

Drachman 2022 AASA Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	**ELA**	**Math**
White	52.5%	34.1%
African American	14.3%	0.0%
Hispanic	17.7%	16.8%
Native American	20%*	40%*
Asian-PI	0%*	0%*
Multi-Racial	22.2%*	10%*
All	**25.0%**	**19.4%**

*N-size of 10 or fewer students

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.5%*	50%*	0%*	47.1%	50%*	17.6%	41.7%	37.5%*	50%*
Grade 4	No Students Assessed	0%*	66.7%*	35.5%	0%*	37.5%	100%*	0%*	61.5%
Grade 5	80%*	40%*	0%*	62.1%	36.8%	0%	25%*	66.7%*	0%*
Grade 6	0%*	No Students Assessed	0%*	19%	30%*	22.7%	0%*	100%*	60.0%*
Grade 7	0%*	0%*	0%*	25%	11.1%*	22.7%	50%*	No Students Assessed	71.4%*
Grade 8	100%*	No Students Assessed	0%*	14.3%	20%*	5.3%	50%*	No Students Assessed	50.0%*

*N-size of 10 or fewer students

Three Year AZ Merit/AASA by Subgroup

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50%*	50%*	0%*	50%	9.1%	11.1%	41.7%	62.5%*	44.4%*
Grade 4	No Students Assessed	0%*	0%*	37.5%	0%	25%	70%*	0%*	38.5%
Grade 5	40%*	20%*	0%*	50%	31.6%	18.8%	40%*	25%*	40%*
Grade 6	25%*	0%*	0%*	22.7%	21.4%	31.8%	0%*	66.7%*	20%*
Grade 7	0%*	0%*	0%*	13.3%	15.4%	9.1%	50%*	No Students Assessed	28.6%*
Grade 8	0%*	0%*	0%*	14.3%	0%*	5.3%	0%*	0%*	0%*

*N-size of 10 or fewer students

II.   DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1.   <u>Integration</u>

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

> **<u>Meeting the 70% and +/- 25% thresholds for an Integrated School.</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 +/- 15 percentage points.

> **<u>Progress towards integration.</u>** 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.   <u>Student Achievement</u>

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.

> **<u>Proficiency: Criteria 1 = 2 Points.</u>** 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.

> **<u>Growth: Criteria 2 = 2 Points.</u>** 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.

> **<u>Minimally Proficient (MP): Criteria 3 = 2 Points.</u>** 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. **Academic Performance (African American and Latino Students)**

    a.   Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.

    b.   Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.

    c.   Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.

    d.   Improving Performance. Improvement in proficiency rates for African American and Latino students.

III. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate the school. This includes: • The site currently has a "C" label as measured by the Arizona Department of Education, A-F accountability model. Having a label of "A" or "B" may attract more families that value the ADE's accountability model. However, the heavy emphasis on testing and preparation for testing negatively impacts enrollment of families seeking a Montessori model, since conventional assessment is minimized in the Montessori model.

Root Cause Analysis		
Identify Top Three Causes of Potential Gaps (Please note there are no gaps at this time when it comes to integration.)	**Identify Potential Surface Causes**	**Identify Potential Deep Causes**
Instructional effectiveness systems	There are surface gaps related to: • Effective Montessori based instructional practice and professional development • Effective Montessori-based intervention structures	Deep or root causes are related to: • Rich, thematic based professional development • Balancing district initiatives with Montessori theme

Effective marketing and recruitment	There are potential surface gaps related to: • Targeted digital advertisements • Social media leveraging • Communication and clarity around Montessori model to community stakeholders	Deep or root causes are related to: • Lack of training related to effectively utilize digital tools to target enrollment audiences • Lack of targeted recruitment from preschools
Strong community partnerships	There are surface gaps related to: • Family member availability • Language barriers	Deep or root causes are related to: • Strategies to overcome language barriers • Strategies to overcome family member availability

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the 40th day of SY 2022-2023, Drachman will remain integrated, as measured by 40th day enrollment reports.	• Enrollment data from the Synergy database

2. By the 40th day of SY 2022-2023, Drachman will have increased enrollment of incoming kindergarten students to 50 (including neighborhood and magnet students).	• Enrollment data from the Synergy database

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal 1 MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	**Strengths and Obstacles**
1. Marketing and Recruitment	**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) • Magnet Coordinator position (coordination and planning at the site level) **Constraints:** • Maintaining fidelity to the Montessori model necessitates only accepting new students at the kindergarten level with limited exceptions.

2. Instructional Improvement	**Supports:** • Experienced leadership in Montessori • District Web-Data **Constraints:** • Delayed data results • Teachers trained in Montessori strategies • Balancing district initiatives with Montessori theme in relation to curriculum instruction and assessment

2. **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Improvement for Integration SMART Goal					
Strategy 1: Marketing and Recruitment					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Obtain marketing materials including brochures, posters, and banners.[1]	Magnet Coordinator; District communications	Aug. 2022-May 2023	District support and funding	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Inventory in excel document.
2. Plan and execute strategic marketing and recruitment activities.[2]	Magnet Coordinator	Quarters 1, 2, and 3, with emphasis on Quarter 2	Activity-specific materials as needed; District funding; marketing materials	Quarterly enrollment reports.	Marketing strategic plan
3. Provide tours to interested families.[3]	Magnet Coordinator and/or Principal	Aug. 2022-May 2023	Magnet Coordinator; marketing materials; pre-tour survey	Quarterly enrollment reports.	Sign in logs and enrollment reports
4. Build strong family and community partnerships[4]	Magnet Coordinator and Community Liaison	Aug. 2022-May 2023	Family resource center; Family Engagement staff member	Community engagement Reporting (Title 1)	Sign in logs from families and community partners

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[1] MSA Standard 1: Student Recruitment and Selection
[2] MSA Standard 1: Student Recruitment and Selection and MSA Standard 2: Diversity and Equity
[3] MSA Standard 1: Student Recruitment and Selection
[4] MSA Standard 9: Community Engagement and Partnerships and MSA Standard 10: Family Engagement and Communication

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal 2					
Strategy 2: Instructional improvement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Instructional observations with follow up job embedded coaching specific to evidence based Montessori strategies[5]	Principal; Magnet Coordinator; Teachers and Resource Staff	Aug. 2022- May 2023	Updated Walkthrough Protocol for Montessori instruction	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Implementation of guided reading during integrated literacy instruction in grades kindergarten through eight[6]	Principal; Teachers and Resource Staff	Aug. 2022- May 2023	Training for teachers on guided reading; training for progress monitoring	Formative assessments and benchmark assessments related to ELA	Formative assessment data; benchmark data;
3. Implement additional Tier II and Tier III Academic Interventions[7]	Principal; Teachers and Resource Staff	Aug. 2022- May 2023	Training for staff on MTSS Tier 2 and 3 academic interventions;	Formative assessments and benchmark assessments;	Academic intervention schedule; MTSS documentation

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[5] According to research, including Snyder et al (attached as Appendix 2), a Montessori approach improves outcomes for students. MSA Standard 5: Instructional Fidelity & MSA Standard 7: Leadership and Educator Development;

[6] MSA Standard 5: Instructional Fidelity

[7] MSA Standard 6: Student Achievement

IV.

Overall Student Achievement

A   Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:
 	
• From a grade level perspective, the site possesses the following data:
    ○ Mathematics Proficiency
        ▪ 3rd Grade – 21%
        ▪ 4th Grade – 29%
        ▪ 5th Grade – 18%
        ▪ 6th Grade – 29%
        ▪ 7th Grade – 12%
        ▪ 8th Grade – 4%
    ○ ELA Proficiency
        ▪ 3rd Grade – 28%
        ▪ 4th Grade – 49%
        ▪ 5th Grade – 0%
        ▪ 6th Grade – 26%
        ▪ 7th Grade – 30%
        ▪ 8th Grade – 8%
    ○ It is also important to note that the data indicates that there were greater proficiency rates in grades three through five, but limited proficiency rates in middle grades. This could be prioritization of supports for sixth through eighth grade.

Root Cause Analysis		
Top Causes of these Gaps	**Surface Causes**	**Deep Causes**
Instructional effectiveness systems	There are surface gaps related to: • Effective Montessori based instructional practice and professional development • Effective Montessori-based intervention structures	Deep or root causes are related to: • Rich, thematic based professional development • Balancing district initiatives with Montessori theme

B.   SMART Goals Overall Student Achievement*

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<u>Overall Student Achievement</u> 1. *By June, 2023, ELA proficiency levels in grades three through eight will increase by 3% per grade level, as measured by AASA reports. 2. *By June, 2023, Mathematics proficiency levels in grades three through eight will increase by 3% per grade level, as measured by AASA reports.	2023 AASA Scores Monitored by quarterly benchmark assessments

* Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results in 15% increase, which are both ambitious goals.

C. Goal Attainment

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1. Utilize evidence-based Montessori instructional strategies	**Supports:** • District Web-Data • Montessori resource staff • Site- and district-funded Montessori PD opportunities **Constraints:** • Balancing district initiatives with Montessori theme
2. Deliver Tier II and Tier III interventions via Montessori Method	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Master schedule needs to better incorporate Tier II and Tier II interventions into Montessori work blocks
3. Strengthen Family and Community Engagement	**Supports:** • Family and Community Engagement Lead in our school • Community partnerships established • Magnet Coordinator • PTA • District-Provided conference days, events and activities • 4 days during Wednesday PD dedicated to Site-Based Steps for Success for conferencing with families **Constraints:** • Time to reconnect for lost time during and post-pandemic • Family member availability • Time limitations due to work

	• Ability to align more with Montessori organizations (American Montessori Society and National Center for Montessori in the Public Sector), as noted in the 2018 Marzano consultation report

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1 Utilize evidence-based Montessori instructional strategies[8]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Observe instruction with job embedded coaching – specific to Montessori instruction.[9]	Principal; Montessori Resource Staff	Aug. 2022-May 2023	Low student: staff ratios; Teaching Assistants; Montessori-specific instructional observation tool	Observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Provide instruction primarily on an individual and/or small group basis.[10]	Principal; Montessori Resource Staff; all staff	Aug. 2022-May 2023	Training for teachers on differentiation and flexible groupings	Formative assessments and benchmark assessments	Formative assessment data; benchmark data; guided reading observation log
3. Assess student work on the basis of mastery and differentiate mastery standards for students based on individualized student needs.[11]	Montessori resource staff; all staff	Aug. 2022-May 2023	Knowledge/ training in Montessori structures	Formative assessment data; benchmark data; Teacher Montessori record keeping	Formative assessment data; benchmark data; Teacher Montessori record keeping

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[8] According to research, including Snyder et al (attached as Appendix 2), a Montessori approach improves outcomes for students.
[9] MSA Standard 5: Instructional Fidelity and MSA Standard 7: Leadership and Educator Development
[10] MSA Standard 5: Instructional Fidelity
[11] MSA Standard 5: Instructional Fidelity

4. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.[12]	Principal; Magnet Coordinator, Magnet Department	Weekly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data; Quarterly benchmark assessments

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[12] MSA Standard 8: District and Magnet Relations

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Deliver Tier II and Tier III interventions via Montessori Method[13]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Review weekly data on student progress and present levels of achievement.[14]	Principal; Magnet Coordinator; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data; teacher Montessori record keeping	Formative assessment and benchmark data
2. Utilize a Tier II intervention schedule (using Montessori based strategies)[15]	Teachers	Weekly August – May	Data to inform standards focus; Montessori resource staff	Formative assessment and benchmark data; MTSS record keeping	Formative assessment and benchmark data
3. Utilize a Tier III intervention schedule (using Montessori based strategies)[16]	Reading Interventionist	July 15th	Data to inform small groups; Montessori resource staff	Formative assessment and benchmark data; MTSS record keeping	Formative assessment and benchmark data
4. Limit the number of students entering after kindergarten to preserve Montessori "normalization" of the learning environment.[17]	Principal; Magnet Coordinator; Teachers	Weekly August – May	Data from classroom teachers	Data on progress of students new to Montessori	Data on previous Montessori experience of students and classroom distribution

[13] According to research, including Snyder et al (attached as Appendix 2), a Montessori approach improves outcomes for students.
[14] MSA Standard 6: Student Achievement
[15] MSA Standard 5: Instructional Fidelity
[16] MSA Standard 5: Instructional Fidelity
[17] MSA Standard 3: Theme and Curriculum Fidelity

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 3. Strengthen Family and Community Engagement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Broadcast PTA, School Council, and Family Engagement Teams meetings (via Facebook Live, Zoom, or a similar technology) to encourage greater participation.[18]	Principal; Family and Community Engagement Lead; Magnet Coordinator	Throughout the school year Aug. 2022-May	Principal Monthly Newsletter; School Website Updates; District Support Media & Communication	School-wide data; attendance logs for events/meetings; meeting agendas and notes; quarterly progress monitoring	Newsletters; social media posts meeting/training agendas & sign-in sheets
2. Use social media to communicate frequently and effectively with families.[19]	Principal; Family and Community Engagement Lead; Magnet Coordinator	Throughout the school year Aug. 2022-May 2023	District Calendar of Events; Social Media; District Media Dept.	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	Newsletters; social media posts meeting/training agendas & sign-in sheets

3. Schedule and plan support academic achievement:
    Open House
    Math & Science Night
    Literacy Night[20]
	Principal; Family and Community Engagement Lead	2-3 times a year, Quarters 1, 2 and 3	Teachers and Staff	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, meeting agendas and notes

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[18] MSA Standard 10: Family Engagement and Communication
[19] MSA Standard 10: Family Engagement and Communication
[20] MSA Standard 10: Family Engagement and Communication

J. Hattie's Meta Analysis (December 2017) visible-learning.org

V.   Academic Performance for African American and Latino Students

A. Gaps in USP Subgroups Performance (African American and Latino)

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Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).

There are multiple data points and key information to support the site academic gap analysis for African American and Latino students.

 This information will help to identify needs to reduce academic performance gaps between African American and White Students, as well as Latino and White Students. This data summary includes:

- White students outperformed African American students on the AASA in SY 21-22 in ELA by 38%
- White students outperformed Latino students on the AASA in SY 21-22 in ELA by 24%
- White students outperformed African American students on the AZ Merit in SY 18-19 in Mathematics by 34%
- White students outperformed Latino students on the AZ Merit in SY 18-19 in Mathematics by 17%

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Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
• Fidelity to SPARKS (Cultural Relevance) framework	• Not faithfully following our Montessori curriculum which is aligned to SPARKS	• Balancing district initiatives with Montessori theme
• Need for effective and increased academic interventions specific to African American and Latino students	• Lack of interventions that directly supports African American and Latino students	• PLCs have not previously filtered benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through eighth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2023, the reading achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through eighth grade, as measured by the Arizona Academic Standards Assessment. *Note that a closure of three percentage points is in alignment with standard performance improvement.*	2023 AASA Scores

1. By June 2023, the mathematics achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through eighth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through eighth grade, as measured by the Arizona Academic Standards Assessment. *Note that a closure of three percentage points is in alignment with standard performance improvement.*	2023 AASA Scores

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1. Increase culturally relevant instructional practice via fidelity to the Montessori approach with specific focus toward African American and Latino Students.	**Supports:** • Montessori-trained staff • Montessori Lead Teachers and Magnet Coordinator • Support Staff (Certified and Classified) • SPARKS (Culturally Relevant) framework • Montessori curriculum **Constraints:** • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Conflict between Montessori sequencing of material, state standards, and TUSD's Scope and Sequence of curriculum.
2. Ensure effective academic interventions for African American and Latino Students	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Lack of Tier II and Tier III academic interventions specific to African American and Latino students

2. Action Steps to Implement, Monitor and Assess Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Increase culturally relevant instructional practice via fidelity to the Montessori approach with specific focus toward African American and Latino Students.[21]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence for Assessment**
1. Provide professional development on SPARKS (culturally relevant) framework[22]	Principal	August 2022	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Utilize instructional observations with follow up feedback on SPARKS (culturally relevant) integration[23]	Principal	Aug. 2022- May 2023	Updated Walkthrough Protocol with Montessori Strategies	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

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[21] Research has demonstrated that fidelity to the Montessori approach narrows achievement gaps. See Snyder et al (attached as Appendix 2)
[22] MSA Standard 4: Professional Development
[23] MSA Standard 5: Instructional Fidelity

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students						

Subgroup Strategy 2: Ensure effective academic interventions for African American and Latino Students

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence for Assessment
1. Utilize small groups in ELA and Math to provide targeted interventions to African American and Latino students.[24]	Principal; Magnet Coordinator; Teachers; Montessori Resource Staff	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Ensure the following instructional minutes are accounted for within each child's Montessori Work Plan: [25] ☐ Math: 60 minutes is the daily minimum for students who meet standards ☐ Reading: 90 minutes is the daily minimum for students who meet standards ☐ Writing: 30 minutes is the daily minimum for students who meet standards ☐ Math Intervention: 30 minutes is the daily minimum for students below standards ☐ Reading Intervention: 30 minutes is the daily minimum for students below standards	Principal; Magnet Coordinator; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data,; Student Montessori work plans	Formative assessment and benchmark data
3. Provide after school, targeted tutoring for African American and Latino students.[26]	Principal; Magnet Coordinator	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data

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[24] MSA Standard 6: Student Achievement
[25] MSA Standard 5: Instructional Fidelity
[26] MSA Standard 6: Student Achievement

4. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.[27]	Principal Magnet Coordinator Magnet Dept	Weekly	Magnet Dept	Instructional walkthrough data	Instructional walkthrough data Quarterly benchmark assessments

J. Hattie's Meta Analysis (December 2017) visible-learning.org

Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

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[27] MSA Standard 8: District and Magnet Relations

VI.   MAGNET SCHOOL BUDGET

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals and strategies. 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 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.):

- 1.5 FTE Montessori Lead Teachers (910G, 202)
- 3.0 FTE Magnet Teachers (910G, 202)
- 2.625 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)
- 0.5 FTE Reading Interventionist (Title 1)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE Counselor (M&O)
- 1.0 FTE Library Assistant (M&O)
- 1.0 MTSS Facilitator (ESSER)

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 2022-2023 SY					
Description	**Amount**	**FTE**	**Purpose**	**Magnet Focus Area**	**Goal Focus**
Montessori Lead Teachers and Magnet Teachers	$202,803.00	4.5	Montessori Lead Teachers (1.5 FTE) will provide professional development for teachers who are new to Montessori Teaching and/or the teaching profession. One FTE will fund placing five middle school teachers on 6/5th contracts. 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. One FTE is for the cost of a music teacher, who will provide violin instruction to students and teach a mariachi group. This will provide teachers with additional time for professional growth and PLCs while on contract. The final (1.0) FTE will fund a Montessori classroom teacher.	AA, PL, & MT	Integration Strategy 2; Achievement Strategies 1&2; Subgroup Strategies 1&2
Teaching Assistants	$53,197	2.625	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 TAs.	AA & MT	Integration Strategy 2; Achievement Strategies 1& 2; Subgroup Strategy 2

Montessori Behavior Intervention Monitor	$21,445	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. 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.	AA, PCI, & MT	Achievement Strategy 1
Magnet Coordinator	$49,337	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 Strategies 1&2; Achievement Strategies 1, 2, &3; Subgroup Strategy 2
Subs for Sick Leave and Data Talks	$3,500		Subs for data talks free up the classroom teachers to meet one-on-one or in small groups with students to go over testing performance and set goals for assessment improvement	AA, PL, MT	Integration Strategy 2; Achievement Strategies 1&2; Subgroup Strategy 2
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 Strategy 1; Achievement Strategy 3
Added Duty- PLC Work	$460		This line would be for PLC/CTT work after contract hours.	AA, PL	Integration Strategy 1; Achievement Strategy 2; Subgroup Strategy 2

Description	Amount	Purpose		Magnet Focus Area	Goal Focus
Montessori Stipends	$7,000		This stipend helps us to recruit and retain Montessori-trained teachers and incentivize other teachers on staff to earn their Montessori certification.	PL & MT	Integration Strategy 1; Achievement Strategy 1
Employee Benefits	**$109,345**				
Total Budget	**$449,087**				
	Total FTE	**9.125**			

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 Strategy 1; Achievement Strategy 1
Montessori Supplies	$108	This line would be to purchase Montessori learning materials	MT	Integration Strategy 1; Achievement 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 Strategies 1 & 2; Achievement Strategy 3
Out of State Travel- Magnet Schools of America	$5,799	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 Strategies 1 & 2; Achievement Strategy 3
Total Budget	**$7,907**			

Deseg Budget 2022-2023 SY	
Personnel Cost	**$ 449,087**

Non-Personnel Cost	**$7,907**
Total Budget	**$453,302**

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.

<u>Self-Correction and Self Assessment</u>
- 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.

<u>Community Building and Social Emotional Skills</u>
- 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.

<u>Continuity of Montessori Education</u>
- 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

<u>Control of error</u> – 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.

<u>Cosmic education</u> – 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.

<u>Normalization</u> – 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.

<u>Prepared environment</u> – 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.

<u>Isolation of a Difficulty</u> – 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.

Appendix 2

Research paper supporting use of Montessori to increase proficiency and close subgroup gaps: Allyson L. Snyder, Xin Tong & Angeline Lillard (2022) "Standardized Test Proficiency in Public Montessori Schools," Journal of School Choice, 16:1, 105-135, DOI: 10.1080/15582159.2021.1958058

Available online at https://doi.org.10.1080/15582159.2021.1958058

Attached as a separate PDF file named "Appendix 2."

Magnet Programs

TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23

Principal: Maricella Carranza

School: Roskruge

Magnet Program: Two-Way Dual Language

Region: Santa Cruz

Date Plan Revised: D e c . 2 , 2 0 2 2 (a l l g r e e n h i g h l i g h t s)

Planning Team:

Name	Position	Name	Position
Magnet Coordinator	Aide Silva C	Assistant Principal	Claudia Perez
Principal	Maricella Carranza	Curriculum Service Provider	Deborah Roche
Teacher		Parent	
Teacher		Community Liaison	Elizabeth Hanson
MTSS	Chantal Ralls		

Sign Off:

Position	Name	Signature	Date
Principal	Maricela Carranza		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

I.   **Magnet School Profile**

  a. Roskruge Mission Statement:
    Roskruge, the heart of bilingual learning; a community of biliterate and multicultural learners.

  b. Roskruge K-8 Bilingual School 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.

  a. Misión de la Escuela Bilingüe de Atracción Roskruge K-8:
    Roskruge es el corazón del aprendizaje en dos idiomas, con una comunidad de estudiantes bilingües y multiculturales.

  b. Visión de la Escuela Bilingüe de Atracción Roskruge K-8:
    Roskruge Bilingual K-8 Magnet preparará a nuestros estudiantes para el éxito académico ahora y para el futuro, enfatizando un ambiente de aprendizaje bilingüe que fomente las habilidades para preparar pensadores críticos, ciudadanos de mente abierta y estudiantes independientes que valoran la diversidad.

    A. School Summary-
      Roskruge is a K-8 Magnet school with a Dual Language focus. The mission of the school is to produce bilingual, bi-literate, and multicultural students that earn the Arizona State Seal of Biliteracy at graduation on their high school diploma. All students are immersed in the Two-Way Dual Language program at all grade levels. The 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.

      Roskruge is committed to the research-based Two-Way Dual Language model. The 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 it is the only TUSD school that services 100% of students in the Two-Way Dual Language program. Roskruge strives daily toward a commitment of excellence in two languages by implementing culturally relevant instructional strategies that promote academic achievement for all students and align with the goals of dual language education. The Roskruge community, adults, and students alike, are committed to promoting the target language (Spanish), to all though continuous exposure and opportunities to engage in the target language. These invaluable tools and dispositions become a catalyst to recognizing and identifying social issues our students choose to be active participants in, as concerned citizens wanting to make

a positive impact in the community at large. Roskruge has a longstanding cultural rescue mission for many Spanish-speaking children. Folklorico and Mariachi are a stronghold along with dual Spanish-English classes. There is an existing effort to create a family-like culture among faculty and staff. We believe Roskruge enjoys a respectful, welcoming and safe environment.

B. Vision

Roskruge K-8 Bilingual School 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.

Visión de la Escuela Bilingüe de Atracción Roskruge K-8:

Roskruge Bilingual K-8 Magnet preparará a nuestros estudiantes para el éxito académico ahora y para el futuro, enfatizando un ambiente de aprendizaje bilingüe que fomente las habilidades para preparar pensadores críticos, ciudadanos de mente abierta y estudiantes independientes que valoran la diversidad.

C. 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.

Collective Commitments:

- We will adhere to our Dual Language Program with fidelity and rigor.
- We will hold high expectations for ourselves and for all students.
- We will embrace diversity.
- We will commit to using data for ongoing collaborations with a focus on continuous academic progress.
- We will create rigorous learning environments, by crafting questions that foster critical thinking.
- We will practice and support a growth mindset.
- We will promote positive behavior and build character.

2018-19 Letter Grade	2021-22 Integration Status	Magnet Theme
C	Racially Concentrated	Two-Way Dual Language
2022-23	2022-23	
B	K-1 Not racially concentrated/2nd-8th Yes April 2023: Kinder racially concentrated April 2023:1st Grade not racially concentrated	

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
16.28%	85.88% 21-22 SY 93.89% Attendance 22-23 SY 6.11 Absenteeism	99.64%	63.22% **69.4%**	18.07% **18.89 %**	11% **11.7%**

School Integration Profile (USP Ethnicity)													
2021-22 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment 2022-23 40th Day	32 47	6 8.4%	12 22	2% 3.9%	484 451	85% 80.4 %	33 28	6% 5%	4 4	1% .7%	6 9	1% 1.6%	571 561

Non-neighborhood % Anna plug in Kristina										NA
USP Integration Range + / - 15% District ES Avg										
	636% -	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%				

E. Achievement Data AzMerit/AASA Percentage Passing Math

Math	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg. I	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
State Avg	51%	48%	46%	41%	38%	32%	44%	35%	45%	45%	37%	37%	35%	39%	39%	37%	31%	27%	27%
District Avg	42%	36%	36%	41%	38%	32%	44%	13%	13%	15%	5%	11%	7%	28%	27%	24%	13%	11%	12%
Roskruge	50%	40%	41%	18%	17%	41%		13%	29%	20%	10%	18%	0%	34%	36%	26%	6%	19%	8%

Achievement Data AzMerit/AASA Percentage Passing ELA																		
ELA	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
State Avg	46%	51%	52%	42%	41%	38%	35%	44%	45%	35%	38%	35%	41%	44%	39%	39%	43%	36%
District Avg	38%	40%	43%	27%	26%	24%	21%	29%	32%	19%	19%	17%	29%	33%	27%	24%	26%	23%
Roskruge	32%	41%	57%	32%	24%	22%	26%	29%	48%	19%	31%	9%	31%	39%	22%	24%	28%	33%

*2019 = AZM2
2021 and 2022 = AASA

Three Year AZ Merit/AASA by Subgroup
ELA

	African American			Latino			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.1	No Students Assessed	No Students Assessed	33.3	27.8	25	33.1	No Students Assessed	*
Grade 4	No Students Assessed	No Students Assessed	No Students Assessed	43.2	25	42.9	40	No Students Assessed	*
Grade 5	No Students Assessed	*	No Students Assessed	58.1	50	19.5	75	No Students Assessed	*
Grade 6	50	No Students Assessed	*	30.5	17.6	24.4	50	100	*
Grade 7	25	No Students Assessed	*	24.7	28.9	24.7	20	66.7	*
Grade 8	50	No Students Assessed	*	23.3	6.9	32.2	10	No Students Assessed	*

Math

	African American			Latino			Anglo		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	66.7	No Students Assessed	*	48.5	13	32.4	66.7	No Students Assessed	*
Grade 4	No Students Assessed	No Students Assessed	*	39.5	30	36.7	40	No Students Assessed	*
Grade 5	No Students Assessed	0	*	41.9	20	22	50	0	*
Grade 6	50	No Students Assessed	*	11	10.5	7.7	70	0	*
Grade 7	50	No Students Assessed	*	17.2	17.1	20.7	28.6	33.3	*
Grade 8	85.7	No Students Assessed	*	40.5	No Students Assessed	9.2	46.2	No Students Assessed	*

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall 2021-22 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	50	27.3
African American	40	0
Hispanic	27.3	17.4
Native American	18.8	0
Asian-PI	75	50
Multi-Racial	25	25
All	**28.7**	**17.4**

II. DISTRICT 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 percentage 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, 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. **Academic Performance (African American and Latino Students)**

   a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.
   b. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.
   c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.
   d. Improving Performance. Improvement in proficiency rates for African American and Latino students**.**

III. **INTEGRATION**

    A. <u>**Integration: Gap Analyses**</u>

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate the school. This includes: - The site currently has a "C" label as measured by the Arizona Department of Education, A-F accountability model. Having a label of "A" or "B" would inherently attract more families who want to enroll at the site. Therefore, one needs to increase overall student academic performance to achieve an "A" or "B" label to attract more families. - UPDATE: As per AASA Spring 2022, Roskruge has achieved a "B" label. - SY 21-22 enrollment data indicates Roskruge is racially concentrated overall and making progress toward integration at Kinder and 1st grade points of entry. - Multi-year trends:

Commented [SA1]: Data source:

KG	Female	10	0	5	0	1	0	0	0	**16**
	Male	15	1	4	1	3	0	0	0	**24**
	Total	25	1	9	1	4	0	0	0	**40**

01	Female	20	1	3	2	1	0	0	0	**27**
	Male	15	2	0	0	0	0	0	0	**17**
	Total	35	3	3	2	1	0	0	0	**44**

02	Female	10	0	6	0	3	0	0	0	**19**
	Male	13	1	2	0	1	0	0	0	**17**
	Total	23	1	8	0	4	0	0	0	**36**

03	Female	23	0	2	1	2	0	0	0	**28**
	Male	16	1	1	1	1	0	0	0	**20**
	Total	39	1	3	2	3	0	0	0	**48**

-

Roskruge's non-Hispanic enrolled went from 18.758% in 2019-2020, to 15.52 % % in 2021-2022. These data as well as various sections in this document, establish a dire need to strengthen our recruitment efforts, specifically at the entry grades (Kinder and 1st Grade). Some steps to achieve this goal can be found throughout this Magnet Plan. Worthy of noting is that our point of entry grades did experience a slight enrollment increase as follows: <mark>Kinder: 7.22 % enrollment increase from SY 2021-2022 to beginning of SY 2022-2023</mark>
        <mark>Kinder: 44.69 % enrollment</mark>
        First Grade: 16% enrollment increase from SY 2021-2022 to beginning of SY 2022-2023

	2021-2022 End of SY enrollment	2022-2023 Beginning of the SY enrollment
Kinder	38	41
First Grade	38	45
		100th Day
Kinder		43
First Grade		50

	White/Anglo	African Amer.	Hispanic	Native Amer.	Asian Amer.	Multiracial
2019-20	5.78%	3.44%	81.25%	6.56%	0.31%	2.66%
2020-21	5.11%	1.46%	85.58%	5.29%	0.73%	1.82%
2021-22	6.14%	1.93%	84.74%	5.26%	0.70%	1.23%
Kinder	7.69%	7.69%	79.49%	2.56%		2.56%
1st	13.16%	2.63%	73.68%	10.53%		
2022-23 N: 561						
Kinder						
1st						
Kinder **40** *40 as of 12/1/22*	20.5%/ 22.5% (9 students Oct. 22nd) 20% (8 students as of Dec. 1st)	2.6% 0.4% (1 student) 10% (4 students As of Dec. 1st)	69.2%/ 62.5% (25 Students Oct. 22nd) 57.5% (23 as of students Dec. 1st)	7.6% 10% (4 Students) 10% 4 students As of Dec. 1st	0% 0%	0.4% (1 Student) 2.5% (1 student as of Dec. 1st)
1st **44** *45 as of 12/1/22*	6% 6.81% (3 students) 6.7% (3 Students as of Dec. 1st)	4% 4.55% (2 students) 8.9 % (4 students as of Dec. 1st)	76% 79.5% (35 students) 80% (36 students as of Dec. 1st)	2% 2.27% (1 Student) 2.20% (1 Students as of Dec. 1st)		12% 6.81% (3 students)

Root Cause Analysis		
Identifying Top Three Causes of these Gaps	**Identifying the Surface Causes**	**Identify Deep Causes**
Need for targeted/strategic Marketing and Recruitment efforts.	There are surface gaps related to: • Targeted digital advertisements • Social media leveraging • ~~Coordinated recruitment efforts with TWDL Feeder Davis Bilingual Magnet~~	Deep or root causes are related to: • Lack of training related to effective utilization of digital tools to target enrollment audiences • Lack of digital tools to target enrollment audiences • ~~COVID made coordination of site visits challenging for recruitment efforts~~

Need for increased/refined Communication Strategies	There are surface gaps related to:	Deep or root causes are related to:
	- Creating ongoing content on social media - Site seeking stronger relationship with media to highlight Roskruge's Folkorico and Mariachi performances as well as students engaged in action research projects/project-based learning. - Informational meetings to provide the community information on the benefits of TWDL and program overview. (team up with Language Acquisition) - Targeted recruitment efforts for entry grades to both integrate and linguistically balance classes.	- Lack of understanding of how to create effective social media content. - Lack of understanding of how to more effectively leverage media to highlight site-based activities. - Lack of production of high quality, rigorous academic work.

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By December 1st , SY 2022-23, Roskruge will increase non-Latino enrollment by 5% in Kindergarten and First Grade, as measured by the 40th Day Enrollment Reports. As of Dec. 1, 2023 our Kinder non-Latino enrollment is 42.5%. This is 27% higher than in 2021-2022. As of Dec. 1, 2023, our 1st grade non-Latino enrollment Is 17%, or 7% lower compared to 24% non-Latino	- Synergy Records/Reports - Quarterly Magnet Progress Monitoring Meetings - Magnet Enrollment Plan - Smart Choice

enrollment in 2022. Enrollment as of 4/12/23 Kinder: Non-Latino = 44.69% First Grade: Non-Latino= 18% Note: seeking % confirmation from Kistina G.	
2. By February 15th, 2022-23 SY, Roskruge will retain 95% of enrolled Kinder and 1st grade students to ensure continuous integration efforts year after year, as measured by 100th enrollment reports. **8/04/22-2/15/23** **Enrollment Gains and Losses 8/04/23 to 2/15/23** **Kinder:** **+ 10 (W+1, AA+2, H+4, NA+2, MR+1)** **-3 (W-1, AA-1, MR-1)** **First Grade:** **+8 (H7, W1)** **-2 Hispanic** ***We met and surpassed goal.**	• Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings

C. **Goal Attainment**

Strategies	Strengths and Obstacles
• 1.Marketing and Recruitment • One effective way to market our program is by showcasing the many great things that happen in our classrooms. The following is a list of ideas of how we can secure ongoing high-quality content which can be a valuable marketing tool as well as recruitment strategies: • MC will create Social Media Content folder in TEAMS. There, grade level teachers are invited to upload information photos or videos we can use on social media. • A monthly calendar will be created in teams there they can add class events, guest speakers or activities they want to showcase through our various social media. • It was suggested by .... TUSD media person an Instagram account be created. Ms. Reily has expressed interest in helping manage that account as she has in the past. • A monthly Newsletter is an idea discussed. Goal: Grade levels take turn contributing content. Students can play an active role as contributors to the content, such as a report of the most recent happenings in their classroom. showcasing special projects, etc... This would be an excellent opportunity for students to practice their Spanish speaking skills as well as their writing skills.	**Supports:** • District Recruitment Events • School Community Services (TUSD) • District Communication Department District Media Department • District Community Services Open Enrollment Lottery District Transportation Department • District Pre-Schools • District and Out-of- District Daycare and Preschool Maps **Constraints:** • Access to non-district parent contact information for communication. • Training related to targeted social media use • Content on social media

2. **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Marketing and Recruitment					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Update Roskrouge stark card with most current: • Mission • Vision • Logo • Appealing language and diverse photos for enrollment (need clarification: "appealing language)	Magnet Coordinator	Aug. 2022- May 2023	District support & funding Family Engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Revised stark card with new mission, vision, photos and marketing based language
2. Attend TUSD marketing and recruitment activities and events.	Magnet Coordinator; Principal; Assistant Principal	Aug. 2022- May 2023	District support & funding Family Engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Calendar of district and school events, attendance documentation and agendas, meeting notes, open house logs, virtual and in-person tour logs.
3. Create two posts per week on the site Facebook & Site TUSD web page highlighting: • Kindergarten students • First grade students • "Specials," i.e. Mariachi and Folklorico	Magnet Coordinator; Back up: Assistant	Aug. 2022- May 2023	Access to the site Facebook page Access to the site TUSD web page A digital camera (we can use to quickly upload content to our social media platforms)).	During quarterly progress monitoring reports	Facebook analytic reports

	Principal			to the Magnet Department, include information Social Media Analytics	
4. Create and maintain a calendar of classroom activities highlighting student learning activities/student life (ie. student engaged in action research, project based learning, collaborative groupings, culture-centered projects or presentations, guest presenters, community engagement, field trips, Folklorico/Mariachi presentations)	Magnet Coordinator/All Staff	December 2022-May 2023	Digital Calendar School Website Access Facebook page Digital camera	Bi-weekly	Created and maintained calendar of highlighted events

Standards of Excellence 1: Student Recruitment and Selection

IV.   Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).
There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes: SY 2021-22 ASSA   - Regarding school wide academic data, there is a decline at the elementary (grades 4th to 5th) and middle school (grades 6th through 8th) in terms of proficiency in both ELA and Math.   - In ELA Roskrouge is just below the state average in most grades.   - In Math the largest area of concern is 6th and 8th grade math, with 6th grade at 6% proficiency and 8th grade with 8% proficiency.   - There is a consistent decline in the date from 4th to 5th grade in both ELA and Math.   - The largest decline was from 5th to 6th grade in Math.   SY 2021-22 Benchmark Data- Math   - In 2nd grade there was a consistent decline in % proficient from Q1 to Q3   - In grades 3rd-8th there is a consistent decline in % proficient from Q2 to Q3   - SY 2021-22 Benchmark Data- SLA and ELA   - In grade 2nd – 8th grade SLA there is a consistent decline in % proficient from Q1 to Q3   - There is a direct correlation between a student's proficiency in SLA to ELA. (Research shows that the better students perform in SLA the better they will perform in ELA, which is not evident in the data)   - In grades 2nd –8th there was minimal growth in ELA each quarter   SY 2022-2023: Quarterly Benchmarks: SLA   - Q1-Q2 2nd grade proficiency levels dropped from Q1 to Q2   - Q1-Q3 Q grade 3rd, 5th-8, there was minimal upward movement from MP to PP,   - Q1 4th 97.7 % students performed at MP. Q2 there was upward movement from MM to PP at the rate of 21.6%   - ELA Q3: all grade levels performed better compared to Q1 and Q2.

Root Cause Analysis		
Top Three Causes of these Gaps	**Surface Causes**	**Deep Causes**

1. Need for strengthening effective Tier I instruction K-8 and PBIS expectation/procedures for common areas to reduce disruptions.	• Continued need to increase the frequency of instructional observations with follow-up feedback and job embedded coaching	• Opportunities for consistent/frequent instructional observations with follow-up feedback and job embedded coaching often interrupted by other school needs
2. ~~Student and teacher attendance~~ **Delete this?**	• ~~Due to Covid-19 protocols, students and teachers were out frequently.~~	• Teacher and student attendance issues caused learning loss because of lack of consistency with instruction. • Negative impact on implementation / pacing of ELA/SLA curriculum
3. Some Elementary grade challenges keeping pace with district curriculum maps/scope-sequence.	• Adoptions spiral design conflicting with thoughts re teaching skills for mastery.	• ???
4. Students entering the TWDL program after point of entry (K-1)	• Inconsistent structure of support for late entry students	• Lack of academic interventionists to support late entry students with limited to no foundational Spanish proficiency

Commented [RD2]: Is this a continued cause of gaps?

Commented [RD3]: Is pacing more of a concern than student/teacher attendance? This may be more of an issue with Elementary than MS.

B.   SMART Goals Student Achievement

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<u>**Overall Student Achievement**</u> 1. *By June, 2024, ELA proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports. 2. *By June, 2024, Mathematics proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports. 3. Fall 2023-2024 SY, Roskruge will receive weekly support visits from the Magnet department,	2023 AASA assessment data Monitored by quarterly Benchmark assessments Weekly summary of classroom observations with instructional areas needing support/improvement as well as teacher feedback will be provided by the Magnet Department the day of or day after the support visit. Accordingly, site leadership will provide timely support.

Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.

C.   Goal Attainment
>   The following has been developed for each identified improvement goal:
> - Strategies that help Magnet School achieve Smart Goal

- Action Steps to Implement and Monitor Improvement Strategies

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	**Strengths and Obstacles**
1. Strengthen consistency of high-quality Tier 1 instruction through job embedded coaching, cross grade level articulation/collaboration, research-based instructional strategies/resources and meaningful professional development/teacher led professional development to support Tier I instruction within our TWDL program model.	**Supports:** • Language Acquisition TWDL program model • Teacher trained in GLAD strategies, guided reading groups, School City and district web-data • Administrators, CSP, Magnet Coordinator, and MTSS Facilitator teaming to provide job embedded coaching/ instructional support • Cross Grade Level CTT/Articulation initiated 22-23 SY • Differentiated professional development • Magnet Coordinator, provides job embedded/theme-aligned professional development and community partnerships for teachers • WestEd instructional coaching for alignment/calibration with common language, instructional strategies and teacher feedback. **Constraints:** • Continued need for a consistent coaching cycle & leadership & site leadership analysis of walkthrough data • Peer observation opportunities/structure • Need for specificity within our short cycle assessment calendar to allow for data analysis which informs instructional practice • Continued need for training/follow-up training in data-literacy, Guided Reading, GLAD/Thinking Maps o In person following up GLAD training • Need for consistent approach to develop phonics skills across grades levels-----ie. ZooPhonics grades K-2 (Common language/common approach) • PBIS procedures/expectations in need of review/refinement.

2. **R e f i n e m e n t** of targeted interventions at all grade levels. What will this look like 23-24 SY since the RTI classes currently in our master schedule will no longer be in place?	**Supports:** • Access to formative assessment tools • RTI Math Teacher at the middle school • RTI ELA at the middle school---Not for 23-24 SY • Creation of consistent intervention structures K-5 • PLCs to support data informed interventions • Imagine Español/Lectura, Camino al éxito, SIL, Imagine Math • I-Ready, IXL at the middle school **Constraints:** • **Intervention structures for** students entering the TWDL program after point of entry (K-1) • Lack of Tier II academic support classes at the middle school • Lack of Tier III academic support classes at middle school • Lack of engaging intervention resources at the middle school
4. Family and Community Engagement	**Supports:** • Community Partnerships Established • Magnet Coordinator • PTA • Student performances throughout community • District-Provided conference days, events and activities • Improved student attendance through outreach and community partnerships **Constraints:** • Family and Community Engagement Liaison position vacant • Time to reconnect, post-Pandemic • Need more theme-based partnerships to help promote bilingualism • Family member availability, low turnout

2.   **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1
Strategy 1: Strengthen Tier I instruction

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide job embedded coaching with a consistent observation/feedback cycle along with meaningful PD for teaching staff or teacher led PD based on need Note: plan for more PD sessions to address trends we identify in walkthroughs.	Principal; Assistant Principal; Curriculum Service Provider Magnet Coordinator, MTSS, Reading Interventionist, DL itinerant teachers	Aug. 2023- May 2024	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOP Strategies GLAD strategies Checklist PD calendar	Short cycle assessments; benchmark assessments; instructional observation data	Documented Walkthrough and Coaching data Short Cycle assessments; benchmark assessments; end of year evaluations
2. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	Principal + AP Magnet Coordinator Magnet Dept	Weekly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data
4. ** School Site Administrator, Magnet Coordinator, CSP, and teaching staff will participate in six, research-informed, instructional leadership development sessions with West Ed to strengthen Tier 1 instructional practice. --Will West Ed Support continue 23-24 SY? ** The West Ed PD model aims to simultaneously strengthen practitioner leadership, knowledge, and skill using research-based instructional strategies and collaborative practices. WestEd's	Principal Magnet Coordinator CSP Teachers DL Itinerant teachers West Ed Rep	6 sessions, Semester 1	Magnet Dept West Ed	instructional walkthrough data	Instructional Walkthrough data Quarterly Benchmarks

teacher professional development programs provide proven, high-quality solutions to improve student learning in all content areas.

Action Steps to Implement, Monitor, and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Academic Interventions					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Develop and implement a Math/ELA/SLA RTI structure to close academic gaps for students entering TWDL after point of entry.	Principal; Assistant Principal; ELA RTI teacher? Math RTI teacher SLA teachers	Aug. 2022-May 2023	21/22 AASA Data to identify targeted ELA /SLA and Math groups RTI Schedule that is embedded into the school day	Short cycle assessments benchmark assessments PLCs will monitor assessment data to adjust small groups every 4-6 weeks	Short cycle assessment data; benchmark data
2. Use assistants to support interventions in SLA/ELA and Math	Principal Assistant Principal **Teachers, with support from:** Grade level TAs Reading Interventionist Math TA ELA TA	Weekly August – May	Data to inform small groups	Formative assessment and benchmark data	Formative assessment and benchmark data

J. Hattie's Meta Analysis (December 2017) visible-learning.org   Standard of Excellence 4: Professional Development

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 4. Family and Community Engagement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Communicate with families and about school programs and student academic achievement using: monthly newsletters, school website/facebook, district website Community Liaison has coordinated/created: Cafecitos Class Dojo Monthly calendar of events Family engagement team Community Resources Bulleting board Parent Focus group (an annual event) Title I events (literacy/math night)	Principal Asst. Principal Family Magnet Coordinator MTSSS Community Liaison	Throughout the school year Aug. 2022- May	Principal Monthly Newsletter School Website Updates District Support Media & Communication	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring **ClassDojo ParentLink Community Liaison bulletin board**	School-wide data, attendance logs for events/meetings, meeting agendas and notes
2. Schedule, plan and execute academic training for families 2-3 times to support academic achievement in reading/math: • Math Night • Literacy Night • TWDL Night.	-Principal -Asst. Principal -Teachers -Magnet Coordinator CSP MTSS	2-3 times a year, Quarters 1, 2 and 3	Teachers and TWDL staff Community Liaison	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, meeting agendas and notes

3. Parent informational meetings to also include an informational video for recruitment and retention	Principal Asst. principal Magnet coordinator CSP MTSS LAD Community Liaison	September-October	TWDL Staff Communications	Parent Commitment Form	Attendance logs, agendas

J. Hattie's Meta Analysis (December 2017) visible-learning.org
Standard 9: Community Engagement and Partnerships

V. Academic Performance for African American and Latino Students

A. Gaps in USP Subgroup Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).
There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. This data summary includes: • White students outperform Latino students in ELA by 22.7% • White students outperform Latino students in Mathematics by 10% • White students outperform African American in Mathematics by 27.3% • White students outperform African American students in ELA by 10% • Latino students especially struggle in 5th through 8th grade Math, which indicates need for priority focus. • Latino students especially struggle in 5th grade ELA, which indicates need for priority focus.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
• Need of effective Tier I instruction specific to African American and Latino students that SPARKS framework.	• Lack of effective Tier I instruction that directly supports African American and Latino students	• Need for research-based effective Tier I instructional practices such as guided reading, guided math, writing across the curriculum • Need for a consistent observation and feedback cycle

B. **SMART Goals for Reducing Achievement Gaps Among USP Subgroups**

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2024, the reading achievement gap between Latino students and White students will be closed by five percentage points as measured by the Arizona Academic Standards Assessment. 2. By June 2024, the reading achievement gap between African American students and White students will be closed by five percentage points as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Quarterly Benchmark data
1. By June 2024, the mathematics achievement gap between Latino students and White students will be closed by five (three) percentage point as measured by the Arizona Academic Standards Assessment. 2. By June 2024, the mathematics achievement gap between African American students and White students will be closed by five (three) percentage points as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Quarterly Benchmark data

C. Goal Attainment:

    1.   **Strategies to Achieve SMART Goals**

Strategies that help Magnet School Achieve Improvement for African American and Latino Students	
Strategies	**Strengths and Obstacles**
1. Increase culturally relevant instructional practice specific to African American and Latino Students.	**Supports:** • Language AcquisitioT WDL program model (third pillar of dual language education, socio-cultural competency • Teacher trained in GLAD strategies Leveled guided reading groups School-City • District supports culturally relevant instruction • SPARKS **Constraints:** • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Strong formative assessment model to inform instructional practice

2. Ensure effective academic interventions for African American and Latino Students	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Strong PLCs to support data informed interventions • Lack of Tier II academic interventions specific to African American and Latino students • Lack of Tier III academic support classes to African American and Latino students

2.　Action-Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Increase culturally relevant instructional practice specific to African American and Latino Students.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide professional development on SPARKS (Culturally relevant) framework for all teachers.	Principal; Assistant Principal; CSP	August 2022	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Provide weekly instructional observations with follow-up feedback on SPARK (Culturally relevant) integration	Principal; Assistant Principal; CSP	Aug. 2022- May 2023	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist GLAD Strategies	Short cycle assessments; benchmark assessments; instructional observation data	Short cycle assessments; benchmark assessments; end of year evaluations
3. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	principal Magnet Coordinator Magnet Dept	Weekly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data
4.** School Site Administrator, Magnet Coordinator, CSP, and teaching staff will participate in six, research-informed, instructional leadership development sessions with West Ed to strengthen Tier 1 instructional practice. ** *The West Ed PD model aims to simultaneously strengthen practitioner leadership, knowledge, and skill using research-based instructional strategies and collaborative practices. WestEd's teacher*	Principal Magnet Coordinator Magnet Coordinator CSP Teachers West Ed Rep	6 sessions, Semester 1	Magnet Dept West Ed	instructional walkthrough data	Instructional Walkthrough data Quarterly Benchmarks

professional development programs provide proven, high-quality solutions to improve student learning in all content areas.					

John Hattie's Meta Analysis identifies Professional Development Programs with an effect-size of .41. Having a positive effect on teacher efficacy and on student learning. Furthermore, Collective Teacher Efficacy yields a 1.57 effect-size. Source: J. Hattie (Dec. 2017) Visible-Learning.org
Standard of Excellence 4: Professional Development. Standard of Excellence 7: Leadership and Educator Development.

Action Steps to Implement Improvement, Monitor and Assess Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Ensure effective academic interventions for African American and Latino Students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Utilize targeted, small groups in ELA/SLA and Math to provide targeted interventions to African American and Latino students.	Principal; Magnet Coordinators; **Teachers with support from:** Reading Interventionist Math TA ELA TA	Weekly August – May	Lesson Plans ELA/SLA/M ath connection	Short cycle assessment and benchmark data	Formative assessment and benchmark data
2. Provide after school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators; **21st CCLC Coordinator**	Weekly August – May	Lesson Plans ELA/SLA/M ath connection	Short cycle assessment and benchmark data	Formative assessment and benchmark data

J. Hattie's Meta Analysis (December 2017) visible-learning.org

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

Personnel

#Deseg Budget 2022-2023 SY					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Math Bilingual Teachers		1.4	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 8th grade for high school credit.	In AA MT	Student Academic Achievement
Spanish Teachers		3.0	All 6th-8th 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 Roskruge 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 21st Century skills that support the TWDL program and the global digital world.	PL In AA	Student Academic Achievement
Mariachi Teachers		2.0	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
Folklorico Teacher		1.0	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	30,300	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	40,902	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	34,441	0.75	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	**169,413.70**				
Total	**733,800.30**	12.65			

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	6,762.41	Provide family with supplies that support school academic events for student growth and achievement.	In PCI	Family Engagement

Description	Amount	Purpose	MSA Pillar	Magnet Plan Essential Focus:
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 Roskruge.	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	**15,562.41**			

#Deseg Budget 2022-2023 SY	
Personnel Cost	$733,800.30
Non-Personnel Cost	$15,562.41
Total Budget	$749,362.71

Magnet Programs

TUSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23

Principal: TBD

School: Dodge Traditional Magnet Middle School

Magnet Program: Traditional

Region: Arcadia

Date Plan Revised: 4/8/22

Planning Team:

Name	Position	Name	Position
Magnet Coordinator	NA	Natasha Arvayo	Dean of Students
Principal	Brenda Meneguin	Curriculum Service Provider	Denise Rogers

Sign Off:

Position	Name	Signature	Date
Principal	Brenda Meneguin		
Regional Assistant Superintendent	Cathy Comstock		
Magnet Department	Kamren Taravati		

I.   Magnet School Profile

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.

School Summary

> Dodge Traditional Magnet Middle School is currently integrated and earned the Arizona State letter grade of B for the SY of 2021-22 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.

Core Values

> Students will possess a solid foundation in the core curriculum areas that support:
> - powers of reasoning and judgment,
> - effective written and oral communication skills and will demonstrate
> - Responsibility, Integrity and Industry
> - Citizenship, patriotism, and respect.

E.   School Profile

2018-19 Letter Grade	2021-22 Integration Status	Magnet Theme
B	Integrated	Traditional

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
4%	12%	99%	40%	3%	11%

School Integration Profile (USP Ethnicity)													
2021-22 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	96	25%	37	10%	262	56%	12	3%	9	1%	23	5%	405
Non-neighborhood %	97	24%	42	10.4%	228	56.4%	11	2.7%	5	1.2%	21	5.2%	404
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%		

F.   Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
State ES Avg	42%	41%	38%	35%	38%	25%	39%	43%	36%
District ES Avg	27%	26%	24%	19%	19%	17%	24%	26%	23%
Dodge	63%	51%	56%	38%	32%	31%	38%	43%	45%
3 Years of Math Percent Proficiency by Grade									
Math	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
State ES Avg	41%	38%	32%	29%	30%	26%	31%	27%	27%
District ES Avg	23%	22%	18%	8%	12%	9%	13%	11%	12%
Dodge	64%	44%	48%	23%	29%	33%	24%	32%	35%

*2017 – 2018 = AZMerit   2019 = AZM2

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	30	50	17	60	33.3	34	79.3	35	58
Grade 7	37.5	25	50	48.8	27.6	39	58.3	46.7	55
Grade 8	77.8	0	33	53.2	27.6	34	63	46.7	63

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	40	**0**	0	62.4	15.6	20	75.9	35	44
Grade 7	25	**25**	20	42.7	24.1	28	58.3	46.7	44
Grade 8	66.7	**0**	11	53.1	37.9	28	70.3	40	54

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall 2021-2022 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	58%	47%
African American	30%	8%
Hispanic	36%	25%
Native American	50%	30%
Asian-PI	20%	20%
Multi-Racial	62%	48%
All	42%	30%

II.   DISTRICT 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.

3.   **Academic Performance (African American and Latino Students)**

   a.   Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.
   b.   Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.
   c.   Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.
   d.   Improving Performance. Improvement in proficiency rates for African American and Latino students.

III.   INTEGRATION

A.   <u>Integration: Gap Analyses</u>

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate the school. This includes: • The site currently has a "B" label as measured by the Arizona Department of Education, A-F accountability model. Having a label of "B" inherently attracts more families who want to enroll at the site. The site also is historically known in the Tucson community as a higher performing school and is frequently sought after by families. The site is not a pipeline to any High Schools, but many students who promote from Dodge, go onto University High School. • SY 21-22, 40th day enrollment data indicates school integration.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Surface Causes**	**Identify Deep Causes**
Effective Marking and Recruitment	There are surface gaps related to: • Targeted digital advertisements to African American communities • Social media leveraging	Deep or root causes are related to: • Lack of training related to effectively utilizing digital tools to target enrollment audiences
Effective Communication Supports	There are surface gaps related to: • Creating ongoing content on social media • Site seeking stronger relationship with media to highlight theme integration and student successes	Deep or root causes are related to: • Lack of understanding of how to create effective visually appealing social media content around a traditional magnet theme.

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By the November 1st, of SY 2022– 2023, Dodge will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40th day enrollment reports.	• Synergy • TUSD Web data • Controlled by School Community Services Department

C.   Goal Attainment

<table>
<tr><td colspan="2" align="center">Strategies that help Magnet School Achieve Integration SMART Goal
MSA Pillar 1 Diversity Standards 1 & 2</td></tr>
<tr><td align="center">Strategies</td><td align="center">Strengths and Obstacles</td></tr>
<tr><td>1. Marketing and Recruitment</td><td>Support:
• District Communication Department
• Magnet Department
• Magnet Coordinator
• Marketing Materials

Constraints:
• Families live outside the school's neighborhood
• Transportation</td></tr>
</table>

2.   **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Marketing and Recruitment					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide ongoing tours by Magnet Coordinator /staff. • Provide orientations and 5th grade presentations to schools with elevated enrollment of African American students.	Magnet Coordinator Principal CSP Attendance Clerk Dean of Students	Aug. 2022- May 2023	• Marketing materials • Added duty pay for staff members • TV Commercial District-Level media support • Elementary school staff participants	Quarterly enrollment reports.	Sign in sheets from students and families.
2. Create two posts per week on the site Facebook page highlighting: • Traditional learning with students • Athletics • Coding/Robotics	Magnet Coordinator; Principal; Assistant Principal	Aug. 2022- May 2023	Access to the site Facebook page	During quarterly progress monitoring reports to the Magnet Department, include information Social Media Analytics	Facebook analytic reports

IV. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data
2021-2022 AASA Data

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:
 	
• **6th Grade ELA Proficiency- 38%**
• **7th Grade ELA Proficiency- 44%**
• **8th Grade ELA Proficiency- 44%**
• **6th Grade Math Proficiency- 23%**
• **7th Grade Math Proficiency- 31%**
• **8th Grade Math Proficiency- 35%**
 	
   • From a content/subject perspective, Dodge students outperformed the district average in each grade level in Math as measured by SY21-22 AASA.
   • From a content/subject perspective, Dodge students outperformed the state average in grades 7 and 8 in Math as measured by SY21-22 AASA.
 	
   • From a content/subject perspective, Dodge students outperformed the district average in each grade level in ELA as measured by SY21-22 AASA.
   • From a content/subject perspective, Dodge students tied the state average in grade 7 in ELA and outperformed the state average in grade 8 in ELA as measured by SY21-22 AASA.

Root Cause Analysis		
Top Causes of these Gaps	**Surface Causes**	**Deep Causes**
Need of instructional effectiveness	Need for increased instructional observations with follow-up feedback and job embedded coaching	Lack of time for job embedded instructional coaching
Need of academic interventions	Need for academic interventions at the Tier II and Tier III in 7th grade	Lack of academic interventionists to support Tier II and Tier III classes; need for increase FTE

B.   SMART Goals Student Achievement*

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
1. By June, 2023, ELA proficiency levels in grade **six** will increase by 3%, as measured by the AASA assessment. 2. By June, 2023, ELA proficiency levels in grade **seven** will increase by 3%, as measured by the AASA assessment. 3. By June, 2023, ELA proficiency levels in grade **eight** will increase by 3%, as measured by the AASA assessment.	2023 AASA Scores Benchmark assessment data AASA data disaggregated by race/ethnicity
1. By June, 2023, Math proficiency levels in grade **six** will increase by 3%, as measured by the AASA assessment. 2. By June, 2023, Math proficiency levels in grade **seven** will increase by 3%, as measured by the AASA assessment. 3. By June, 2023, Math proficiency levels in grade **eight** will increase by 3%, as measured by the AASA assessment.	2023 AASA Scores Benchmark assessment data AASA data disaggregated by race/ethnicity

* Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.

C.   Goal Attainment

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 **Academic Excellence** Standard 6	
Strategies	**Strengths and Obstacles**
1. Instructional Improvement: Strengthen consistency of high-quality Tier 1 instruction through job embedded coaching and professional development.	**Supports:** • Culture around instructional observation • District Web-Data • CSP provides job-embedded coaching, modeling, instructional support, and meaningful PD • Magnet Coordinator provides job-embedded theme-aligned professional development for teachers **Constraints:** • Strong formative assessment model to inform instructional practice • Strong system focused on teacher observation/feedback/reflection cycle
2. Creation of Academic Intervention Supports, Tier II and Tier III: Before, during, and after school intervention and enrichment.	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools • Strong school culture of academic/behavioral excellence • Dean of Students to work closely with targeted struggling students • Behavorial Interventionist to work closely with targeted struggling students **Constraints:** • Strong PLCs to support data informed interventions • Lack of Tier II academic support opportunities • Lack of Tier III academic support opportunities

| 3. Family and Community Engagement | **Supports:**
• Community Liaison: A designated 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
    • Multicultural Night
    • Veterans Day Breakfast

Constraints:
    • Families live far from the school to come back to after-school activities
    • Need to identify the interest of all families for engagement |

J. Hattie's Meta Analysis (December 2017) visible-learning.org

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1: Instructional Improvement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Conduct a PD series to introduce the Magnet-themed lesson planning, which utilizes the TUSD Scope and Sequence and includes standards-based instruction and implementation. Review and provide magnet themed lesson plan feedback to teachers.	Principal; Assistant Principal; Curriculum Service Provider Magnet Coordinator	Quarterly	• PD outlining Expecta-tions. • Designated time to meet. • Magnet-themed lesson plan.	• Peer lesson plan reviews in PLCs	PD Sign In Logs
2. Create a peer-to-peer observation/feedback/reflection cycle	Leadership Team Teachers	On-going, monthly	-Designated time for leadership team to plan and implement this structure -Designated time for leadership team to rollout the structure to teaching staff	Electronic Observation Cycle Calendar Monthly PLC/CTT time to debrief observations	Observation Calendar

			-Teaching Squares information, including setting observation intention and observation feedback		

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Creation Academic Intervention Supports – Tier II and Tier III					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Assign students to tutor as needed in ELA and Math. Notify parents.	Principal; Magnet Coordinator; Teachers CSP	- Late August, recruit teachers to tutor - Early Sept, create tutoring schedule - October, use Benchmark data to target student groups - Late October,	- Benchmark data - Advertise tutoring to families	- Benchmark data - Short cycle assessments	Formative assessment Benchmark data Student sign in/out Sheets

			inform families/students		
3. Provide online academic intervention with IDI review	IDI CSP Principal	Biweekly	• PD outlining expectations • Gap analysis form • Principal/CSP/IDI to inform families of students who are placed on online academic intervention plans	Short cycle online assessments Benchmark data	Formative online assessment Benchmark data

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3

Strategy 3. Family and Community Engagement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Survey families regarding interest in involvement. Use survey data to create family engagement events, identify needs, and opportunities for family involvement/collaboration.	Community Liaison Dean of Students Office manager	Throughout the school year Aug. 2022- May	• Design family survey • Time to read and understand survey data • A designated family engagement/events committee •	• Sign-in sheets • Volunteer approval • Volunteer supervision	School sign in logs for volunteers Event sign in sheets Family Engagement logs to submit to Title 1

J. Hattie's Meta Analysis (December 2017) visible-learning.org

V. Academic Performance for African American and Latino Students

A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-6).

There are multiple data points and key information to support the site acacdemic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. This data summary includes:

- Latino students have academic gaps in both ELA and Mathematics
    - White students outperform Latino students in ELA by 22%
    - White students outperform Latino students in Mathematics by 22%
- African American students have academic gaps in both ELA and Math
    - White students outperform African American in ELA by 28%
    - White students outperform African American students in Mathematics by 41%
- African American students especially struggled in sixth grade math in SY21-22, which indicates needs for priority focus, i.e. increased:
    - Instructional observation 6th grade and 7th grade math
    - Professional development in 6th and 7th grade math
    - Tier II & III RTI structures in 7th grade math (academic interventions)

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
• Need for instructional effectiveness that supports the SPARKS (Cultural Relevance) framework.	• Lack of frequent instructional observations with follow-up feedback and job embedded coaching related to SPARKS (Cultural Relevance)	• Lack of structure that supports SPARKS (Cultural Relevance) on site
• Need of Academic Interventions specific to African American and Latino students	• Lack of school day interventions for African American and Latino students	• PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment. **2.** By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in sixth through eighth grade, as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores
3. By June 2023, the mathematics achievement gap between Latino students and White students will be closed by three percentage points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment. 4. By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores

C. Goal Attainment:

1.   Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6 Student Achievement	
Strategies	**Strengths and Obstacles**
1. Increase culturally relevant instructional practice specific to African American and Latino Students.	**Supports:** • District support for culturally relevant instruction • SPARKS **Constraints:** • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Strong formative assessment model to inform instructional practice
2. Ensure effective academic interventions for African American and Latino Students	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Strong PLCs to support data informed interventions • Lack of Tier II academic interventions specific to African American and Latino students • Lack of Tier III academic support classes to African American and Latino students

2. Action-Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Increase culturally relevant instructional practice specific to African American and Latino Students.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide Professional development on SPARKS (Culturally relevant) framework for	Principal; Curriculum Service Provider	August 2022	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Utilize daily instructional observations with follow-up feedback on SPARK (Culturally relevant) integration	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Updated Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Ensure effective academic interventions for African American and Latino Students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide school day Tier III academic interventions for African American and Latino	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection; interventionist FTE	ormative assessment and benchmark data	Formative assessment and benchmark data
2. Provide after school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators; 21st CCLC Coordinator	Weekly August – May	Lesson Plans ELA/Math connection; added duty	ormative assessment and benchmark data	Formative assessment and benchmark data

J. Hattie's Meta Analysis (December 2017) visible-learning.org

Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

VI. MAGNET SCHOOL BUDGET

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

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)

Personnel

Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Reading Interventionist	$49,650.00	1.0	All 6th-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

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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			

Deseg Budget 2021-2022 S	
Personnel Cost	$257,641.00
Non-Personnel Cost	$23,727.00
Total Budget	$281,368.00

Magnet Programs

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23

TUCSON UNIFIED
SCHOOL DISTRICT

Principal: Luke van Schie

School: Mansfeld STEM Plus Middle School

Magnet Program: STEM Plus

Region: Arroyo Chico

Date Plan Revised: 8/11/2022

Planning Team:

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	Donna Bowser	Office Manager
Mary Wnek	Teacher/Parent, 8th grade	Ariela T.	Student, 6th grade
Susan W.	Parent, 6th grade	Anthony E.	Student, 8th grade
Jazmine W.	Parent, 8th grade	Wilde S.	Student, 7th grade
Jen C.	Parent, 6th grade	Valentina G.	Student, 7th grade

Sign Off:

Position	Name	Signature	Date
Principal	Luke van Schie		
Magnet Director	Kamren Taravati		
Regional Assistant Superintendent	Richard Sanchez		

I. Magnet School Profile

A. Mission
Mansfeld is a community dedicated to student academic and personal success, for today, and the future, through STEM education, with an emphasis on diversity and inclusivity.

B. School Summary
Mansfeld STEM Plus Middle Magnet School is currently a C-rated, integrated school. Mansfeld is also a nationally recognized Magnet School of Excellence (Magnet Schools of America) and a nationally certified Demonstration Magnet School (Magnet Schools of America). 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.

C.
Mansfeld was the recipient of a new Verizon Innovative Learning (VILS) Lab grant in the 2020-2021 SY. This grant built a new Immersive Media Lab on campus that allows students to engage in 3D modeling and printing and virtual and augmented reality. In addition, Mansfeld received an extension grant to extend our VILs one-to-one iPad program through 2024, 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).

D. 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 support 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.

D. **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 reflect on their classwork and make necessary improvements to show mastery
    - Allowing students to reflect on their assessments and make the necessary 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

E.   School Profile

2018-19 Letter Grade	2021-22 Integration Status	Magnet Theme
B	Integrated	STEM Plus

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
8.71			63.4%	7.8%	11.3%

School Integration Profile (USP Ethnicity)													
2021-22 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	142	16%	93	10%	594	65%	27	3%	20	2%	31	3%	907
Non-neighborhood %													NA
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%		

F. Achievement Data

3 Years of AzMERIT/AASA TUSD Middle Schools ELA Grades 6 - 8 Broken out by School and Grade 2018-19 to 2021-22 (no state test in 2019-20)

*Note: The 'Grand Average' is simply an unofficial, unweighted average for the school for the selected grades below and should be used only as a means to rank the relative performance of schools. Additionally, an * indicates that less than 5 students were tested.*

* DL=Dual Language, G=GATE, M=Magnet, T=TransitionMagnet

Region	Prog*	2017 ADE Ltr Gr	2018 ADE Ltr Gr	2019 ADE Ltr Gr	School	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2019 Grand Av.	2021 Grand Av.	2022 Grand Av.	Diff Bet 2019 (preCOVID) and 2022	Diff Bet 2021 and 20222
					District Avg	27%	26%	24%	19%	19%	17%	24%	26%	23%	26%	18%	24%	-2%	6%
					State Avg	42%	41%	38%	35%	38%	35%	39%	43%	36%	40%	36%	39%	-1%	3%
3	M	B	B	B	Mansfeld	38%	37%	39%	29%	26%	22%	32%	36%	25%	38%	26%	31%	-7%	5%

3 Years of AzMERIT/AASA TUSD Middle School Math Grades 6 - 8 Broken out by School and Grade 2018-19 to 2021-22 (no state test in 2019-20)

*Note: The 'Grand Average' is simply an unofficial, unweighted average for the school for the selected grades below and should be used only as a means to rank the relative performance of schools. Additionally, an * indicates that less than 5 students were tested. An ^ indicated <10 students in Alg 1 or Geometry were tested from Grade 8*

* DL=Dual Language, G=GATE, M=Magnet, T=TransitionMagnet

Region	Prog*	2017 ADE Ltr Gr	2018 ADE Ltr Gr	2019 ADE Ltr Gr	School	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg I	2019 Geom	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2019 Grand Av.	2021 Grand Av.	2022 Grand Av.	Diff Bet 2019 (preCOVID) and 2022	Diff Bet 2021 and 2022
					District Avg	23%	22%	18%	62%		8%	12%	9%	13%	11%	12%	31%	10%	12%	-19%	2%
					State Avg	41%	38%	32%	44%		29%	30%	26%	31%	27%	27%	39%	28%	28%	-11%	0%
3	M	B	B	B	Mansfeld	41%	35%	43%	98%		14%	17%	11%	20%	21%	22%	54%	14%	21%	-33%	7%

Three Year AZ Merit/AASA by Subgroup ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	22.9	31	0	30.8	31.9	24	65.1	76.9	60
Grade 7	32.1	24.3	16	45.3	33	21	65	69.4	52
Grade 8	18.5	33.3	0	31.1	38.6	20	43.3	51.2	47

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	22.9	34.5	0	36.5	35.6	10	78.1	74.4	36
Grade 7	32.1	21.1	16	35.8	29.5	11	51.2	68.3	38
Grade 8	27.6	48.1	0	43.4	49.6	9	55.3	68.4	27
WS									

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall Percent Proficiency by USP Ethnicity				
	ELA		Math	
USP Ethnicity	2019-AZM2	2021-AASA	2019-AZM2	2021-AASA
White	66%	60%	70%	50%
African American	28%	16%	32%	11%
Hispanic	35%	25%	39%	16%
Native American	10%	10%	17%	5%
Asian-PI	46%	50%	50%	25%
Multi-Racial	29%	31%	40%	17%
ALL	38%	31%	43%	21%

II.   DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1.   <u>Integration</u>

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

<u>Meeting the 70% and +/- 25% thresholds for an Integrated School.</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 +/- 15 percentage points.

<u>Progress towards integration.</u> 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.   <u>Student Achievement</u>

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.

<u>Proficiency: Criteria 1 = 2 Points.</u> 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.

<u>Growth: Criteria 2 = 2 Points.</u> 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.

<u>Minimally Proficient (MP): Criteria 3 = 2 Points.</u> 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).

<u>Free and Reduced Lunch (FRL): Criteria 4 = 1 Point.</u> 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. **<u>Academic Performance (African American and Latino Students)</u>**

a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.

b. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.

c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.

d. Improving Performance. Improvement in proficiency rates for African American and Latino students.

III.   INTEGRATION

    A.   Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis
There are data points and key information to support the site gap analysis. This information will help to identify needs to continue integrating the school. This includes: • The site currently has a "B" label as measured by the Arizona Department of Education, A-F accountability model. Having a label of "A" or "B" inherently attracts more families who want to enroll at the site. Therefore, one need is to continue increasing overall student academic performance to achieve an "A" label to attract more families and **secure** existing families. • Mansfeld is fully integrated overall. Digging deeper into each grade level, all grade levels are within **25%** of the district percentage for that grade level.

Root Cause Analysis		
Identify Top Three Causes of these Gaps	**Identify the Surface Causes**	**Identify Deep Causes**
1. The student achievement gap among ethnic groups has not been narrowed or eliminated.	1. Lack of district SEL curriculum per grade level to facilitate teacher's implementation in alignment with student achievement. Lack of master teachers/instructional coaches training the staff effectively that includes job-embedded professional development, coaching, follow-up, and evaluation of the curriculum and instruction implementation.	1. The growth and performance of students of color are not being accelerated.
2. Hispanic student enrollment is above 70% in 8th grade and is approaching 70% in 6th grade.	2. The diversity of neighborhood students who enroll and the number of magnet seats available was not increased.	2. Lack of advocating for the number of magnet seats available.
3. Gaps in performance persist on benchmark and end-of-year assessments between White/Caucasian students and African American, Hispanic/Latino, and Native American students.	3. Mansfeld is not proactively recruiting and supporting underrepresented students to enroll in ALES.	3. The enrollment of underrepresented students is not correlate with the total enrollment threshold.

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Goal 1: By November 1st, 2023, Mansfeld will remain an integrated school.	- Enrollment data, disaggregated by race/ethnicity - Recruitment plan - Magnet seat allocations

C.   Goal Attainment

1.   Strategies to Achieve SMART Goal

<table>
<tr><td colspan="2" align="center">Strategies that help Magnet School Achieve Integration SMART Goal
MSA Pillar 1 Diversity Standards 1 & 2</td></tr>
<tr><td align="center">Strategies</td><td align="center">Strengths and Obstacles</td></tr>
<tr>
<td>1   Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.</td>
<td>Strengths:
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
5. Additional magnet department support to eliminate the tension between GATE school choice and magnet school choice

Constraints:
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</td>
</tr>
</table>

2. **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: 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**	**Monitoring**	**Evidence of Assessment**
1.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[1]	Magnet Coordinator, with school leadership team	May 2023	Personnel contacts	Quarterly enrollment reports	Sign in sheets from meetings
2.Magnet Coordinator, in collaboration with school leadership, will brainstorm and evaluate possible steps to increase enrollment of students who support integration goals[2]	Magnet Coordinator, with school leadership team	May 2022-October 2023	Personnel contacts	Quarterly enrollment reports	Sign in sheets from meetings
4.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[3]	Magnet Coordinator	July-October 2022	Recruitment materials, mileage, time off campus	Quarterly enrollment reports	Sign in sheets from meetings

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[1] MSA Standard 1: Student Recruitment and Selection
[2] MSA Standard 2: Diversity and Equity
[3] MSA Standard 1: Student Recruitment and Selection

5.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[4]	Magnet Coordinator	July-December 2022	Recruitment materials, mileage, time off campus	Quarterly enrollment reports	Sign in sheets from meetings

[4] MSA Standard 1: Student Recruitment and Selection

6.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][5]	Magnet Coordinator	July 2022-May 2023	Marketing materials	Quarterly enrollment reports	Sign in sheets from meetings
8.Magnet coordinator will provide campus tours and shadowing opportunities for interested students and registered neighborhood students to encourage matriculation[6]	Magnet Coordinator	January-April 2023	Teacher participation	Quarterly enrollment reports	Sign in sheets from meetings
10.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[7]	District	July 2022-May 2023	Marketing materials	Quarterly enrollment reports	Sign in sheets from meetings

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[5] MSA Standard 1: Student Recruitment and Selection
[6] MSA Standard 1: Student Recruitment and Selection
[7] MSA Standard 1: Student Recruitment and Selection

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-8).

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:

18-19 AZM2
- 6th Grade ELA Proficiency – 38%
- 7th Grade ELA Proficiency – 37%
- 8th Grade ELA Proficiency – 39%
- 6th Grade Math Proficiency – 41%
- 7th Grade Math Proficiency – 35%
- 8th Grade Math Proficiency – 43%

Note that all student outcomes above are from the 18-19 AZ Merit. This data set was used to ensure validity and effective goal setting as the AZM2 assessment from 20-21 did not reflect enough student testers to ensure the upmost validity. That said, this data indicates similar needs in both ELA and Mathematics. From a grade level perspective, there is a more pronounced need in 7th grade.

21-22 AASA
- 6th Grade ELA Proficiency – 32%
- 7th Grade ELA Proficiency – 36%
- 8th Grade ELA Proficiency – 25%
- 6th Grade Math Proficiency – 20%
- 7th Grade Math Proficiency – 21%
- 8th Grade Math Proficiency – 22%

This data reflects learning loss associated with the COVID pandemic. It demonstrates a significant need to rebuild student proficiency, especially in math and 8th grade ELA.

Root Cause Analysis		
Top Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. Need of instructional effectiveness	1. Need for increased instructional observations with follow up feedback and job embedded coaching	1. Lack of time for job embedded instructional coaching
2. Need of academic interventions	2. Need for academic interventions at the Tier II and Tier III in math	2. Lack of academic interventionists to support Tier II and Tier III classes; need for increase FTE

B.   SMART Goals for Overall Student Achievement *

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, 6th grade student ELA Proficiency will rebound to pre-pandemic levels, from 32% to 38%, as measured by the AASA assessment. 2. By June 2023, 7th grade student ELA Proficiency will surpass pre-pandemic levels, from 36% to 40%, as measured by the AASA assessment. 3. By June 2023, 8th grade student ELA Proficiency will rebound to pre-pandemic levels, from 25% to 39%, as measured by the AASA assessment.	• AASA assessment data, disaggregated by race/ethnicity • Monitored by quarterly Benchmark assessment data
1. By June 2023, 6th grade student Math Proficiency will rebound to pre-pandemic levels, from 20% to 41%, as measured by the AASA assessment. 2. By June 2023, 7th grade student Math Proficiency will surpass pre-pandemic levels, from 21% to 38%, as measured by the AASA assessment. 3. By June 2023, 8th grade student Math Proficiency will rebound to pre-pandemic levels, from 22% to 43% as measured by the AASA assessment.	• AASA assessment data, disaggregated by race/ethnicity • Monitored by quarterly Benchmark assessment data

* Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. In addition, the COVID pandemic significantly disrupted learning from March 2020 through May 2021. Therefore, Mansfeld has set a very ambitious goal of recovering proficiency that was lost during the pandemic.

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals.

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1. Strengthen consistency of high-quality Tier 1 instruction through job-embedded coaching and professional development.	**Supports**: • 7-period day provides daily PLC time to plan, monitor, and adjust instruction • Instructional Coach-Innovative Learning provides theme-aligned technology integration coaching and professional development for teachers • Curriculum Service Provider provides job-embedded coaching, instructional support, professional development, and data analysis for teachers • Magnet Coordinator provides job-embedded theme-aligned professional development for teachers • Culture of excellence and theme integration • Existing coaching cycle, observation protocol, and peer observation structure • Coaching support through district's monthly CIPDA Academy • Integrated and articulated STEM curriculum, including quarterly STEM units **Constraints**: • Reluctance or hesitation among teachers to participate in coaching • Time to observe teachers and engage in meaningful feedback conversations • 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.	**Supports:** ▪ Existing program of diverse before- and after-school STEM-related intervention and enrichment opportunities ▪ Culture of academic excellence and existing tiered interventions ▪ New dedicated MTSS role will be added in 2022-2023, to more strategically and comprehensively identify and meet the academic and behavioral needs of struggling students ▪ Part-Time Native American Student Support Specialist housed at Mansfeld. ▪ Full-Time Behavioral Support Specialist works closely with students who are struggling to meet expectations in the classroom ▪ Full-Time In-School Interventionist will be filled in 2022-2023 to support students' academic progress when they are in the Responsibility Room **Constraints**: ▪ Teacher participation ▪ Historically limited strategic targeting of students for interventions

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					

Strategy 1: Strengthen consistency of high-quality Tier 1 instruction.[8]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Mansfeld School Reform Model will implement STEM (Science, Technology, Engineering, and Math) practices across the curriculum and use of the Reteach/Enrich Model.[9]	Leadership Team, Staff, Faculty	July 2022-May 2023	MSA Pillars, STEM Handbook, STEM Curriculum, Marketing Materials	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
2. Weekly Wednesday Professional Development will be provided for all Certified Staff (PLC's, Theme-Based Curriculum, Restorative Practices, Cultural Relevancy, SchoolCity, and GATE-Aligned Instruction).[10]	Principal	July 2022-May 2023	District PD Calendar & Trainings	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
3. The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources) and theme integration.[11]	Principal	July 2022-May 2023	District PD Calendar & Initiatives Training	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations

[8] Focusing on Tier 1 instruction is supported by research. Research shows that "When Tier 1 is implemented with a high degree of integrity and by trained educators, a majority of learners will show proficiency on curricular assessments consistent with the grade-level benchmarks" (Swanson, et al, 2007).
[9] Using magnet theme as an instructional reform model is supported by research. Research shows that students in magnet schools outperform students in traditional public schools, likely because of the strong academic focus and cohesion created in a magnet school environment (Gamoran, ASCD, 1996). MSA Standard 3: Theme and Curriculum Fidelity.
[10] MSA Standard 4: Professional Development
[11] MSA Standard 4: Professional Development

4. 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.[12]	Principal & Evaluation Designees	July 2022-May 2023	Danielson Framework, Training & Materials, Online Evaluation System	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
5. The leadership team (principal, Magnet Coordinator, Instructional Coach-Innovative, CSP, MTSS Coordinator, 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.[13]	Leadership Team	July 2022-May 2023	Magnet Plan	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
6. CSP will provide coaching and support in PLCs for level 3 teachers to evaluate and strengthen their instruction based on student performance data.[14]	Curriculum Service Provider	July 2022-May 2023	Protected Daily PLC Time	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations

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[12] MSA Standard 4: Professional Development
[13] MSA Standard 7: Leadership and Educator Development
[14] Research suggests that teachers most improve through instructional coaching that is positive in tone; specific, detailed, and timely feedback; and opportunities to practice strategies (Hammond, L. & Moore, W. M., 2018). MSA Standard 4: Professional Development

7. Magnet coordinator will work collaboratively with school leadership team to revise the magnet department walkthrough tool to reflect STEM theme.[15]	Magnet Coordinator & Leadership Team	July-September 2022	Magnet Walkthrough Tool, Leadership Team Meeting	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
8. 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.[16]	Principal	July 2022-May 2023	TUSD Math Curriculum, STEM Curriculum	Quarterly progress monitoring reports; Instructional; observation log; CFAs; Benchmarks	Quarterly benchmark assessment; observations

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[15] Classroom walkthrough tools are supported by research. Research suggests that classroom walkthroughs help support both instructional practices and relationships that improve student performance (Rouleau & Corner, 2020). MSA Standard 4: Professional Development

[16] MSA Standard 4: Professional Development

9. All lessons in all classes will integrate student application of STEM practices as a thinking and problem-solving strategy.[17]	Teachers	July 2022-May 2023	STEM Practices, STEM Curriculum, STEM Units	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
10. PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day and teams meet daily, creating common formative assessments, analyzing data, and developing action plans for students.[18]	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers	July 2022-May 2023	7-period bell schedule, weekly PLC calendar	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
11. 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.[19]	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers	July 2022-May 2023	7-period bell schedule, weekly, PLC calendar, STEM Curriculum, STEM Units, EQuIP Rubrics	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly Benchmark; assessment; sign in logs; observations

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[17] MSA Standard 5: Instructional Fidelity
[18] MSA Standard 4: Professional Development
[19] The EQuIP rubric was created by Achieve and Next Generation Science Standards to support teachers' self-reflection to improve instructional planning. MSA Standard: Instructional Fidelity

12. 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).[20]	Principal	July 2022-May 2023	PLC Agendas, Signin Sheets, Notes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
13. 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.[21]	Teachers	July 2022-May 2023	ELD Materials & Training	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
14. 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.[22]	All Faculty & Staff	July 2022-May 2023	Bulldoggers, LiveSchool App, Prizes	Quarterly progress monitoring reports; Instructional observation logs, Benchmarks	Quarterly benchmark; observation logs

[20] MSA Standard 7: Leadership and Educator Development
[21] MSA Standard 2: Diversity and Equity
[22] PBIS is supported by research. Research shows that comprehensive Positive Behavior Intervention Systems increase positive student behaviors and academic performance, reduce classroom and school disruptions, and improve school climate (Bradshaw, Waasdorp, & Leaf, 2012). MSA Standard 2: Diversity and Equity

15. Teachers who are new to Mansfeld will participate in summer training to build context and skills around the STEM curriculum and instructional approach.[23]	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers New to Mansfeld	July-August 2022	STEM Curriculum	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations

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[23] MSA Standard 3: Theme and Curriculum Fidelity

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment.[24]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Teachers will use data to plan embedded interventions and enrichments to support instructional needs for all students at the Tier 1 level.[25]	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers	July 2022-May 2023	TUSD WebData, PLC Calendar	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks
2. Mansfeld will use data to plan embedded interventions to support instruction of students who are identified to be below proficient with learning standards.[26]	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers	July 2022-May 2023	TUSD WebData, PLC Calendar, MTSS	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks

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[24] Tier 2 and Tier 3 interventions through RTI and MTSS are supported by research. Research shows that when students are placed in fluid interventions based on valid and reliable performance data, student performance improves (Higgins & Rinaldi, 2013).

[25] MSA Standard 6: Student Achievement

[26] MSA Standard 6: Student Achievement

3. 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).[27]	MTSS Facilitator, Student Success Specialist, Dean of Students, Community Liaison, Teachers	July 2022-May 2023	TUSD WebData, PLC Calendar, MTSS	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks

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[27] MSA Standard 6: Student Achievement

4. Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.[28]	MTSS Facilitator, Student Success Specialist, Dean of Students, Community Liaison, Teachers	July 2022-May 2023	MTSS, UA Tutors, Intervention Classes	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks
5. 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.[29]	MTSS Facilitator, Student Success Specialist, Dean of Students, Community Liaison, Teachers	July 2022-May 2023	MTSS, UA Tutors, Intervention Classes	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks
6. 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).[30]	Intervention Teachers, CSP, Counselors	July 2022-May 2023	Student Achievement Data, Student Schedules, Master Calendar	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks

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[28] MSA Standard 6: Student Achievement
[29] MSA Standard 6: Student Achievement
[30] MSA Standard 6: Student Achievement

V.   Academic Performance for African American and Latino Students

A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).

There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. This data summary includes:
 	
• Latino students have academic gaps in both ELA and Mathematics
    • White students outperform Latino students in ELA by 31%
    • White students outperform Latino students in Mathematics by 31%
• African American students have academic gaps in both ELA and Math
    • White students outperform African American in ELA by 38%
    • White students outperform African American students in Mathematics by 31%

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
• Need of instructional effectiveness that supports the SPARKS (Cultural Relevance) framework.	• Lack of frequent instructional observations with follow up feedback and job embedded coaching related to SPARKS (Cultural Relevance)	• Lack of structure that supports SPARKS (Cultural Relevance) on site
• Need of Academic Interventions specific to African American and Latino students	• Lack of school day interventions for African American and Latino students	• PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment. **2.** By June 2023, the reading achievement gap between African American students and White students will be closed by three percentage points at each grade level in sixth through eighth grade, as measured by the Arizona Academic Standards Assessment.	• AASA assessment data, disaggregated by race/ethnicity • Monitored by quarterly Benchmark assessment data
3. By June 2023, the mathematics achievement gap between Latino students and White students will be closed by three percentage points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment. 4. By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment.	

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

<table>
<tr>
<td colspan="2">Strategies that help Magnet School Achieve Improvement for African American and Latino Students
MSA Pillar 3 Academic Excellence Standard 6</td>
</tr>
<tr>
<td>Strategies</td>
<td>Strengths and Obstacles</td>
</tr>
<tr>
<td>1. Increase family involvement and communication regarding community events (STEM Nights), academically-oriented events (Open House, Parent-Teacher Conferences), and student progress.</td>
<td>Supports:
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

Constraints:
1. Time for teachers to collaborate with families
2. Difficulty engaging some families/caregivers
3. Language/transportation barriers</td>
</tr>
<tr>
<td>Increase culturally relevant instructional practice specific to African American and Latino Students.</td>
<td>Supports:
• District supports for culturally relevant instruction
• SPARKS

Constraints:
• Gaps in instructional observation/feedback cycle specific to the SPARKS framework
• Strong formative assessment model to inform instructional practice</td>
</tr>
</table>

Ensure effective academic interventions for African American and Latino Students	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Strong PLCs to support data informed interventions • Lack of Tier II academic interventions specific to African American and Latino students • Lack of Tier III academic support classes to African American and Latino students

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Increase family involvement and communication regarding community events (STEM Nights), academically-oriented events (Open House, Parent-Teacher Conferences), and student progress[31]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. The Magnet Coordinator will organize semester STEM Academic Family Nights with community STEM partners.[32]	Magnet Coordinator	July 2022-May 2023	Community Partners, Volunteers	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
2. The Leadership Team will support teachers in developing and implementing structures for Student-Led Conferences.[33]	Leadership Team	July 2022-May 2023	Leadership Team, Teachers	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data

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[31] Family engagement is a research-supported strategy for improving student performance. Research shows that family involvement in a student's education is a top factor in student achievement (Garbacz, et al, 2017).

[32] MSA Standard 9: Community Engagement and Partnerships / MSA Standard 10: Family Engagement and Communication

[33] MSA Standard 6: Student Achievement

3. 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.[34]	School Community Liaison, Magnet Coordinator	July 2022-May 2023	Community Engagement Plan	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
4. The Community Liaison will collect, monitor, and document data related to parent and	School Community Liaison	July 2022-May 2023	Community Engagement Plan	Quarterly progress monitoring related to family and	Sign in logs from stakeholder groups; school

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[34] MSA Standard 10: Family Engagement and Communication

				community partnership survey	quality survey data
5. 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...)[36]	Magnet Coordinator	July 2022-May 2023	Community Partner Interest Form & Log	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
6. Mansfeld will establish additional lines of communication to families, community members, and organizations.[37]	Principal	July 2022-May 2023	Newsletters, Website, ParentLink	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
7. Mansfeld will continue to use social media structures to connect with students and families.[38]	Magnet Coordinator	July 2022-May 2023	Facebook Page & Instagram	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
8. Mansfeld will publicize and host Open House and Parent/Teacher conferences.[39]	Principal, Teachers	August 2022, October 2022, February 2023	Marketing Materials, Volunteers, Family Contacts, Communication Tools	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data

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[35] MSA Standard 10: Family Engagement and Communication
[36] MSA Standard 9: Community Engagement and Partnerships
[37] MSA Standard 10: Family Engagement and Communication
[38] MSA Standard 10: Family Engagement and Communication
[39] MSA Standard 10: Family Engagement and Communication

9. Mansfeld will host quarterly Bulldog Saturdays for student discipline, volunteer opportunities, campus beautification, and parent professional development.[40]	Leadership Team	August 2022-May 2023	Volunteers, Staff, Community Resources	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data

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[40] MSA Standard 9: Community Engagement and Partnerships / MSA Standard 10: Family Engagement and Communication

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Increase culturally relevant instructional practice specific to African American and Latino Students.[41]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. The Principal will schedule professional development with TUSD's Culturally Relevant Curriculum department and outside vendors to increase cultural competencies among staff and strengthen culturally relevant instructional practices.[42]	Principal	July 2022-May 2023	TUSD's CRC Department	Instructional observations	CFAs and Benchmark results for subgroups
2 Teachers will use pedagogical approaches that include culturally responsive instruction in addition to theme-based instruction.[43]	Teachers	July 2022-May 2023	CR Training & STEM Training/Curriculum	Teachers will use pedagogical approaches that include culturally responsive instruction in addition to theme-based instruction.	Instructional observations

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[41] Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).
[42] MSA Standard 2: Diversity and Equity
[43] MSA Standard 2: Diversity and Equity / MSA Standard 5: Instructional Fidelity

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 3 Ensure effective academic interventions for African American and Latino Students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide school day Tier III academic interventions for African American and Latino students.[44]	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection; interventionist FTE	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Provide after school, targeted tutoring for African American and Latino students.[45]	Principal; Magnet Coordinators; 21ˢᵗ CCLC Coordinator	Weekly August – May	Lesson Plans ELA/Math connection; added duty	Formative assessment and benchmark data	Formative assessment and benchmark data

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[44] MSA Standard 2: Diversity and Equity / MSA Standard 6: Student Achievement
[45] MSA Standard 2: Diversity and Equity / MSA Standard 6: Student Achievement

VI. MAGNET SCHOOL BUDGET

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

Personnel

#Site Magnet Budget 2022-23 SY				
Description	**Total**	**Purpose**	**MSA Pillar Alignment**	**Magnet Plan Essential Focus**
Magnet Teachers	$300,000	In order to maintain and strengthen our focus on the STEM Practices, our program requires continued support of the 7-period day allowing for PLC-CTT time during the school day. During this time, PLC-CTTs 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.	AA, PL	Student Achievement
Other Certified (Curriculum Service Provider & Magnet Coordinator)	$85,891	The Curriculum Service Provider supports Tier 1 and Tier 2 instruction through professional development, job-embedded coaching, and student data analysis. In order to maintain and strengthen our focus on the STEM Practices our program requires continued support from our	AA, PL	Student Achievement & Integration

		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		
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	$127,235			
Total Budget	**$550,926**			
Total FTE	*8.0*			

Non-Personnel

#Site Magnet Budget 2022-2023 SY				
Description	**Amount**	**Purpose**	**MSA Pillar**	**Magnet Plan Principle #**
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	$9,500	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	$4,000	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	$7,000	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
Field Trips	$3,600	To provide transportation for students attending our Summer School bridge program (summer school funded in Title 1) and Sky School.	In, AA	Integration & Academic Achievement

Employee Benefits	
Total Budget	**$37,300**

#Magnet Site Budget 2022-2023 SY	
Personnel Cost	$550,926
Non-Personnel Cost	$37,300
Total Budget	**$588,226**

Magnet Programs

TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23

Principal: Erick Brock

School: Palo Verde High Magnet School

Magnet Program: STEAM

Region: Arcadia

Date Plan Revised: 4/8/22

Planning Team:

Name	Position	Name	Position
Jennifer Maynard	Magnet Coordinator	Michelle Weisbrod	Assistant Principal
Melissa Walker	CSP	Megan Hughes	Instructional Data Interventionist

Sign Off:

Position	Name	Signature	Date
Principal	Erick Brock		
Regional Assistant Superintendent	Shawna Rodriguez		
Magnet Department	Kamren Taravati		

I.   <u>Magnet School Profile</u>

A.   Mission

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

Palo Verde High Magnet School exists to provide high quality instruction in all curricular areas in a safe and encouraging environment. Students, staff, parents and the larger community are bound together to develop 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.

B.   School Summary

Palo Verde High Magnet School is currently a B-rated, integrated school. Palo Verde's programmatic theme is STEAM (Science, Technology, Engineering, Arts, and Math). 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 with 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, and Drawing & Painting. Our students also have the opportunity to take classes ranging from Forensics, Chemistry, Biology, STEM, 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.

At Palo Verde, our main Exceptional Education Inclusion/Co-op model provides a fluid teaching style between the general education teacher and the ExEd teacher, where students interact with both teachers equally. Both teachers take turns delivering all or part of lessons and roam the room supporting all students. Some teachers employ other models, where one teacher within the co-op will take a small group of students to another location to work on scaffolding. Some teachers focus on certain students within the classroom. For all of these models which occur at PV, each cooperating pair are provided with time near at the beginning of the school year, as well as throughout the year during PD and other co-op pair decided times to discuss the aspects and specifics of the class and content area. Most, if not all of our coop pairs have attended coop/inclusion training provided by the district. This training provided them with the time to further discuss their teaching philosophies and styles. Furthermore, each ExEd teacher within the co-op pair were provided the opportunity, during master schedule creation, to choose the teacher they work best with, which provides them additional time to discuss logistics and philosophies. Co-op teachers are supported by both the CSP and the ExEd Department chair, as well as teachers both in the ExEd department and content areas.

Palo Verde adheres and enforces all aspects of IDEA, including general education teacher attendance to IEP meetings, using accommodations in classes, and state and federal compliance and fidelity in writing and implementing IEP plans. IEPs are reviewed annually, and we have one of the highest percentages of general education teachers in attendance at meetings. Case managers monitor their students' progress and communicate with those teachers monthly and review the students' progress toward their goals on a quarterly basis. All goals are measurable and quantifiable, and are reported as such, and sent as a progress report to parents each quarter.

C.   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.

D.   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.

E.   School Profile

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

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
	20%	87%	56.75%	17%	26.4%

	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
2021-22 Palo Verde Enrollment	178	27%	126	19%	298	45%	15	2%	21	3%	30	4%	668
					% non-neighborhood								
	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%**					

F.   Achievement Data

ACT Test Scores for Palo Verde 2021-2022

Composite for PV: 16.6

Composite for TUSD: 17

Palo Verde Subtest Scores

English: 16.1

Reading: 16.3

Math: 16.7

Science: 16.6

School Name	Composite	English	Math	Reading	Science
Alternative 2 (TAP)	13.23	11.31	13.85	13.15	13.85
C.O.L.E. Online (AGAVE)	15.33	14.38	15.43	15.36	15.95
Catalina	15.04	13.65	15.59	15.18	15.31
Cholla	15.55	14.56	15.87	15.61	15.76
Innovation Tech	16.48	15.57	15.80	17.39	16.65
Meredith	11.70	9.40	11.70	12.50	12.60
Palo Verde Magnet	16.01	14.89	16.61	15.99	16.10
Project MORE	13.82	12.53	14.59	13.78	14.04
Pueblo	15.21	14.13	15.70	15.27	15.41
Rincon	16.32	15.37	16.54	16.47	16.52
Sabino	19.18	18.32	19.41	19.46	19.07
Sahuaro	17.53	16.55	17.45	17.90	17.73
Santa Rita	14.51	13.51	15.24	14.47	14.45
Total	**17.61**	**16.71**	**17.85**	**17.88**	**17.63**

Average Scale Scores

2 Years of AzMERIT TUSD Math Data Grades 9-11						
Math	2017 Alg. I	2017 Geometry	2017 Alg. II	2018 Alg. I	2018 Geometry	2018 Alg. II
District Avg	29%	22%	17%	29%	27%	22%
State Avg	39%	34%	34%	39%	37%	34%
Palo Verde High	14%	13%	8%	19%	16%	10%

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 High	14%	17%	15%	24%	18%	10%

Palo Verde 2018-19 ACT Average Scale Score by USP Ethnicity[1]				
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

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[1] In 2016, the Arizona state legislature enacted A.R.S. 15-741.02, which required the state Department of Education to offer a menu of alternative assessments in addition to the statewide achievement test (at that time, AzMERIT). For high schools, the alternative measures adopted by the state pursuant to the new statute included the ACT, the SAT, and others of less universal applicability. Simultaneously, the state Department of Education reported that it intended to revise the AzMERIT test, and that the new contract for the test would be for only two years with the plan thereafter to transition all high school testing to a national test such as the ACT or SAT. This plan raised the prospect that the new state administered achievement test would include national test choices or AzMERIT in 2018-19, and then change again two years later. Accordingly, beginning in 2018-19 year, the district elected to move to the ACT test, in the hopes that this change would provide a continuously available measure which is carefully normed on a national basis to compare year-over-year, to allow meaningful analysis of achievement data over time, for purposes of measuring gaps, trends, and improvements.

However, in 2019, the federal Department of Education notified the state that the menu of alternative measures did not comply with the federal Every Student Succeeds Act (ESSA) law that requires all schools to take the same statewide assessment for academic accountability and denied Arizona's request for a waiver. Thus, in 2019-20, all districts would have been required to return to the current statewide achievement test, which by then had switched from AzMERIT to AzM2. However, in 2019-20, no statewide achievement test was administered by the state. In 2020-21, AzM2 testing was offered but voluntary, and only 26% of eligible high school students district-wide took the test because of the state requirement of in-person testing during the pandemic (low participation was also a statewide issue). For 2021-22, the state has adopted the ACT Aspire for 9th grade and the ACT for 11th grade as required state tests. Accordingly, the District has no reliable way to compare achievement year over year, as there is no way to compare test results across AzMERIT (administered spring 2018), ACT (11th grade only, administered spring 2019), the voluntary but low participation AzM2 administered in spring 2021(10th grade only), and the ACT Aspire (9th grade only) and ACT (11th grade only) administered in 2022. The different test types and different grades assessed makes measurement of gaps, trends, setting goals, and results across these time periods effectively impossible in any meaningful way, through no fault of the district.

Three Year AZ Merit/AASA by Subgroup
Update with 21/22 AASA data

ELA

	African American			Hispanic			Anglo		
	16-17	17-18	21-22	16-17	17-18	21-22	16-17	17-18	21-22
Grade 9	3.1	20.0		16.4	11.2		23.3	40.4	
Grade 10	17.3	7.7		13.1	15.0		24.1	36.4	
Grade 11	13.3	5.3		11.8	11.2		20	27.8	

Math

	African American			Hispanic			Anglo		
	16-17	17-18	21-22	16-17	17-18	21-22	16-17	17-18	21-22
Grade 9	2.1	14.7		14.1	9.2		29.1	32	
Grade 10	4.9	5.8		12.9	18.4		14	24.1	
Grade 11	2.9	4.0		6.4	11.1		8.5	16.3	

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

II.   DISTRICT 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.

3. **Academic Performance (African American and Latino Students)**

a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.

b. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.

c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.

d. Improving Performance. Improvement in proficiency rates for African American and Latino students.

III.   INTEGRATION

    A.   <u>Integration: Gap Analyses</u>

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate the school. This includes: • The site currently has a "C" label as measured by the Arizona Department of Education, A-F accountability model. Having a label of "C" will not attract families who are looking for a school that they perceive to be focused more on academic outcomes, i.e. having an "A" or "B" label. To that end, it would be in the best interest to have an integration focus on academic achievement, as it will likely increase overall targeted enrollment to allow for continued integration. *Note that goal, strategies and action steps outlined in increasing overall student achievement will support this need.*   • SY 21-22, 40th day enrollment data indicates school integration.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Surface Causes**	**Identify Deep Causes**
1. Lack of effective marketing and recruitment strategies.	1. There are surface gaps related to: • Targeted digital advertisements to Palo Verde families to ensure pipeline effectiveness. • Leveraging social media to support enrollment efforts	1. Deep or root causes are related to: • Needed training related to social media content and use.

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the 40th day of SY 2022-2023, Palo Verde will remain integrated as measured by the 40th day enrollment reports: **+/- 25%** thresholds for an integrated school.	Synergy USP Enrollment records on day 40 and day 100
2. By the 40th day of SY 2022-2023, overall enrollment of Freshman will near 205, as measured by 40th day enrollment reports.	• Open Enrollment and/or Magnet Applications • Synergy records on day 40 and day 100 • Final Enrollment numbers

C.   Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal 1 MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	**Strengths and Obstacles**
1. Continue to **RECRUIT** and **RETAIN** all students, with a focus on targeted ethnic groups for all grade levels in order to remain integrated.	**Supports:** Full-time Magnet Coordinator, Community Liaison, District Communications Department, Dropout Prevention Specialist, MTSS Facilitator and team members, Counselors, Student Support Services **Constraints:** Main feeder schools declining in enrollment, aging population in school boundaries, negative stereotypes about PV, higher SES flight from TUSD schools, Charter Schools are being added all over east Tucson, lack of family support at home, lower SES creates situations where students leave school to attain full-time employment that takes place during the school day, students who enter our school at a lower academic level struggle to stay engaged.

2.   **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Continue to **RECRUIT** and **RETAIN** all students, with a focus on targeted ethnic groups for all grade levels in order to remain integrated.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Increase partnership with Communications Department to send targeted mailers based on zip code to ensure targeted areas of Tucson are receiving school information.	Magnet Coordinator Community Liaison	August 2022-May of 2023	Postage Zip code information	• Recruitment logs • Parent sign-in sheets • Leadership team meeting minutes • Survey results	40th Day Enrollment Reports
2. Continue to provide campus tours to familiarize families with our school and our programming.	Magnet Coordinator Community Liaison	August 2022-May of 2023	Update school tour 'script' Update recruiting folders, add: brochures, enrollment info, and academic info, and sports and activities	• Recruitment logs • Parent sign-in sheets • Leadership team meeting minutes • Survey results	Attendance Logs

3. Continue to hold an informational 'Future Titan Night' to provide families with information about the programming at Palo Verde.	Magnet Coordinator Administration Teachers Communication Dept (for mailers) MTSS Facilitator Community Liaison AVID Teacher	November/ December of 2022-2023	Postcards, and advertising on social media outlets including FB, and Instagram, as well as Parent Link.	• Recruitment logs • Parent sign-in sheets • Leadership team meeting minutes • Survey results	Attendance Logs
4. Continue retention/community outreach events, including: Open House, Parent Teacher Conferences, Student of the Quarter assemblies, Quarterly Honor Roll assemblies, and Senior Awards, in order to support our students and provide recognition. Link family engagement/outreach info nights to student performance/award recognition nights	Counselors Teachers, Gen Ed & ExEd Administration IDI Community Liaison	August 2022-May of 2023	Parent Link communication, invitations, website, newsletters, and social media posts	• Recruitment logs • Parent sign-in sheets • Leadership team meeting minutes • Survey results	Attendance Logs
5. Continue partnerships with Booth-Fickett, Dietz, Naylor, and Borman, in order to retain integrated neighborhood students.	Magnet Coordinator	Bi-weekly communication, plus in-person visits monthly	Marketing Materials	• Recruitment logs • Parent sign-in sheets • Leadership team meeting minutes • Survey results	40th Day Enrollment Reports

IV.   Overall Student Achievement

    A.   Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:
 	
• From an A-F accountability model, Palo Verde High Magnet School carries a letter grade of "C." This suggests overall academic proficiency is somewhat effective.
 	
• School wide academic data, ACT data for SY18-19[2] :
 	
    English   15 Points
    Reading   16 Points
    Math   17 Points

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[2] ACT scores range from 1–36.

Root Cause Analysis		
Top Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. Lack of consistent high-quality Tier I instructional practice in all classrooms.	1. There is a need for a three-prong approach to increase high quality instruction: a) meaningful instructional observations, b) follow-up observation feedback, and c) job embedded coaching.	1. Lack of time/capacity to develop a meaningful instructional feedback system.
2. Lack of effective Tier II and Tier III academic interventions.	2. There is a need for a schoolwide open-door peer-to-peer teacher observation schedule that supports not only Tier II but Tier III interventions.	2. Lack of academic interventionists to support Tier II and Tier III classes; need for increase FTE.

B.   SMART Goals Student Achievement Update with 21/22 AASA data

SMART Goal Statements	**Evidence to Be Used to Assess Progress and Accomplishment**
Overall Student Achievement **ELA:** 1. *By June 2023 student achievement will increase by 3 points, from 16.1 to 19.1, as measured by end of year State Assessments (ACT). **Math:** 2. *By June 2023, student achievement will increase by 3 points, from 16.7 to 19.7, as measured by end of year State Assessments (ACT).	2023 ACT Scores Monitored by quarterly benchmark assessments

Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed.

Therefore, a three percent/point growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent/point growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.

C.   Goal Attainment

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1. Strengthen consistency of high-quality Tier 1 instruction through job-embedded coaching and professional development.	**Supports:** • **Support Staff:** MTSS Facilitator, Dean, CSP, IDI, Magnet Coordinator • MTSS Facilitator provides academic/SEL supports to struggling students, Tier 1 professional development for teachers/staff, and meet with and provide PLCs with meaningful student data/solutions/resources. • Dean of Students collaborates with families, students, teachers, and school staff to support high risk students and provide prevention services, conduct home visits, and classroom monitoring. • CSP provides job-embedded coaching, instructional support, professional development for teachers • IDI works with site leadership team and teachers to access and analyze relevant student data to improve academic achievement. • Magnet Coordinator provides support with magnet theme integration in lesson planning, connects teachers to community partners that adhere to the magnet theme, and provides theme-aligned professional development for teachers • PLC Time for teacher collaboration, theme alignment **Constraints:** Student attendance, lack of time for PLC/CTT, lack of appropriate texts/textbooks due to funding restraints, STEAM integration in all courses is not always explicit for students

2. Develop and enhance Tier II and Tier III Interventions.	**Support:** Math Interventionist, ELA Interventionist, MTSS Facilitator, Dean, CSP • Math/ELA Interventionists conducts assessments, diagnose and monitor student achievement, utilize small group instruction and collaborates with teachers on engagement strategies. • MTSS Facilitator develops Check In/Out systems, behavioral contracts (as needed), connect students with outside mentors, and teach students self-monitoring skills. • Dean develops behavior intervention plans, provides guidance around prevention services, and meet with students/families regarding the TUSD Student Code of Conduct. • CSP supports classroom management strategies, coaches teachers around differentiated lesson planning, and models best SEL practices. **Constraints:** Student attendance, lack of time for PLC/CTT, ==lack of remediation materials adequate for high school levels (we are building some remediation programs from the ground up, based on need)==, lack of appropriate texts/textbooks ==lack of appropriate texts/textbooks due to funding restraints==, lack of parental support
3. Improve school-wide AVID Program, in order to continue to reduce the opportunity gap of African American and Latinx students.	**Supports:** Full-time AVID teacher/AVID Coordinator, AVID Site Team, ALE Department • AVID teacher/coordinator manages the learning environment, prepares lesson plans, instructs students, evaluates and monitors student performance in order to advance student achievement. The coordinator will also collaborate with teachers to plan vigorous instruction. • ALE provides advanced placement, culturally responsive, and highly vigorous high school courses that encourage academic excellence and critical thinking. **Constraints:** Teacher training, funding for Summer Institute

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 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**	**Monitoring**	**Evidence of Assessment**
1. R etain and/or actively 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 Magnet Coordinator TUSD Communications Dept	August 2022 – May 2023	Attend all job fairs. Ensure all marketing material are up to date.	• CFA scores • Benchmark scores • PBIS (Bolt Card) submissions	• CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes
2. Establish a PLC/CTT calendar that is shared schoolwide. Create a meaningful, weekly PLC/CTT form for PLCs/CTTs to complete and submit.	Admin Leadership Team Teachers Support Staff IDI	August 2022 – May 2023	TUSD's Scope and Sequence	• CFA scores • Benchmark scores • PBIS (Bolt Card) submissions	• CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes
3. Use short cycle assessment data regularly and analyze summative data to develop instructional practices that can be implemented to benefit all students. Will this take place during PLC time? Wednesday PD time? Both?	Teachers IDI CSP	August 2022 – May 2023	Formative/ Summative data	• CFA scores • Benchmark scores • PBIS (Bolt Card) submissions	• CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes

4. Utilize the Titan lesson plan template, to maintain consistency across the school, and the teacher evaluation instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.	Teachers CSP Administrators	August 2022 – May 2023	Titan Lesson Plan template Is this template submitted to admin weekly to review/monitor?	• CFA scores • Benchmark scores • PBIS (Bolt Card) submissions	• CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes

8. Conduct continuous walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction.	Administration Leadership Team Teachers Support Staff CSP Magnet Coordinator MTSS Facilitator	Follow a monthly, on-going peer-to-peer observation system.	Basic knowledge of the Teaching Squares model including intension setting and reflection question templates.	• Electronic Observation Cycle Calendar • Monthly PLC/CTT time to debrief observations	• CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes
9. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	Principal Magnet Coordinator Magnet Dept	Weekly	Magnet Dept	• Instructional Walkthrough data	• Instructional Walkthrough data • Quarterly Benchmark assessments

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 2. Develop and enhance Tier II and Tier III Interventions					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Implement a new system for quarterly credit checks – to take place during the Advisement Period	Teachers MTSS	August 2022 – May 2023	Access to Synergy	• PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions	Academic performance scores to determine growth
2. Analyze data from short cycle assessments and benchmark assessments to identify students in need of support for Tier 2 instruction in the classroom.	IDI Teachers, PLC/CTTs	August 2022 – May 2023	Remediation materials	• PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions	Academic performance scores to determine growth

3. 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 CSP	August 2022 – May 2023	Remediation materials	• PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions	Academic performance scores to determine growth
4. Utilize Math and/or Reading Interventionist on a push-in/pull-out basis to help ensure continuous improvement for all students.	Math Interventionist? Reading Interventionist?	August 2022 – May 2023	Remediation materials Reading/Writing strategies	• PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions	Academic performance scores to determine growth
5. 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). How is this step different from step 2 above?	MTSS Facilitator MTSS Team members IDI	August 2022 – May 2023	Academic performance data	• PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions	Academic performance scores to determine growth
6. Provide student data chats after the school's standards-based pre-assessment and the district's benchmark testing. How is this step different from step 1? Could they be combined?	IDI MTSS Dean Dropout Prevention	August 2022 – May 2023		• PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions	Academic performance scores to determine growth

	Specialist				

Action Steps to Implement, Monitor and Assess Improvement Strategies for **Student** Achievement Improvement Goal 1					
Strategy 3: Implement school-wide AVID Program, in order to continue to reduce the opportunity gap.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Ensure 4-5 teachers/coordinator/committee members attend AVID Summer Institute each year Did this happen summer 2022?	Teachers Committee Members ALE Dept. CSP	Once per year	ALE funding	Staff Registration	AVID Implementation - lesson plans
2. Present AVID PD 4 times per year	CSP Avid Coordinator	Quarterly	Training materials Space on PD calendar	Power point, sign-in sheets, AVID artifacts	Lesson plans AVID walkthrough logs
3. Integrate AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) Strategies into all content areas, systematically to provide a practical pathway to more engaging instructional strategies for teachers	Content Teachers CSP MTSS Coordinator AVID Teachers	Weekly, at minimum Checked during walk-throughs	Avid Materials WICOR posters for classrooms	Lesson Plans Walkthrough logs meeting the criteria	CFAs data reflecting effectiveness PLC Agendas and PLC minutes Department collaboration
4. Improve the four domains of school-wide AVID (Instruction, Systems, Leadership, Culture) Please be more specific.	Administration Leadership Team	Continuously		PD sign-in sheets AVID PD artifacts PLC Agendas PLC minutes	School Surveys AVID Rubric AVID Protocol

J. Hattie's Meta Analysis (December 2017) visible-learning.org

V. Academic Performance for African American and Latino Students

    A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).

There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. This data summary includes:
 	
    Based on SY 2018-19 ACT data:
 	
    • Latino students have academic gaps in both ELA (English and Reading) and Math
        ○ White students outperform Latino students in English by 3 Points
        ○ White students outperform Latino students in Reading by 3 Points
        ○ White students outperform Latino students in Math by 2 Points
 	
    • African American students have academic gaps in both ELA (English and Reading) and Math
        ○ White students outperform African American students in English by 5 Points
        ○ White students outperform African American students in Reading by 5 Points
        ○ White students outperform African American students in Math by 3 Points
 	
*Note that this data is from SY 17-18 to ensure the most valid data set possible for goal setting.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
1. Lack of culturally relevant pedagogical strategies employed across all content areas.	1. Coaching around the SPARKS framework to support culturally relevant instructional practice.	1. Deep professional development and job embedded coaching relate to cultural relevance – possible need for external PD provider
2. Lack of academic interventions for African American and Latino students	2. Need overall PLC structure to support in class academic interventions and differentiated instruction	2. Need for effective PLCs to discuss differentiated instructional practice and planning that use data to inform interventions.
3. Need for rich after school programming to support academic interventions	3. Allocating resources for targeted academic interventions that can occur after school	3. Need for financial allocation to pay added duty for teachers or for a tutoring company to provide targeted, data driven interventions.

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	**Evidence to Be Used to Assess Progress and Accomplishment**
1. By June 2023, the English and Reading achievement gap between Latino students and White students will be closed by 3% as measured by end of year ACT assessment reports.	2023 Assessment Scores
2. By June 2023, the English and Reading achievement gap between African American students and White students will be closed by 3% as measured by end of year ACT assessment reports.	
3. By June 2023, the Math achievement gap between Latino students and White students will be closed by 3% as measured by end of year ACT assessment reports.	

4. By June 2023, the Math achievement gap between African American students and White students will be closed by 3% as measured by end of year ACT assessment reports.	

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

<table>
<tr>
<th colspan="2">Strategies that help Magnet School Achieve Improvement for African American and Latino Students
MSA Pillar 3 Academic Excellence Standard 6</th>
</tr>
<tr>
<th>Strategies</th>
<th>Strengths and Obstacles</th>
</tr>
<tr>
<td>1. Provide professional development and job embedded coaching related to culturally relevant instructional strategies.</td>
<td>

Supports:
- District supports for culturally relevant instruction
- SPARKS

Constraints:
- Gaps in instructional observation/feedback cycle specific to the SPARKS framework
</td>
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<tr>
<td>2. Create after-school tutoring and school day Tier II and Tier III interventions.</td>
<td>

Supports:
- Benchmark and CFA structures are in place

Constraints:

- Lack of Tier II academic interventions specific to African American and Latino students
- Lack of Tier III academic support classes to African American and Latino students
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</table>

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Provide professional development and job embedded coaching related to culturally relevant instructional strategies.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/ Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide Professional development and job embedded coaching related to SPARKS (Culturally relevant) framework for all teachers so they can learn how to effectively reach subgroup populations from a pedagogical perspective.	Principal; Curriculum Service Provider	August 2022	Culturally Relevant Pedagogy and Instruction	Observation logs; observation data	Sign in logs
2. Utilize daily instructional observations, looking for SPARKS strategies across grade and content classrooms	Principal; Curriculum Service Provider	Aug. 2022-May 2023	SPARKS instructional protocol and examples of SPARKS integration	Benchmark assessments tied to African American and Latino students	Formative assessments; benchmark assessments tied to African American and Latino students
3. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	Principal Magnet Coordinator Magnet Dept	Weekly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data Quarterly Benchmark assessments

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Create after school tutoring and school day academic interventions					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**

1. Provide school day interventions that are targeted via data and subgroup – African American and Latino students	Principal; Magnet Coordinators; Teachers	Weekly August – May (2022-2023)	Lesson Plans ELA/Math connection; interventionist FTE	ormative assessment and benchmark data	Formative assessment and benchmark data
2. Provide after-school tutoring to support academic performance for African American and Latino subgroups.	Principal; Magnet Coordinators; teachers	Weekly August – May (2022-2023)	Lesson Plans ELA/Math connection; added duty	ormative assessment and benchmark data	Formative assessment and benchmark data

J. Hattie's Meta Analysis (December 2017) visible-learning.org

Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

VI. MAGNET SCHOOL BUDGET

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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 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

Personnel

Deseg Budget 2022-2023 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	$50,792.00	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 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.	IN AA PCI MT	Integration 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	$280.00				
Employee Salary	**$ 349,928.00**				
Employee Benefits	**$ 103,729.40**				
Total Budget	**$ 453,657.40**				
	Total FTE	**6.0**			

Non-Personnel

Description	Amount	Purpose	MSA Focus Area	Goal Focus:
Supplies: Instructional	$5050.00	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 22ⁿᵈ 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	$7500.00	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	$20,000.00	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	$4000.00	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	$1800.00	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	**$55,798.00**			

Deseg Budget 2021-2022 SY	
Personnel Cost	**$453,657.40**
Non-Personnel Cost	**$ 55,798.00**
Total Budget	**$509,455.40**

Magnet Programs

TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23

Principal: Elizabeth Rivera

School: Tucson High Magnet School

Magnet Program: Science and Fine arts

Region: Santa Cruz

Date Plan Revised: 8/01/22

Planning Team:

Name	Position	Name	Position
Mariel Celaya Hall	Magnet Coordinator	April Armstrong	Curriculum Service Provider
TBD	Instructional Data and Intervention Specialist	Elizabeth Rivera	Principal (Current)
Andrea Valenzuela	Magnet Counselor	Martha Reed	Fine Arts Teacher, Dept. Chair
Alicia Gauna Aguero	Office Manager	Erik Fleming	Science Teacher, Dept. Chair

Sign Off:

Position	Name	Signature	Date
Principal	Elizabeth Rivera		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

Magnet Plan Table of Contents

- **Magnet School Profile**

  - **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.

  B   School Summary

  Tucson High Magnet School is proud to be a Nationally Certified Magnet school with two successful magnet strands. Current student enrollment is 3,405; magnet student enrollment totals 52% of our student population. Presently 1,117 students attend Tucson High Magnet School as Fine Arts magnet students. Presently 711 students attend THMS as Science magnet students.
  Tucson High is a "program within a school" magnet. It has two successful magnet strands: Fine/Performing Arts and Natural Sciences.

  The Tucson High Magnet School Fine and Performing Arts magnet strand consists of 4 visual arts teachers, 2 drama teachers, 9 music teachers, and 4 dance teachers. Tucson High Magnet School employs highly qualified and professionally experienced in the Fine Arts industry. In addition to Magnet funded fine arts courses we offer CTE funded Fine arts courses such as stage management, film and TV, digital photography, graphic and web design, and welding sculpture design. This is enhanced by the community partnerships we have with the Civic Orchestra of Tucson, Southern Arizona Arts and Cultural Alliance, MOCA (Museum of Contemporary Art) Tucson & Scottsdale, Arizona Music Educators Association, The City of Tucson, and so many others.

  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 Science strand includes numerous Advanced Placement, Honors, and college dual-enrollment offerings as well as multiple partnerships with the University of Arizona, Pima Community College, Raytheon Engineering, Banner Hospital, etc. These classes provide students opportunities to address eternal and evolving questions.

  In 2019, Magnet Schools of America awarded Tucson High Magnet School the award of "Magnet School of Excellence". Additionally, this same national organization named Tucson High a Nationally Certified Magnet School. In 2022, Tucson High was recognized as a "Merit School of Distinction", also by MSA (Magnet Schools of America). These awards were determined by Tucson High's academic achievement, innovative curriculum, community and family partnerships, college and career readiness, and its integrated status.

  Tucson High is a very proud campus and celebrates the successes and diversity of both its students and staff. This is visible throughout the campus via displays crafted by our curator. You can see not only the present successes and achievements, but also past pieces of history and alumni success. Teachers are involved in the students' academic and extracurricular activities and are often present at numerous events on campus. We celebrate students of the quarter selected by staff for academics, character, creativity, and achieving success in any category within our school. The Badger Foundation is a huge support in establishing a culture of excellence and pride to continue the traditions that have established the school's reputation. Ma

- **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.

- **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.
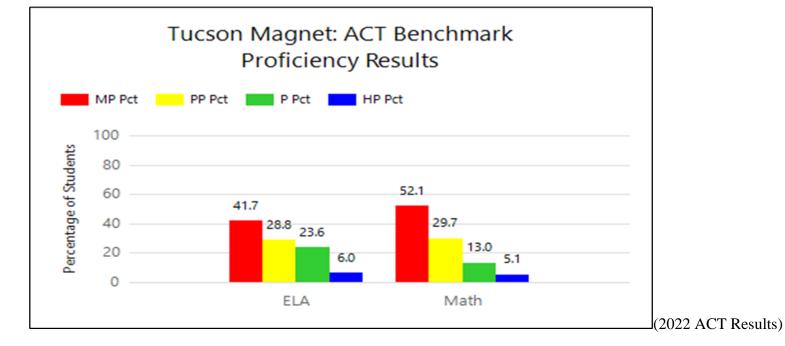 - S Successfully realize attainable goals and master essential skills.

- 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	2021-22 Integration Status	Magnet Theme
B	Integrated	Science and Fine/Performing Arts
Student Profile		
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL Students	EL Students	Ex Ed Students)
23.75%	18.74%	98.3%	44.6%	4.39%	11.04%

School Integration Profile (USP Ethnicity, 100th day data)													
Enrollment	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
2021-22 Enrollment	456	**15%**	275	9%	2090	68%	135	4%	48	2%	86	3%	3090
2021-22 HS Dist. Avg	2691	21%	9%		7890	61%	434	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%					

- **Achievement Data**

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%

| Tucson High | 32.1% | 10.8% | 6.2% | 29.4% | 19.4% | 12.5% |

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%
Tucson High	29%	18%	20%	33%	23%	18%

(2022 ACT Results)

Tucson Magnet High School, 2021-2022 ACT Average Scale Score by USP Ethnicity

Ethnicity	% Proficiency
White	55%
African American	29%
Hispanic	25%
Native American	17%
Asian	43%
Multiracial	18%
TOTAL	30%

[1] In 2016, the Arizona state legislature enacted A.R.S. 15-741.02, which required the state Department of Education to offer a menu of alternative assessments in addition to the statewide achievement test (at that time, AzMERIT). For high schools, the alternative measures adopted by the state pursuant to the new statute included the ACT, the SAT, and others of less universal applicability. Simultaneously, the state Department of Education reported that it intended to revise the AzMERIT test, and that the new contract for the test would be for only two years with the plan thereafter to transition all high school testing to a national test such as the ACT or SAT. This plan raised the prospect that the new state administered achievement test would include national test choices or AzMERIT in 2018-19, and then change again two years later. Accordingly, beginning in 2018-19 year, the District elected to move to the ACT test, in the hopes that this change would provide a continuously available measure which is carefully normed on a national basis to compare year-over-year, to allow meaningful analysis of achievement data over time, for purposes of measuring gaps, trends, and improvements.

However, in 2019, the federal Department of Education notified the state that the menu of alternative measures did not comply with the federal Every Student Succeeds Act (ESSA) law that requires all schools to take the same statewide assessment for academic accountability and denied Arizona's request for a waiver. Thus, in 2019-20, all districts would have been required to return to the current statewide achievement test, which by then had switched from AzMERIT to AzM2. However, in 2019-20, no statewide achievement test was administered by the state. In 2020-21, AzM2 testing was offered but voluntary, and only 26% of eligible high school students district-wide took the test because of the state requirement of in-person testing during the pandemic (low participation was also a statewide issue). For 2021-22, the state has adopted the ACT Aspire for 9th grade and the ACT for 11th grade as required state tests. Accordingly, the District has no reliable way to compare achievement year over year, as there is no way to compare test results across AzMERIT (administered spring 2018), ACT (11th grade only, administered spring 2019), the voluntary but low participation AzM2 administered in spring 2021(10th grade only), and the ACT Aspire (9th grade only) and ACT (11th grade only) administered in 2022. The different test types and different grades assessed make measurement of gaps, trends, setting goals, and results across these time periods effectively impossible in any meaningful way, through no fault of the district.

Three Year AZ Merit/AASA/ACT by Subgroup: ELA

	African American			Hispanic			Anglo		
	16-17	17-18	21-22	16-17	17-18	21-22	16-17	17-18	21-22
Grade 9	22.2	23.0		23.5	29.8		62.6	60.2	
Grade 10	30	14.5		12.9	16.7		36.7	51.9	
Grade 11	25	17.9		16.2	12.5		50.9	36.4	

Three Year AZ Merit/AASA/ACT by Subgroup: Math

	African American			Hispanic			Anglo		
	16-17	17-18	21-22	16-17	17-18	21-22	16-17	17-18	21-22
Grade 9	20.3	15.1		28.3	25.9		56.6	50.4	
Grade 10	21.7	19		13.4	15.0		18.7	46.8	
Grade 11	12	18.8		10.1	16.0		18.9	25.9	

18-19 and 20-21= AZM2 test; 21-22 data = AASA.

Three Year ACT by Subgroup: ELA

	African American			Hispanic			Anglo		
	18-19	20-21*	21-22	18-19	20-21*	21-22	18-19	20-21*	21-22
Grade 11	14.6	14.7	29.3	16.8	14	26.5	49.1	62.9	54.9

Three Year ACT by Subgroup: Math

	African American			Hispanic			Anglo		
	18-19	20-21*	21-22	18-19	20-21*	21-22	18-19	20-21*	21-22
Grade 11	18.8	11.8	16.4	15.6	11.4	16.1	47.4	50	36.6

* In 20-21 SY ACT was not the state letter grade test and only 61% of 11th grade students tested. Proficiency was calculated using the 18-19 SY cut scores.

- **DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

- **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 "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.

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

  - Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.
  - Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.
  - Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.
  - Improving Performance. Improvement in proficiency rates for African American and Latino students.

- <mark>INTEGRATION</mark>

  - **Integration: Gap Analyses**

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate the school. This includes: 3. The site currently has a "B" label as measured by the Arizona Department of Education, A-F accountability model. Having a label of "B" inherently attracts more families who want to enroll at the site. The site also is historically known in the Tucson community as a high performing school and is frequently sought after by families. 4. Students seek out Tucson High Magnet School, specifically because of our diverse and extensive Magnet, extra-curricular, elective, AP, Dual Credit, AVID and CTE offerings. The diversity of the school and its programs is a draw for many students during recruitment events held both on and off site. 5. Tucson high is a microcosm of the greater City of Tucson. Students seeking an experience that mirrors the diversity of the greater Tucson area, know that Tucson High is the most ideal school in the area to offer that.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Surface Causes**	**Identify Deep Causes**

1. Effective Marketing and Recruitment	1. There are surface gaps related to:
	  • Targeted digital advertisements to African American communities
	  • Social media leveraging
	  • Showcasing Science Programs
		• Deep root causes are related to:
		  o Lack of training related to effectively utilize digital tools to target enrollment audiences
		  o Social Media Marketing Training

2. Effective Communication Supports	• There are surface gaps related to:
	  • Creating ongoing content on social media
	  • Site seeking stronger relationships with media to highlight
		2. Deep root causes are related to:
		  • Lack of understanding of how to create effective visually appealing social media content.
		  • Showcasing the culturally diverse and relevant programs

		within the school.

- **SMART Goal for Integration**

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By November 1st, of SY 2022– 2023, Tucson High Magnet School will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40th day enrollment reports.	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). • 40TH AND 100TH day data • Magnet report documentation • Magnet Coordinator and Magnet Counselor data with Family emails and Zoom Appointments for intervention and retention.

- **Goal Attainment**

Strategies that help Magnet School Achieve Integration SMART Goal 1 MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	**Strengths and Obstacles**

Continue to retain and recruit all students, with a focus on increasing the number of students in magnet programming that support integration efforts and reduce racial isolation.	**Strengths:** • 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: 54% of the 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 taxpayer dollars to Tucson Unified School District. • The 2022-23 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 2022-23 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 science and STEM focused charter and private schools, in order to increase student enrollment in science magnet strand. • 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. • 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 2023 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).

1. Magnet Coordinator and Magnet Counselor will attend private and charter K-8 schools High School Information Nights (emphasis on targeted charters and private schools that will assist in USP integration goals).
2. Magnet Coordinator and Magnet Counselor will give tours to all families interested in a private or small group tour of Tucson High Magnet School
3. Magnet Coordinator and Magnet Counselor will schedule classroom workshops at targeted middle schools conducted by Fine Arts and Science teachers.

Constraints:
4. Current and future families express concerns about the large student enrollment.
5. Geographic location can be far from recruitment and retention student populations
6. Funding is never adequate for the demands of our student coursework
7. Most of our Magnet budget goes towards teacher salaries and does not go directly into student spending.
8. 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

2.		**Steps to Implement Strategies**

<table>
<tr><td colspan="6" align="center">**Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal**</td></tr>
<tr><td colspan="6">Continue to retain and recruit all students, with a focus on increasing the number of students in magnet programming that supports integration efforts and reduce racial isolation.</td></tr>
<tr>
<td>**Action Steps to Implement Strategy**</td>
<td>**Person(s) to Carry Out Tasks**</td>
<td>**Timeline/Target Dates**</td>
<td>**Resources Needed**</td>
<td>**Monitoring**</td>
<td>**Evidence of Assessment**</td>
</tr>
<tr>
<td>1. Provide campus tours (to targeted student groups)

They are given throughout the entire

school year to familiarize families, organizations, and specific neighborhood demographics
the school and to witness the

numerous magnet classes in

action. Most tours are
given to non-TUSD families.[1]</td>
<td>Magnet

Coordinator

and Magnet

Counselor</td>
<td>Aug. 2022-

May 2023</td>
<td>Recruiting folders

with brochures,

freshman electives,

sports and clubs

list, etc.</td>
<td>Magnet Semester Progress Monitoring Presentation,
Sign in

sheets for

Recruiting and

Retention events, data comparisons from year to year by semester.</td>
<td>Magnet Semester Progress Monitoring Presentation
Data from Sign in sheets
for Recruiting and

Data from Retention Events Data;
40th and 100th day

ethnicity data</td>
</tr>
<tr>
<td>2. Fall Magnet Open House. This will showcase all programs in Science and Fine Arts,
and to maintain a diverse
Community outreach[2] goal by sending personal invites to specific programs and groups within the</td>
<td>Magnet</td>
<td>Aug. 2022-</td>
<td>Invitational Social Media Community Partner Invites</td>
<td>Magnet Semester Progress Monitoring Presentation,</td>
<td>Magnet Semester Progress Monitoring Presentation,</td>
</tr>
</table>

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[1] Student Recruitment and Selection: MSA Standard 1
[2] Community engagement and partnership; MSA Standard 9

community that can diversify our future enrollment. Current 8th grade Families targeting by subgroups that will help reduce racial isolation/increase integration[3]. from within and out of the TUSD boundaries are invited.[4]					
	Coordinator	May 2023	postcards to be	Sign in	Data from Sign in sheets
	and Magnet Counselor		sent to over 3,000 families by the TUSD Communications department. Advertisement is conducted on all social media platforms. Recruit - ment folders distributed. Parent -links will be sent electronically.	sheets for Recruiting and Retention events	for Recruiting and Retention events; 40th and 100th day ethnicity data

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[3] Diversity and Equity: MSA Standard 2
[4] Implementation of this action step is supported by the Tucson Unified School District Unitary Status Plan

3. Retain a Tucson High Magnet presence at School Information nights held at TUSD and non-TUSD middle schools that align with our Magnet Strands.[5]	Magnet Coordinator and Magnet Counselor	Aug. 2022-May 2023	Recruiting folders with pertinent information	Magnet Semester Progress Monitoring Presentation, Sign in sheets for Recruiting and Retention events	Magnet Semester Progress Monitoring Presentation, Data from Data from Sign in sheets for Recruiting and Retention events; 40th and 100th day ethnicity data
4. Hold middle school workshops at targeted middle schools. These include science, dance, drama and visual arts workshops brought to the middle school site.[6]	Magnet Coordinator, Magnet Counselor, Magnet teachers.	Aug. 2022-May 2023	Science and Fine Arts manipulatives used by 8th grade students	Magnet Semester Progress Monitoring Presentation, Sign in sheets for Recruiting and Retention events	Magnet Semester Progress Monitoring Presentation, Data from Sign in sheets for Recruiting and Retention events; 40th and 100th day ethnicity data

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[5] Student Recruitment and Selection: MSA Standard 1
[6] Student Recruitment and Selection: MSA Standard 1

| 5. Hold a New Student Information Night during the 3rd quarter to provide all incoming families with information regarding their course selection choices for the following school year.[7] | Magnet Coordinator, Magnet Counselor, THMS department chairs, TUSD Communicat-ions department. | February 2023 | Invitational postcards will be sent to all neighborhood families as well as accepted and prospective magnet families. Magnet Coordinator and Magnet Counselor email all families accepted from first round lottery. Parent links will be sent electronically. Course selection sheets are distributed electronically and in person. | Magnet Semester Progress Monitoring Presentation, Sign in sheets for Recruiting and Retention events | Magnet Semester Progress Monitoring Presentation, Data from Sign in sheets for Recruiting and Retention events; 40th and 100th day ethnicity data |

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[7] Student Recruitment and Selection: MSA Standard 1

| 6. Provide Retention events[8] such as Freshman Orientation, THMS Open House, Curriculum Night, Parent Teacher Conferences, Senior Awards night throughout the year to support family engagement.[9] | Magnet Coordinator and Magnet Counselor and Web Developer | Aug. 2022-May 2023 | Parent-links will be sent electronically, Website, Newsletter, and social media platforms will continue to inform families of upcoming events. | Magnet Semester Progress Monitoring Presentation, Sign in sheets for Recruiting and Retention events | Magnet Semester Progress Monitoring Presentation, Data from Sign in sheets for Recruiting and Retention events ; 40th and 100th day ethnicity data |

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[8] Student Recruitment and Selection: MSA Standard 1

[9] Implementation of this action step for family engagement is supported by the Tucson Unified School District Unitary Status Plan

- **Overall Student Achievement**

  A   Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:
 	
B.   From an A-F accountability model, Tucson High Magnet School carries a letter grade of "B." This suggests overall academic proficiency is effective, with some gaps that will be outlined below.
 	
   C. ACT data for SY18-19[2]
     English   17 Points
     Reading   18 Points
     Math   18 Points
 	
     Interpretive Summary:

Root Cause Analysis		
Top Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. Teachers implement evidence-based, rigorous, and relevant instruction.	1. Need for increased instructional observations with follow-up feedback and job embedded coaching	1. Lack of time for job embedded instructional coaching
2. Effective teacher lesson planning using Universal Design for Learning Guidelines with rigorous outcome goals.	2. Need for academic interventions at the Tier II and Tier III Levels.	2. Lack of academic interventionists to support Tier II and Tier III classes; need for increase FTE
3. Collaboration with other teachers, administrators, parents, and education professionals to ensure the success of all students.	3. Needed PLC structures to support data disaggregation.	3. PLC professional development and coaching.

[2] ACT scores range between 1 – 36.

- **SMART Goals Student Achievement; (smart goals should reflect a raw number to a raw number with points. Make sure to change the SMART goals to reflect that)**

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
Overall Student Achievement **ELA:** • By June, 2023, 11th grade student achievement will increase from 22% to 26% proficiency on the ELA Arizona State Assessment(s). **Math** • By June, 2023, 11th grade student achievement will increase from 18% to 25% on the mathematics Arizona State Assessment(s).	2023 ACT Scores

- **Goal Attainment**

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**

1. Teachers will intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction following Universal Design for Learning Guidelines.	**Supports:** • Tucson Unified 2022-2023 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 training **Constraints:**
	• PLC (Professional Learning Communities) 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-participators

2. Teachers implement evidence-based, rigorous, and relevant instruction.	**Supports:** • 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 such as the Universal design for Learning Guidelines • 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 (Individual Education Plan) and ELL accommodations and SIOP model are being met and implemented into lesson plans • Meetings with teacher mentors and evaluator to reinforce teacher expectations of goals and objectives • Allocations for Professional Development and Consultants with emphasis on narrowing the achievement gap • Summer Professional Opportunities during June will form CTTs to learn the new SEL curriculum, 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

	Constraints:
	3. Need more time for consistent walk-throughs performed by Administration and ILT members with calibration 4. Lack of monitoring system for Instructional Focus Calendar w/assigned personnel 5. PD alignment to match needs of specific subgroups 6. Teachers lack differentiated instruction & student-centered instruction = Culturally Responsive Strategies & Instruction 7. More time for PD and alignment to match the needs of specific subgroups 8. Lack of effective instructional frameworks and monitoring system for frameworks

3. Collaboration with other teachers, administrators, parents, and education professionals to ensure the success of all students.[10]	**Supports:**
	  2. PLC infrastructure that monitors the efficacy of the PLC cycle
	  3. PLC focuses on data, student work, and student achievement
	  4. District walkthroughs and Magnet visits
	  5. Teachers collaborate on Magnet themed lesson plans (across content) (Summer PD).
	  6. Assignment of tutors in ELA and Math
	  7. Continuous instructional coaching and collaboration with district mentors
	  8. Continue peer observations with accountability measures for consistency
	  9. Increased PD of teachers on MTSS (Multi-Tiered System of Supports) process and Tier II interventions and documentation
	
	Constraints:
	  10. Contact information isn't always updated promptly.
	  11. Parent-teacher conferences, parent nights and other family engagement opportunities at times have low turn-out
	  12. Constraints of master schedule and bell schedule limit
	  13. Peer observations cause difficulty in follow-through (accountability)
	  14. Data is accessible, but levels of use of data are variable
	  15. PLC Cycle to incorporate data digs and analysis= collaboration w/other teachers
	  16. MTSS process & Tier II intervention support has difficulty in consistent use.

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[10] District and magnet relations; MSA Standard 8

2. **Steps to Implement Strategies.**

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1: Teachers will intentionally plan differentiated instruction that supports every student in meeting rigorous learning goals.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Develop instructional focus calendars that are not "one size fits all"- the IFC (Instructional Focus Calendar) template will be provided for teachers and accessible to them in our staff shared Notebook Folder online. The IFC will highlight aligned assessments of standards and learning objectives. This IFC will also highlight magnet theme integration. This continues to embed magnet practices in all subjects. Magnet practices directly align with Culturally Relevant Pedagogy which leads to supporting academic outcomes and success.[11]	Evaluating Admin & Instructional Leadership Team (ILT) – ELA & Math Curriculum CSP, Magnet Coordinator	Aug. 2022- May 2023	Lesson Plans and Classroom Observations and walk-throughs templates	Instructional Support team will review Instructional focus calendars checking for cognitive demand	Instructional Focus Calendars. Alignment of standards and learning objectives Use of verbs/actions of student engagement

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[11] Leadership, and educational development; MSA Standard 7

2. 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.[12]	CSP, IDIS, Magnet Coordinator, Magnet Department Heads	Aug. 2022- May 2023	Lesson Plans and Classroom Observations and walk-throughs templates	Periodic checks on lesson plans for high cognitive demand Classroom observations lesson plan differentiation	Lesson Plans Classroom observations

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[12] Professional development; MSA Standard 4

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
3. Utilize 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).[13]	Admin & Instructional Leadership Team (ILT) – ELA & Math Curriculum CSP and Data Instructional Coach.	Aug. 2022- May 2023	Walk-through templates, feedback sheets, calendar invites for scheduling	Classroom Observations by administration and Walk-Throughs and Lesson Plans	Appropriate Walk-through classroom observation forms
4. Collect and analyze formal and informal student assessments data 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.[14]	Teachers, Evaluating Admin and ILT Team	Aug. 2022- May 2023	CFA (Common Formative Assessment) and Benchmark in School City	Monitor data in School City, IFC's are turned in and monitored bi-weekly with feedback provided by CSPs and Administration.	Student formative and summative assessments and data analysis PLC observations

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
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**	**Monitoring**	**Evidence of Assessment**
1. Conduct Classroom Observations and Walk-throughs that have specific focuses for data collection that can be shared with staff for feedback. [15]	CSPs, Magnet Coordinator, Administration and District	4x a week at least 4 hours a day	Timely feedback	Pre- and Post-Teacher Conferences	Appropriate Walk-through classroom observation forms

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[13] Instructional Fidelity; MSA Standard 5
[14] Student Achievement; MSA Standard 6
[15] Instructional Fidelity; MSA Standard 5

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
	Personnel				
2. Provide timely feedback with action steps for adjustment and improvement for teachers. [16]	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Mondays and Wednesdays	Timely feedback	Pre- and Post-Teacher Conferences	Appropriate feedback forms with dates
3. Provide PD and individual coaching on enhancement of theme integration.[17]	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Mondays and Wednesdays	Depending on PD and Data needed	Pre- and Post-Teacher Conferences	Professional and coaching schedules

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
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**	**Monitoring**	**Evidence of Assessment**
1. Meet with PLCs (Professional Learning Communities) at least once a week for the entire school year according to the school calendar [18]	ILT and Admin	Throughout the Year	Time, technology, outside dept presentations form	PLC observations and PLC Minutes and Notes	Admin/ILT PLC drop-ins or walk-throughs

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[16] Instructional Fidelity; MSA Standard 5

[17] Theme and Curriculum Fidelity; MSA Standard 3

[18] Leadership, and educational development; MSA Standard 7

2. Perform weekly Walk-throughs[19] w/prompt feedback. May include District Walkthroughs	CSPs, Data Instructional Coach and Administration Team	Daily and Weekly	Time, Template, and feedback to teachers. Danielson Framework/Rubric	Conduct Walkthroughs	Walkthrough Calendars and Evidence of Feedback documentation
3. Provide Data Digs & Training for Core Teachers including after CFA and Benchmarks [20]	Data instructional Coach	Promptly after each assessment	Time, Anthony Lizardi, School City, and Data	Periodic review of CFAs. Attend Trainings.	Benchmark Data and CFA progress monitoring

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[19] The walkthrough framework is based on Solution Tree Research with Mike Mattos; [K12 Professional Development (solutiontree.com)](solutiontree.com)
[20] Student Achievement; MSA Standard 6

				Admin/ILT PLC drop-ins or walk-Throughs	
4. Identify 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.[21]	ILT, Admin, and A&E Data (CUSP)	Throughout the Year	Time, technology, outside Dept presentations from District as relative-School City, and access to A&E	Review lists of identified students Drop-in on Learning sessions Review academic intervention plans	Benchmark Data and CFA progress monitoring,
5. Utilize CSP and Data Instructional Coach School City and IXL to develop supplemental support including online resources to address deficiencies in content area classes including ACT assessment for our juniors.[22]	Coach and TTLs if needed	Throughout the Year	Time, technology, outside Dept presentations from District as relative-School City, and access to A&E	Monthly check-in meetings with CSP and Data Coaches	Benchmark Data and CFA progress monitoring
6. Enroll students identified on "F" List or lower 25% in 21 Century After-School Program and refer to Tier II MTSS Intervention Team and RTI[23] classes at the start of the year [24]	MTSS coordinator, Data Instruc. Coach, CSPs, & Admin	Throughout the Year	Time, technology, outside Dept presentations from District as relative-School City, and access to A&E	Attendance and feedback from MTTS Intervention Team	Benchmark Data and CFA progress monitoring, Admin/ILT PLC drop-ins or walk-throughs

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[21] Instructional Fidelity; MSA Standard 5

[22] Student Achievement; MSA Standard 6

[23] Interventions and RTI classes are embedded in the cultural; The National Center on Response to Intervention RTI in Secondary Schools: Is It on Your Radar Screen? | RTI Action Network (rtinetwork.org)

[24] Student Achievement; MSA Standard 6

- **Academic Performance for African American and Latino Students**

  - **Gaps in USP Subgroups Performance (African American and Latino)**

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).

There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. Based on SY 2018-19 ACT data:
 	
1. Latino students have academic gaps in both ELA (English and Reading) and Math
    • White students outperform Latino students in English by 5 Points
    • White students outperform Latino students in Reading by 6 Points
    • White students outperform Latino students in Math by 4 Points
 	
2. African American students have academic gaps in both ELA (English and Reading) and Math
    • White students outperform African American students in English by 6 Points
    • White students outperform African American students in Reading by 5 Points
    • White students outperform African American students in Math by 4 Points

Root Cause Analysis		
Identifying Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
1. Lack of culturally relevant pedagogical strategies employed across all content areas and strategies that build a classroom culture that allows risk taking and tolerance.	1. Coaching around the SPARKS framework to support culturally relevant instructional practice.	1. Deep professional development and job embedded coaching relate to cultural relevance – possible need for external PD provider
2. Lack of academic interventions for African American and Latino students	2. Need overall PLC structure to support in class academic interventions and differentiated instruction	2. Need for effective PLCs to discuss differentiated instructional practice and planning that use data to inform interventions.

3. Need for rich after school programming to	3. Allocating resources for targeted	3. Need for financial allocation to pay
support academic interventions	academic interventions that can occur after school	added duty for teachers or for a tutoring company to provide targeted, data driven interventions.

- **SMART Goals for Reducing Achievement Gaps Among USP Subgroups**

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, the English and Reading achievement gap between Latino students and White students will be closed by three percentage points as measured by end of year State Standardized assessment. 2. By June 2023, the English and Reading achievement gap between African American students and White students will be closed by three percentage points as measured by end of year State Standardized assessment.	2023 Assessment Scores
- By June 2023, the Math achievement gap between Latino students and White students will be closed by three percentage points as measured by end of year State Standardized assessment. - By June 2023, the Math achievement gap between African American students and White students will be closed by three percentage points as measured by end of year State Standardized assessment.	

- **Goal Attainment:**

  - **Strategies to Achieve SMART Goals**

Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	**Strengths and Obstacles**
1. Provide professional development and job embedded coaching related to culturally relevant instructional strategies.	**Supports:** 1. District supports culturally relevant instruction. 2. SPARKS **Constraints:** 3. Gaps in instructional observation/feedback cycle specific to the SPARKS framework 4. Strong formative assessment model to inform instructional practice
2. Create after-school tutoring and school day academic interventions.	**Supports:** C. Benchmark and CFA structures are in place D. Strong PLCs E. Lack of Tier II academic interventions specific to African American and Latino students F. Lack of Tier III academic support classes to African American and Latino students

  - **Action Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Provide professional development and job embedded coaching related to culturally relevant instructional strategies.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**

1. Provide Professional development and job embedded coaching related to SPARKS (Culturally relevant) framework.[25]	Principal; Curriculum Service Provider	August 2022	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Staff sign in for PD
	Principal;	Aug. 2022- May 2023	SPARKS instructional	Formative assessments;	Formative assessments;

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[25] Student Achievement; MSA Standard 6

				protocol	benchmark assessments tied to African American and Latino students	benchmark assessments tied to African American and Latino students
2. Utilize daily instructional observations that looks for employed SPARKS strategies across the Curriculum. [26]	Curriculum Service Provider					

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Create after school tutoring and school day academic interventions					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide school day interventions that are targeted via data and subgroup – African American and Latino students [27]	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection; interventionist FTE	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Provide after-school to support academic performance for African American and Latino subgroups.[28]	Principal; Magnet Coordinators; teachers	Weekly August – May	Lesson Plans ELA/Math connection; added duty	Formative assessment and benchmark data	Formative assessment and benchmark data

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[26] Student Achievement; MSA Standard 6
[27] Student Achievement; MSA Standard 6
[28] Student Achievement; MSA Standard 6

- **MAGNET SCHOOL BUDGET**

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

I.   23.3 FTE Magnet Teachers (910G, 202)
II. 1.0 FTE Instructional Data and Intervention Specialist (910G, 202)
III. 1.0 FTE Magnet Coordinator (910G, 202)
IV. 0.5 FTE Assistant Curator (910G, 202)
V. 1.0 FTE Curriculum Service Provider (910G, 202)
VI. 1.0 FTE Magnet Counselor (910G, 202)
VII.   5.0 FTE Guidance Counselor (M&O)
VIII.   1.0 FTE Library Media Specialist (M&O)
IX. 1.4 FTE College and Career Readiness Coordinator (910G, other)
X. 0.6 FTE College and Career Readiness Coordinator (CTE (Career and Technology Education))
XI. 1.0 FTE Student Success Specialist (Title 1)
XII.   3.0 FTE Teachers (Title 1)
XIII.   1.0 FTE Guidance Counselor (Title I)
XIV.   1.0 FTE Dean of Students (Title 1)
XV.   1.0 FTE Curriculum Service Provider (Title 1)
XVI.   1.0 FTE MTSSF (910G, other)
XVII. 1.0 FTE RPPF (910G, other)
XVIII. 1.0 FTE Social Worker (910G, other)

Magnet School Budget

Personnel

#Deseg Budget 2022-2023 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	$10,060	.5	To increase theme visibility, an assistant curator will oversee 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	$46,966	1.0	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	In, AA, PCI, PL, MT	Integration and Student Achievement

			a counselor who will meet with teachers to identify students who might be well suited for ALE offerings. The counselor will assist other counselors to support magnet students in all grade levels (registration, class scheduling, parent conferences, behavior and academic support). The magnet counselor will provide additional support to students and parents of students new to the THMS. The magnet counselor will ensure PBIS support throughout the year. The magnet counselor will also meet with support staff, community liaison, and African American, Mexican American, and Native American liaisons to review data and coordinate efforts to ensure students new to the program are supported. Strategic placement of students in intervention classes during the school day requires support of a magnet counselor who can carefully monitor student academic progress towards mastery, ensure that the correct students are receiving interventions and meets with students and parents to strengthen any academic needs.		
Sick Leave – Certified Teachers	$33,000	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.[29]	In, AA, PCI	Integration and Student Achievement
Added Duty- Family Engagement	$15,000	0	Certified Added- Family Engagement [30]	In, PCI, MT	Integration and Student Achievement
Added Duty- PLC Work	$12,225	0	Certified Added	In, AA, PL, MT	Integration and Student Achievement

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[29] Family engagement and communication; MSA Standard 10
[30] Family engagement and communication; MSA Standard 10

Added Duty- PD	$10,000	0	Certified Added Duty	In, PCI, MT	Integration and
					Student Achievement
Added Duty- PLC Work (Summer)	$5,000	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	**$416,501.50**	**0**			
Total Budget	**$1,848,201.5**				
Total FTE		**27.8**			

Non-Personnel

#Deseg Budget 2022-2023 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
Transportation	$500	Targeted Middle School students need transportation to THMS to learn about, and participate in, our Magnet programs. We also need transportation to take our Fine and Performing Arts students to targeted Middle Schools and the community in order to perform and showcase THMS programs. Science students and groups will also be visiting Middle School to recruit for their programs. This will allow for guaranteed transportation for our Magnet programs.	In, AA, PCI, PL, MT	Integration and Student Achievement
Employee Training-Registration	$1,800	Travel, lodging, transfers and per diem will be provided for the 2-3 people travelling 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 travelling out of state to the MSA National Conference.	In, AA, PCI, PL, MT	Integration and Student Achievement
Total Budget	**$72,071.50**			

#Deseg Budget 2021-2022 SY	
Personnel Cost	**$1,848,201.50**
Non-Personnel Cost	**$72,071.50**
Total Budget	**$1,920,273.00**

Magnet Programs

TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23

Principal: Frankie Schiavone

School: Bonillas

Magnet Program: Traditional

Region: Arcadia

Date Plan Revised: 9.15.22

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	Frankie Schiavone		
Regional Assistant Superintendent	Cathy Comstock		
Magnet Department	Kamren Taravati		

I.   Magnet School Profile

A. 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.

B. School Summary
B.   Ignacio Bonillas Traditional Magnet Elementary School is currently an integrated school that earned the Arizona State letter grade of C but is a Magnet Merit B. Bonillas embraces a traditional theme of rigorous 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. Bonillas has collective commitments at each grade level that align with a traditional education. There are monthly book projects and quarterly projects that are content based. 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.

C. Vision
A Traditional School Dedicated to Academic Excellence and Character Development

D. Core Values
- Learning
- Exploring
- Achieving
- Discovering Diversity
- Serving

2021-2022 Letter Grade	2021-2022 Integration Status	Magnet Theme
C	Integrated	Traditional

Student Profile					
Mobility (Rate)	**Absenteeism (Rate)**	**Promotion (Rate)**	**F&RL (% of FRL Students)**	**EL (% of EL Students)**	**Ex Ed (% of Ex Ed Students)**
26.82%	11.8	98.7%	50%	16.9%	11.7%

School Integration Profile (USP Ethnicity)													
2021-22 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	57	15%	38	10%	245	66%	10	3%	6	2%	13	4%	369
Non-neighborhood %	35	9.4%	24	6.5%	161	43.6%	9	2.5%	5	1.4%	12	3.3%	NA
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%		

F.   Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	2019 Gr. 3	2019 Gr.4	2019 Gr. 5	2021 Gr.3	2021 Gr.4	2021 Gr. 5	2022 Gr.3	2022 Gr. 4	2022 Gr. 5
State ES Avg	51%	48%	46%	35%	44%	45%	41%	44%	39%
District ES Avg	42%	36%	36%	21.3%	29.1%	31.8%	29.4%	33.5%	26.6%
Bonillas ES Avg	45.0%	29.2%	51.9%	29.5%	16.1%	32.6%	29.1	57.1%	25.5%
3 Years of Math Percent Proficiency by Grade									
Math	2019 Gr. 3	2019 Gr.4	2019 Gr. 5	2021 Gr.3	2021 Gr.4	2021 Gr. 5	2022 Gr.3	2022 Gr. 4	2022 Gr. 5
State ES Avg	46%	51%	52%	36%	34%	31%	39%	39%	37%
District ES Avg	38%	40%	43%	18.6%	16.5%	16.2%	27.6%	26.5%	23.6%
Bonillas ES Avg	45.0%	27.7%	30.2%	23.9%	12.9%	21.7%	38.2%	50.0%	20.8%

*2017 – 2018 = AZMerit   2019 = AZM2

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50	50	0.0%	46.3	25	27.8%	37.5	0	33.3%
Grade 4	20	0	66.7%	23.8	21.1	54.5%	40	0	50.0%
Grade 5	55.6	33.3	0.0%	45.7	29	20.6%	60	37.5	40.0%
WS	43.3%	25.0%	30.8%	38.5%	25.3%	36.0%	44.4%	23.1%	39.1%

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40	75	0.0%	43.9	17.1	30.6%	50	0	58.3%
Grade 4	20	20	57.1%	26.2	9.5	50.0%	40	33.3	50.0%
Grade 5	11.1	0	0.0%	32.4	25.8	20.6%	20	12.5	40.0%
WS	23.3%	26.7%	26.7%	34.5%	18.4%	35.3%	38.9%	14.3%	52.2%

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

2021-2022 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	**ELA**	**Math**
White	39.1%	52.2%
African American	30.8%	26.7%
Hispanic	36.0%	35.3%
Native American	85.7%	28.6%
Asian-PI	66.7%	66.7%
Multi-Racial	40.0%	60.0%
All	**38.8%**	**37.9%**

II.   DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1.   <u>Integration</u>

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

>   **<u>Meeting the 70% and +/- 25% thresholds for an Integrated School.</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 +/- 15 percentage points.

>   **<u>Progress towards integration.</u>** 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.   <u>Student Achievement</u>

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.

>   **<u>Proficiency: Criteria 1 = 2 Points.</u>** 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.

>   **<u>Growth: Criteria 2 = 2 Points.</u>** 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.

>   **<u>Minimally Proficient (MP): Criteria 3 = 2 Points.</u>** Compare the percentage 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, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

>   **<u>Free and Reduced Lunch (FRL): Criteria 4 = 1 Point.</u>** 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.   <u>**Academic Performance (African American and Latino Students)**</u>

      a.   Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.

      b.   Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.

      c.   Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.

      d.   Improving Performance. Improvement in proficiency rates for African American and Latino students.

III. INTEGRATION

    A.   <u>**Integration: Gap Analyses**</u>

<table>
<tr><td align="center">Interpretive Summary - Integration Gap Analysis</td></tr>
<tr><td>

There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate into the school. This includes:

- 10% African American students,
- 15% White students,
- 66% Latino students.
- Remaining subgroups are: 3% Native American, 2% Asian American, and 4% Multi-Racial.
- Currently the school is integrated; however, the goal is to reduce the number of Latino students to 65% to further reduce racial isolation.
- Additionally, there is a slight gap at the kindergarten level, where Latino students represent 69% of the student population.

</td></tr>
</table>

Root Cause Analysis		
Identifying Top Three Causes of these Gaps	**Identifying the Surface Causes**	**Identifying Deep Causes**
1. Effective marketing, and recruitment	1. Need for increased methods of marketing and intention behind a retention plan.	1. Need to develop a strategic marketing plan and add a GATE that reflects targeted use of resources
2. Effective retention structure	2. Need for intention and systems that support the retention of non-Latino students	2. Add a GATE cluster to help retain students
3. Increased proximity of Latino families to Bonillas elementary	3. Need for alternative methods for students who do not live close to Bonillas to enroll.	3. Need for effective transportation and/or early drop-off/late pick-up.

B. **SMART Goal for Integration**

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
I. By November 1st, of SY 2021-2022, Bonillas will remain integrated as measured by the USP, meeting the 70% and +/- 25% thresholds for an integrated school, as measured by 40th day enrollment reports.	TUSD Web Data Reports, Synergy
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, as measured by 40th day enrollment reports.	TUSD Web Data Reports, Synergy

C.   Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal	
Strategies	**Strengths and Obstacles**
I. Marketing, Recruitment and Retention	**Supports:** Assistance from staff Magnet Department Funding for added duty **Constraints:** Time Knowledge of Events Magnet Department Communication Building Community Relationships Charter Schools Covid
2. Establish an After-School program	**Supports:** Assistance from staff Funding for added duty **Constraints:** Need to Create After School Program Communication of New Program Limited Space Knowledge of Events

2. **Steps to Implement Strategies**

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Marketing, Recruitment and Retention					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Attend all District marketing events as well as other site- based marketing and recruiting events throughout the year.	Principal; Magnet Coordinator	August – March	Added Duty Pay; recruitment items including media and stock cards	Quarterly Progress Monitoring; family sign in sheet	100th Enrollment reports
2. 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.	Principal; Magnet Coordinator	August – March	Magnet Report, Parent recruitment sign ins	Quarterly Progress Monitoring; family sign in sheet	100th Enrollment reports
3. The magnet coordinator will work with School Community Services to specifically target K-4 non-Latino students. Bonillas will send marketing materials to targeted zip codes.	Magnet Coordinator	February	SCS Zip code Demographics Facebook Marketplace Campaign.	Quarterly Progress Monitoring; family sign in sheet	100th Enrollment reports

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 2: Establish an After-School program					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
Create an after-school program for students that have working parents who need to pick up their child or children after dismissal.[1]	Principal; magnet coordinator	August through May	Funding; staff; curriculum and instructional aids	Progress monitoring reports and benchmark data (tied to after school tutoring opportunities)	Student sign in sheets

[1]According to a study done by Afterschool Alliance, consistent participation in an afterschool program has proven to close the achievement gap and decrease the dropout rate of low-income students.

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).
There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to ensure overall academic proficiency more effectively. This includes the following: • 3rd grade achievement in ELA – 29.1% • 4th grade achievement in ELA – 57.1% • 5th grade achievement in ELA – 25.5% • 3rd grade achievement in Math – 38.2% • 4th grade achievement in Math – 50.0% • 5th grade achievement in Math – 20.8% Based on this data set, the most significant needs lie in the following areas: 5th grade ELA and 5th grade Math. In addition to 5th grade needs, there are also gaps in 3rd grade ELA.

Root Cause Analysis		
Top Three Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. Instructional effectiveness at the fourth-grade level	1. Ongoing instructional observations that are targeted to 4th grade	1. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in 4th grade.
2. Instructional effectiveness in ELA at the fifth-grade level.	2. Ongoing instructional observations that are targeted at 5th grade guided reading	2. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in fifth grade.
3. Effective RTI structures to support academic performance	3. No after school program or interventionists on staff	3. Need to acquire more reading and math interventionists; establish an after-school program to provide targeted and enrichment support.

B. **SMART Goals for Overall Student Achievement**

SMART Goal Statements*	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, 3rd grade ELA proficiency will increase by 3%, from 29.1% to 32.1%, as measured by AASA results. 2. By June 2023, 4th grade ELA proficiency will increase by 3%, from 57.1% to 60.1% as measured by AASA results. 3. By June 2023, 5th grade ELA proficiency will increase by 3%, from 25.5% to 28.5%, as measured by AASA results.	AASA scores for 2022-2023 school year. Monitored by Quarterly Benchmark Assessments
1. By June 2023, 3rd grade Math proficiency will increase by 3%, from 38.2% to 41.2%, as measured by AASA results. 2. By June 2023, 4th grade Math proficiency will increase by 3%, from 50.0% to 53.0%, as measured by AASA results. 3. By June 2023, 5th grade Math proficiency will increase by 3, from 20.8% to 23.8cl%, as measured by AASA results.	AASA scores for 2022-2023 school year. Monitored by Quarterly Benchmark Assessments

* Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.

C. Goal Attainment

1. Strategies to Achieve SMART Goals.

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	**Strengths and Obstacles**
1. Expand Teacher Expertise with Quality Tier 1 Practices.[2]	**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. **Constraints:** Weekly time also has district information that needs to be covered so the site does not get the full time for school specific needs. Several new teachers have joined the team, two are brand new first year teachers.

[2] According to the Michigan Department of Education 75-80% of students should reach proficiency with tier 1 instruction. If at least 75% of students are not reaching proficiency, then the school and district should consider new strategies to increase student success.

2. Provide Teacher Collaboration Time for PLCs[3]	**Supports:** • Weekly CTT built into the schedule. • Curriculum Service Provider • Guidance Counselor provides themed lessons during weekly CTTs **Constraints:** • Teachers do not come prepared. • All teachers in a different spot in the lesson.
3. Provide Supplemental Support for Tier II and Tier III Intervention[4]	**Supports:** • Additional magnet teacher • Curriculum Service Provider • Paraprofessionals for each grade level • MTSS Team **Constraints:** • Time • Student engagement • Parent Support

[3]According to the International Society for Technology in Education PLCs provide opportunities that directly impact student learning, building relationships, staying current on new research, technology, and classroom tools, and provides opportunities for reflection.

[4]The Department of Elementary and Secondary Education states that the MTSS process is not always linear, is focused on problem solving. Data shows that students require supports to aid remediation or enrichment, they will move throughout the tiers based on that need.

2. **Action Steps to Implement, Monitor, and Assess Strategies.**

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 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**	**Monitoring**	**Evidence of Assessment**
1.Teachers will receive a 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; Magnet Coordinator; Dean	August 2022 – May 2023	Targeted Professional development	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2022-2023 school year.
2. Provide Formative Assessment Training to support how to implement checks for understanding and how to write common formative assessments.	Principal; Magnet Coordinator; Dean	August 2022 – May 2023	Targeted Professional development	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2022-2023 school year.
3. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher on a weekly basis.	Principal; Magnet Coordinator; Dean	August 2022 – May 2023	Observation and Reflection Sheets, Weekly Trends log C/I meeting notes	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2022-2023 school year.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Teacher Collaboration Time for PLCs					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Embed PLC Collaborative Teacher Teams (CTTs) in the school day for each week for at least 60 minutes.	Principal; Magnet Coordinator; Dean; Teachers	August 2022 – May 2023	Teacher Schedules TUSD Calendar Curriculum	PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis
2. Implement Lesson studies 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; Magnet Coordinator; Dean; Teachers	August 2022 – May 2023	Lesson Plan Template	PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis
3. PLC-CTTs 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.	Principal; Magnet Coordinator; Dean; Teachers	August 2022 – May 2023	Short cycle assessment data	PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis
4. Once the teachers have gone through the CTT process, the CORE team will observe the implementation of teaching strategies.	Principal; Magnet Coordinator; Dean; Teachers	August 2022 – May 2023	Classroom Observation Page, Notes	PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 3: Supplemental Support for Tier II and Tier III intervention					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. 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 2022- May 2023	Focused professional development on guided reading instruction Leveled and tiered reading materials	Small Groupings schedule in CTT folder, agenda notes	Common Formative Assessment scores improved for small groups
2. Teachers will use Guided Reading, small group instruction, and intervention programs (Imagine Math, Language and Literacy) to support math and ELA.	Classroom Teachers Core Team	August 2022- May 2023	Focused professional development on center-based instruction Waterford and IXL engagement and usage reports	Small Groupings schedule in CTT folder, agenda notes	Common Formative Assessment scores improved for small groups

3. 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	August 2022- May 2023	CTT norms CTT outlined process focused on standard based instruction and assessments.	Small Groupings schedule in CTT folder, agenda notes	Common Formative Assessment scores improved for small groups
4. 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 groups instruction and Tier 2 and Tier 3 interventions.	Classroom Teachers Core Team	August 2022- May 2023	Focused training for teaching assistants on Tier 2 interventions	Small Groupings schedule in CTT folder, agenda notes	Common Formative Assessment scores improved for small groups

V.   Academic Performance for African American and Latino Students

   A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).
There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to ensure subgroup academic proficiency more effectively for African American and Latino students. This includes the following: • White students outperformed African American students in ELA by 3% on the 18-19 AZ Merit • White students outperformed Latino students in ELA by 6% on the 18-19 AZ Merit • White students outperformed African American in Mathematics by 15% on the 18-19 AZ Merit • White students outperformed Latino students in Mathematics by 5% on the 18-19 AZ Merit Data indicates that academic focus areas need to be ELA for African American students and both ELA and Mathematics for Latino students.

Root Cause Analysis		
Identifying Top Causes of these Gaps	**Identifying the Root of these Causes**	**Identifying Foundational Causes**
1. Need of multi-cultural text and additional guided reading supports for both African American and Latino students.	1. Need for access to multi-cultural texts and training related to guided reading.	1. Job embedded coaching related to multi-cultural text use and coaching for guided reading.
2. Need of RTI effectiveness (increased academic interventions) specific to African American and Latino students	2. Lack of interventions that directly supports African American and Latino students	2. PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, the reading achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Quarterly Benchmark Data
2. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.	
3. By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.	
4. By June 2023, the mathematics achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.	

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students	
Strategies	**Strengths and Obstacles**
1. Ensure effective academic interventions for African American and Latino Students.	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Strong PLCs to support data informed interventions • Lack of Tier II academic interventions specific to African American and Latino students • Lack of Tier III academic support classes to African American and Latino students
2. Provide effective instruction that is culturally relevant and thematically aligned.	**Supports:** • District supports culturally relevant instruction • SPARKS **Constraints:** • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Strong formative assessment model to inform instructional practice

2. Action-Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Ensure effective academic interventions for African American and Latino Students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide professional development in Guided Reading to support academic performance for African American and Latino students.	Principal; Magnet Coordinators. Teachers	Weekly August – May	Scholastic tools for guided reading	Progress monitoring assessments	Guided reading logs
2.Create Tier II and Tier III intervention systems for African American Latino students.	Principal; Magnet Coordinators. Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
3. Provide after-school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators;	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Instructional effectiveness that is culturally relevant and thematically aligned					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide daily instructional observations with follow-up feedback on SPARKS (culturally relevant) integration	Principal; Curriculum Service Provider; magnet coordinator	Aug. 2022- May 2023	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations
2.Provide job embedded coaching for teachers serving African American and Latino students	Principal; Curriculum Service Provider; magnet coordinator	Aug. 2022- May 2023	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

VI. Magnet School Budget

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. 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.):

- 1.5 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.76 FTE Teaching Assistants (910G, 202)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Dean of Students (Title 1)
- 1.88 FTE Teaching Assistants (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 0.5 FTE Library Assistant (Title 1))
- 0.5 FTE Library Assistant (M&O)
- 0.5 FTE Reading Specialist (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	$75,000	1.5	Reduce class size in 4ᵗʰ grade, 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 5ᵗʰ 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 2022-2023 SY. Teachers are receiving professional development on guided instruction.	AA, PL, MT	Student Achievement, Integration
Curriculum Service Provider	$45,000.00	1	The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT regarding the meaningful work that supports student achievement.	In, AA, PL	Student Achievement, Integration
Magnet Coordinator	$45,000.00	1	The Magnet Coordinator (MC) works in collaboration with the principal to support integration and student achieved. Tasks include overseeing recruitment efforts, supporting family engagement, promoting and marketing the school's magnet program through community outreach activities, organizing magnet celebrations and conducting 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	$76,000	3.75	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	$30,000	.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 enhance	AA, PCI, MT	Student Achievement, Integration

		their effectiveness in helping students and provides support to other educational programs at the school.		
Added Duty- Professional Development	**$13,000**		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**		Classified employees 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**
Added Duty – Recruitment and Family Engagement	**$6,000**		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	**$49,900**				
Total Budget	343,900				
	Total FTE	**7.75**			

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus:
Registration - MSA	$2,000	More than a thousand magnet schoolteachers, 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	$7,000	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
Total Budget	$9,000			

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Personnel Cost	343,900
Non-Personnel Cost	$9,000
Total Budget	352,900