

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY 2024-25**

Principal: Frankie Schiavone

School: Bonillas Traditional Elementary Magnet School

Magnet Program: Traditional

Region: Arcadia

Date Plan Revised: 04/01/24

Planning Team:

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Position	Name	Signature	Date
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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

Ignacio Bonillas Traditional Magnet Elementary School is currently an integrated, MSA Certified magnet school that received the Arizona State letter grade of an A. 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

E. School Profile-Update with SY 24/25 data

2024-2025 Letter Grade	2024-2025 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)
23.34%	5.85	100%	80%	20.23%	17.7%

School Integration Profile (USP Ethnicity)													
2023-2024 40 th Day	Anglo		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	75	18.51%	33	8.1%	267	65.93%	6	1.48%	5	1.2%	19	4.69%	405
Non-neighborhood %	39	16.8%	17	7.3%	163	70.3%	3	1.2%	1	.04%	9	3.9%	232
USP Integration Range + / - 15% District ES Avg													
	4-36%		0-23%		51-70%		0-16%		0-16%		0-20%		
Future Integration Range + / - 25% District ES Avg													
	0-44%		0-33%		41-70%		0-26%		0-26%		0-30%		

F. Achievement Data-AASA Assessment Data -Update

3 Years of ELA Percent Proficiency by Grade									
ELA	2022 Gr.3	2022 Gr.4	2022 Gr. 5	2023 Gr.3	2023 Gr. 4	2023 Gr. 5	2024 Gr.3	2024 Gr. 4	2024 Gr. 5
State ES Avg	41%	44%	39%	41.0%	45.2%	37.0%	43%	46%	38%
District ES Avg	29%	33%	27%	30.5%	33.4%	26.2%	33%	35%	27%
Bonillas ES Avg	26.4%	56.5%	26.7%	41.1%	30.9%	49.2%	27.4%	41.1%	30%
3 Years of Math Percent Proficiency by Grade									
Math	2022 Gr.3	2022 Gr.4	2022 Gr. 5	2023 Gr.3	2023 Gr. 4	2023 Gr. 5	2024 Gr.3	2024 Gr. 4	2024 Gr. 5
State ES Avg	39%	39%	37%	43.0%	45.0%	37.0%	43%	36%	33%
District ES Avg	28%	27%	24%	32.9%	26.9%	24.9%	33%	26%	24%
Bonillas ES Avg	37.7%	49.2%	21.7%	59.3%	48.2%	44.3%	46.8%	51.8%	28.3%

Three Year AASA by Subgroup

ELA

	African American			Latino			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0%	33.3%	0%	25%	42.4%	25%	27.3%	33.3%	46.2%
Grade 4	66.7%	33.3%	0%	53.5%	28.9%	42.9%	50%	36.4%	46.2%
Grade 5	0%	71.4%	0%	23.5%	42.9%	26.2%	40%	40%	38.5%
WS	30.8%	50%	0%	35.4%	39.7%	30.6%	36.4%	35.7%	43.6%

Math

	African American			Latino			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0%	0%	0%	33.3%	68.4%	45.5%	54.5%	50%	69.2%
Grade 4	57.1 %	33.3%	50%	48.9%	46.2%	54.3%	50%	54.5 %	53.8%
Grade 5	0%	57.1%	0%	20.6%	40.5%	28.6%	40%	20%	30.8%
WS	26.7%	35.7%	14.3%	35.7%	51.3%	42.1%	50%	46.4%	51.3%

2023-2024 AASA Percent Proficiency by USP Ethnicity

Update when scores come out
showing SY 23/24 Data currently

USP Ethnicity	ELA	Math
Anglo	43.6%	51.3%
African American	7.1%	21.4%
Latino	30.1%	41.6%
Native American	25%	25%
Asian-PI	50%	50%
Multi-Racial	66.7%	50%
All	32.6%	42.1%

II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

A. 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.

B. 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 (2024-2025 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

C. 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 Anglo Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of Anglo 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
According to the data Bonillas is an integrated school. All ethnic groups are within the USP Integration Range. Bonillas will continue targeted recruitment strategies to increase awareness of both the academic and theme-based opportunities at Bonillas. Implement strategies to recruit and retain a diverse student body. This could involve targeted outreach to underrepresented communities, offering programs for a variety of interests, and creating a safe, welcoming, and inclusive school environment. As well as fostering strong partnerships with parents, families, and our community members.

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 a strategic marketing plan highlighting and targeting resources including GATE.
2. Effective retention structure	2. Need for intention and systems that support the retention of students starting at kindergarten.	2. Promote services including resource, GATE, and interventionist for targeted and intentional individualized instruction.
3. The houses in the area not family houses, so not as many children are in the neighborhood.	3. Need for alternative methods for students who do not live close to Bonillas to enroll with transportation.	3. Need for effective transportation directly to homes.

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By November 1 st , of SY 2024-2025, Bonillas will remain integrated as measured by the USP, meeting the 70% and +/- 25% thresholds for an integrated school, as measured by 40 th day enrollment reports.	TUSD Web Data Reports, Synergy
2. During the 2024-2025 school year, Bonillas will increase enrollment by increasing the kindergarten class size by 10 students compared to the 2023-2024 school year, including neighborhood and magnet students, as measured by 40 th day enrollment reports.	TUSD Web Data Reports, Synergy

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	Strengths and Obstacles
1. 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 enrichment/intervention 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	100 th 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	100 th Enrollment reports

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 2: Establish an After-School enrichment/intervention 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 enrichment/intervention program to provide additional academic support for students.	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

¹According 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 -Update with SY 23/24 AASA testing data

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 – 41.1% ● 4th grade achievement in ELA – 30.9% ● 5th grade achievement in ELA – 49.2% ● 3rd grade achievement in Math – 59.3% ● 4th grade achievement in Math – 48.2% ● 5th grade achievement in Math – 44.3% Based on this data set, the most significant needs lie in the following areas: 3rd and 4th grade ELA and 5th grade Math.

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

B. SMART Goals for Overall Student Achievement-Update after 23/24 AASA Scores are out.

SMART Goal Statements*	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2025, 3rd grade ELA proficiency will increase by 3%, from 41.1% to 44.1%, as measured by AASA results. 2. By June 2025, 4th grade ELA proficiency will increase by 3%, from 30.9% to 33.9% as measured by AASA results. 3. By June 2025, 5th grade ELA proficiency will increase by 3%, from 49.2% to 52.2%, as measured by AASA results. 4. By June 2025, Exceptional Education students ELA proficiency will increase, from 8.0% to 9.0%, as measured by AASA results. /	AASA scores for 2024-2025 school year. Monitored by Quarterly Benchmark Assessments
1. By June 2025, 3rd grade Math proficiency will increase by 3%, from 59.3% to 62.3%, as measured by AASA results. 2. By June 2025, 4th grade Math proficiency will increase by 3%, from 48.2% to 51.2%, as measured by AASA results. 3. By June 2025, 5th grade Math proficiency will increase by 3, from 44.3% to 47.3%, as measured by AASA results. 4. By June 2025, Exceptional Education students Math proficiency will increase, from 21.4% to 22.4%, as measured by AASA results.	AASA scores for 2024-2025 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 in 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. Expand Teacher Expertise ¹ 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 PLCs³	Supports: • Weekly CTT built into the schedule. • Curriculum Service Provider • Guidance Counselor provides themed lessons during weekly CTTs • RTI interventionist/Specialist 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 Intervention⁴	Supports: • Additional magnet teacher • RTI interventionist/Specialist • Curriculum Service Provider • Paraprofessionals for each grade level • MTSS Team Constraints: • Time • Student engagement • Parent Support

³According 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.

Magnet School of America Standard 4: Professional Development

⁴The Department of Elementary and Secondary Education states that the MTSS process is not always linear, it is focused on problem-solving. Data shows that students require support to aid remediation or enrichment, they will move throughout the tiers based on that need.

Magnet School of America Standard 5: Instructional Fidelity

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 utilizing the writing curriculum from scholastic.	Principal; Scholastic Representative	August 2024 – May 2025	Targeted Professional development	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2024-2025 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 2024 – May 2025	Targeted Professional development	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2024-2025 school year.
3. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared weekly with the teacher.	Principal; Magnet Coordinator; Dean; Curriculum Specialist	August 2024 – May 2025	Observation and Reflection Sheets, Weekly Trends log C/I meeting notes	Observation and reflection feedback, weekly schedule of observations, professional development needs Assessment and results.	AASA growth for the 2024-2025 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; Curriculum Service Provider; Teachers	August 2024 – May 2025	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; Curriculum Service Provider; Teachers	August 2024– May 2025	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	Principal; Magnet Coordinator; Dean;	August 2024 – May 2025	Short cycle assessment data	PLC -CTT notebooks that included CTT agenda notes, CFA	Observation and Reflection forms, CTT agenda notes, Data analysis

and to plan for re-teaching so that all students show mastery.	Curriculum Service Provider; Teachers			data, Small Group strategy lists	
4. Teachers create strategic teaching strategies during CTT. Then the CORE team will observe the implementation of teaching strategies	Principal; Magnet Coordinator; Dean; Curriculum Service Providers; teachers	August 2024 – May 2025	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 New action goal with RTI specialist	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 with RTI interventionist for guided reading lessons and small group targeted math instruction. ²	Classroom Teachers, Core Team	August 2024-May 2025	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, Simple Solutions program) to support math and ELA.	Classroom Teachers Core Team	August 2024-May 2025	Focused professional development on center-based instruction and IXL usage reports	Small Groupings schedule in CTT folder, agenda notes	Common Formative Assessment scores improved for small groups

² [Magnet Schools of America Standard 5 Instructional Fidelity](#)

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. ³	Classroom Teachers Core Team	August 2024-May 2025	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 2024-May 2025	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

³ Magnet School of America Standard 4: Professional Development

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). _update after SY 23/24 AASA Scores

There are multiple data points and key information to support the site academic analysis. This information will help to identify needs to more effectively ensure subgroup academic proficiency for African American and Latino students. This includes the following:

Whole School Average:

- African American students outperformed Latino students by 11% on the 2022-2023 ELA AASA Assessment
- African American students outperformed Anglo students by 15% on the 2022-2023 ELA AASA Assessment
- Latino students outperformed Anglo students by 4% on the 2022-2023 ELA AASA Assessment
- Latino students outperformed African American students by 16% on the 2022-2023 Math AASA Assessment
- Latino students outperformed Anglo students by 5% on the 2022-2023 Math AASA Assessment
- Anglo students outperformed African American students by 11% on the 2022-2023 Math AASA Assessment

Grade Level Performance by Subgroup from highest scoring to lowest for the 2023-2024 year:

- Third Grade ELA: Latino students, African American students and Anglo students performed the same.
- Fourth Grade ELA: Anglo students, African American students, Latino students
- Fifth Grade ELA: African American students, Latino students, Anglo students
- Third Grade Math: Latino students, Anglo students, African American students
- Fourth Grade Math: Anglo students, Latino students, African American students
- Fifth Grade Math: African American students, Latino students, Anglo students

Data indicates that academic focus areas need to be Tier 1 ELA and Mathematics instruction for all students because the overall proficiency in all subgroups is less than 75%. According to the Michigan Department of Education, at least 75% of students should be reaching proficiency with effective tier 1 teaching.⁴ No subgroup reached a proficiency of 75% or higher.

⁴ Accelerated learning: Tier 1 grade-level instruction - michigan.gov. Michigan Department of Education. (n.d.). Retrieved November 28, 2022, from <https://www.michigan.gov/-/media/Project/Websites/mde/Flexible-Learning-Options/Accelerated-Learning/Tier-1-Grade-Level->

Root Cause Analysis		
Identifying Top Causes of these Gaps	Identifying the Root of these Causes	Identifying Foundational Causes
1. District curriculum does not support a multicultural and relevant curriculum for reading.	1. Need for access to multi-cultural texts and in person training related to guided reading.	1. Job embedded coaching related to text and in person coaching for guided reading.
2. Improve tier 1 instruction by increasing the depth of knowledge and gradual release of student learning.	2. Lack of interventions that directly supports African American and Latino students	2. PLCs do not filter benchmark and 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 2025, the whole school reading achievement gap between African American and Anglo students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment. 2. By June 2025, the whole school reading achievement gap between Latino students and Anglo students will be closed to less than three percentage points as measured by the Arizona Academic Standards Assessment. 3. By June 2025, the whole school reading achievement gap between Latino students and African American students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment.	SY 2024/2025 AASA Scores Quarterly Benchmark Data
1. By June 2025, the whole school mathematics achievement gap between African American students and Anglo students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment. 2. By June 2025, the whole school mathematics achievement gap between Latino students and Anglo students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment. 3. By June 2025, the whole school mathematics achievement gap between Latino students and African American students will be closed by three percentage points 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. Ensure effective academic interventions for African American, Latino Students, and Exceptional Education subgroups.	Supports: ● Benchmarking structure is in place. ● Access to formative assessment tools ● CTT Time ● Curriculum Specialist Constraints: ● Strong PLCs to support data informed interventions. ● Support for instruction in ExEd classroom ● 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, Latino, and Exceptional Education 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, Latino, and Exceptional Education 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 students demonstrating a need based on assessment data.	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 students who demonstrate a need based on assessment data.	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. 2024- May 2025	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 to appropriately serve all students.	Principal; Curriculum Service Provider; magnet coordinator	Aug. 2024- May 2025	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 reviewing site needs, the following budget is added 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.):

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

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 2024-2025 SY					
Description	Amount	FTE	Purpose	Magnet Focus Areas	Goal Focus
Teacher Salary 2.0 RTI specialists	\$52,000	1	The Response to Intervention (RTI) specialists work extensively with students to help improve specific reading and math needs. These interventionists work with the classroom teacher to design and implement learning methods most appropriate for the students.	AA, PL, MT	Student Achievement, Integration
Magnet Coordinator	\$46,000.00	1	The Magnet Coordinator (MC) works with the principal to support integration and student achievement. 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 1 instruction and the work of PLC- Collaborative Teacher Teams.	IN, AA, PCI, PL, MT	Integration
Teaching Assistants	\$116,000	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	\$30,250	.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, consults with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other educational programs at the school.	AA, PCI, MT	Student Achievement, Integration

Added Duty- Professional Development	\$12,000		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	\$6,000		Classified employees will attend recruitment and family engagement events. The outcomes of these events support positive school culture, recruitment and retention of students and student integration.	PCI, PL, MT	Student Achievement, Integration
Added Duty – Recruitment and Family Engagement	\$8,000		Certified teachers will attend recruitment and family engagement events. The outcomes of these events support positive school culture, recruitment and retention of students and student integration.	PCI, PL, MT	Student Achievement, Integration
Professional/Educational Contract Services	\$8,000		Scholastic 6 Traits Writing Professional Development.	PCI, PL, MT	Student Achievement, Integration
Employee Benefits	\$76,075		Counselor, TA, Magnet Benefits		
Total Budget	\$354,325				
Total FTE	6.25				

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus:
Instructional Aids	\$6,775	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
Advertising	\$4,000	Recruiting students from across the city requires our Magnet Coordinator to facilitate and attend school and community functions both on and off campus. These advertising events are often after contract hours so that potential students and parents can learn about Bonillas.	In	Integration
Total Budget	\$10,775			

#Deseg Budget 2024-2025 SY	
Personnel Cost	\$354,325
Non-Personnel Cost	\$10,775
Total Budget	365,100

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2024-25

Principal: Eric Eulberg

School: Borton Elementary Magnet

Magnet Program: Project Based Learning/Systems Thinking

Region: Santa Cruz

Revised: 12/2/2024

Planning Team:

Name	Position	Name	Position
Eric Eulberg	Principal	Sara Stewart	Magnet Coordinator
Angela Hixon	Master Teacher		

Sign Off:

Borton|Tucson Unified

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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

2023 - 2024 Letter Grade	2023-2024 Integration Status	Magnet Theme
C	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)
10.21 %	92.53%	100%	65%	5.45%	14%

School Integration Profile (USP Ethnicity)													
2023-24 100th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	57	22.18	13	5.06	161	62.65	12	4.67	4	1.56	10	3.89	257
Non-neighborhood %	49	27.37%	4	2.24%	108	60.34%	7	3.91%	3	1.68%	8	4.47%	179
USP Integration Range + / - 15% District ES Avg													
	2.2-32.2 %		0-26.01%		47.07-77.07%		0-19.2%		0-17.2%		0-18.32%		
Future Integration Range + / - 25% District ES Avg													
	0-42.2%		0-36.01%		37.07-87.07%		0-29.2%		0-27.2%		0-28.32%		

F. Achievement Data

3 Years of ELA Percent AASA Proficiency by Grade									
ELA	2021-2022 Gr. 3	2021-2022 Gr. 4	2021-2022 Gr. 5	2022-2023 Gr. 3	2022-2023 Gr. 4	2022-2023 Gr. 5	2023-2024 Gr. 3	2023-2024 Gr. 4	2023-2024 Gr. 5
State ES Avg	41%	44%	39%	41%	45%	37%	39%	46%	38%
District ES Avg	29%	33%	27%	30.5%	33.4%	26.2%	29.1%	37.3%	29.1%
Borton ES Avg	42%	32%	30%	50%	50.9%	25%	22.2%	39.5%	40.4%
3 Years of Math Percent AASA Proficiency by Grade									
Math	2021-2022 Gr. 3	2021-2022 Gr. 4	2021-2022 Gr. 5	2022-2023 Gr. 3	2022-2023 Gr. 4	2022-2023 Gr. 5	2023-2024 Gr. 3	2023-2024 Gr. 4	2023-2024 Gr. 5
State ES Avg	39%	39%	37%	43%	39%	36%	43%	36%	33%
District ES Avg	28%	27%	24%	32.9%	26.9%	24.9%	34.2%	27.5%	25.8%
Borton ES Avg	41%	21%	34%	41.9%	30.9%	20%	17%	25.6%	40.8%

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-3	23-24	21-22	22-23	23-24
Grade 3	*	*	*	30.8	39.1	18.2	68.4	71.4	44.4
Grade 4	50	*	*	16	48.1	24	77.8	71.4	69.2
Grade 5	*	33.3	*	23.3	4.3	25.9	72.7	87.5	66.7

Math

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	25.9	26.1	12.1	73.7	71.4	40
Grade 4	50	*	*	4	18.5	12	66.7	57.1	46.2
Grade 5	*	*	*	24.1	8.7	26.9	72.7	62.5	65

Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall, 2023-24 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	62.8%	53.5%
African American	0.0%	0.0%
Hispanic	22.4%	16.7%
Native American	0.0%	0.0%
Asian-PI	100%	100%
Multi-Racial	16.7%	20%
All	34.3%	28.1%

II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

A. 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.

B. 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.

C. 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 gap analysis as it is related to integration. This information will help to identify needs to integrate into the school more effectively. This includes:

- The site dropped to a “C” level this year 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 raise back to the “B” or increase overall student academic performance to achieve an “A” label to attract more families, resulting in increased enrollment.
- The site has maintained full integration, with the highest representation of an ethnicity/race being tied to Latino students. That representation sits at 52% at the start of school.

Root Cause Analysis

Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
Effective marketing and recruitment (especially targeted to recruit underrepresented students)	There are surface gaps related to: • Targeted digital advertisements utilizing social media. • Building content rich social media that provides representation of a diverse student population	Deep root causes are related to: • Lack of training in effectively utilizing digital tools to increase enrollment • Lack of training on how to recruit using demographic data to increase enrollment with subgroup populations
Retention of early learning grades – Kinder and First	There are surface gaps related to: • Consistent administration and teachers to welcome and engage families • Some students that qualify for self-contained GATE move to schools that offer self-contained GATE class	Deep root causes are related to: • Building a strong sense of community pride related to all grade levels • Up the rigor and expectations of students and provide enrichment for students who are accelerated

Instructional effectiveness systems to maintain B letter grade	There are surface gaps related to: • Effective instruction related to systems thinking, PBL 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
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B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By the end of SY 2024 – 2025, Borton will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40 th day enrollment reports.	• TUSD Synergy Enrollment Data, disaggregated by race/ethnicity • Recruitment and Enrollment Plan
By the end of the 2023-2024 school year, Borton aims to increase enrollment in the 2024-2025 Kindergarten class by recruiting at least 30 new magnet and neighborhood students, as tracked through 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, whole child-centered practices, and sense of community • 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: • Borton lost some of its traditions due to COVID-19 and transition of leadership • Borton lost faculty that was strong in PBL and Systems Thinking
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: • 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. • From 2018-2022 Borton had 4 Principals which was concerning for prospective families • Lack of funding for staff to do added duty to be involved with Borton Community events • Students who test well above and/or are qualify for GATE move to another school, especially if they qualify for self-contained GATE

3. Instructional Improvement	Supports: • CSP, Master Teacher, Magnet Coordinator, MTSS • Skilled Principal • Targeted PD to increase effectiveness of Tier I instruction Constraints: • Gaps in instructional observation/feedback cycle • CTTs and classroom teachers need to effectively utilize data to drive instructional practice/interventions
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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. School leadership will strategically identify areas of site-based recruitment to help maintain whole school integration. [OBJ] ¹	Leadership Team, Magnet Coordinator	May 2023 – Nov. 2025	Weekly team meetings with leadership	Quarterly progress monitoring reports	Marketing and Recruitment Plan and Log Recruitment event attendance and contact data

¹ MSA Standard 1: Student Recruitment and Selection

2. Leverage social media platforms like Facebook and Instagram highlight magnet theme and diversity to attract potential families and foster ongoing engagement with current ones, aimed at enhancing retention.	Leadership Team, Magnet Coordinator , Social Media Facilitator	Ongoing	Social Media Platforms	Social Media Analytics	Marketing and Recruitment Plan; Social Media Analytics; Recruitment data
3. Develop and implement a marketing and recruitment plan that will focus on students that will support integration ² goals such as sending Borton marketing postcards to families of targeted ethnics demographics.	Leadership Team, Magnet Coordinator	Nov. 2024	Marketing materials; Postcards	Quarterly enrollment reports; application reports	Marketing and Recruitment Plan and Log; Postcards; Recruitment event attendance and contact data
4. Maintain partnerships with the district's communications department to create marketing materials that support the school's branding and magnet theme for recruitment purposes. Materials will include banners, posters, brochures, etc. ³	Leadership Team, Magnet Coordinator , District Communications Dept.	Ongoing, Aug. 2024 -May 2025	Marketing materials	Minutes from weekly meetings	Quarterly enrollment reports
5. Provide campus tours for interested students and families to encourage enrollment to achieve integration. ³	Magnet Coordinator	Ongoing, Aug. 2024 – May 2025	Classroom teacher participation	Quarterly Magnet Report; Partnership Letters; Magnet application; School Choice data	Family sign in logs; Tour log

² MSA Standard 2: Diversity and Equity

³ MSA Standard 1: Student Recruitment and Selection

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 2: Targeted Retention of Borton Families/ Targeted Retention of First Grade Students					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Implement a parent survey for current Kindergarten students to identify hopes and expectations for 1 st grade. [OBJ]	Magnet Coordinator, Leadership Team	November 2025	Current Kindergarten enrollment data and contacts	Results from survey	Survey; Results of Survey
2. Develop a retention plan that will focus on current Kindergarten students that will be entering 1 st grade for the 2023-2024 school year to maintain integration. [OBJ]	Magnet Coordinator, Leadership Team	Aug 2024	Current Kindergarten enrollment data	Quarterly progress monitoring reports	TUSD Synergy enrollment data; Leadership minutes
3. Develop and implement magnet theme workshops for families K-5 to assist with retention. [OBJ]	Magnet Coordinator, Leadership Team, Specialist Teachers	Fall 2024	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. ⁴	Magnet Coordinator	Quarterly, Oct. 2024, Jan. 2025, May 2025	Event Attendance	Quarterly progress; Monitoring reports	TUSD Synergy enrollment data

⁴ MSA Standard 2: Diversity and Equity

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. ⁵⁶	Principal, Magnet Coordinator, Master Teacher, CSP	Aug. 2024- May 2025	Project Based Learning and System Thinking Rubric	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations;
2. Restablos effective CTTs. ⁵⁷	Principal, CSP	Aug. 2024- May 2025	Training for teachers related to effective CTT	Formative assessments and benchmark assessments related to ELA and SLA	Formative assessment data; benchmark data
3. Implement Tier II and Tier III Academic Interventions. ⁸⁹	Principal, Curriculum Service Provider, MTSS, RTI: Teachers	Aug. 2024- May 2025	Training for teachers on Tier II interventions; interventionists; after school tutoring	Formative assessments and benchmark assessments related to ELA and SLA	Academic intervention schedule; Teachers schedules with Tier II interventions

⁵ 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 \(waterscenterst.org\)](#)

⁶ MSA Standard 4: Professional Development

⁷ MSA Standard 4: Professional Development

⁸ National Center on Response to Intervention- [RTI in Pre-Kindergarten | RTI Action Network \(rtinetwork.org\)](#)

⁹ MSA Standard 6: Student Achievement

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see 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 increase overall school academic performance. This data summary includes:

- From a grade level perspective, the site possesses the following data:
 - Mathematics Proficiency
 - 3rd Grade – 17%
 - 4th Grade – 25.6%
 - 5th Grade – 40.8%
 - ELA Proficiency
 - 3rd Grade – 22.2%
 - 4th Grade – 39.5%
 - 5th Grade – 40.4%

*Note that this data set is from SY 23-24

Root Cause Analysis		
Top Three Causes of these Gaps	Surface Causes	Deep Causes
Effective CTTs systems	There are surface gaps related to: • No CSP to guide teachers in effective CTTs • CTT cycle/rubric • Teacher mobility • Teacher growth mindset	Deep root causes are related to: • CTT sustainable structure needs 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 • Need for gradual release	Deep root causes are related to: • Lack of calibrated and understood expectations and intervention structures • Lack of understanding of scaffolding and differentiating for students

B. SMART Goals for Overall Student Achievement

SMART Goal Statements *	Evidence to Be Used to Assess Progress and Accomplishment
ELA <u>SMART Goals written from SY 22-23 and 23-24 Data</u> - By June 30, 2025, 3rd grade student achievement in ELA will increase by 3% from 22% to 25%, as measured by the AASA ELA Test. - By June 30, 2025, 4th grade student achievement in ELA will increase by 3% from 40% to 43%, as measured by the AASA ELA Test. - By June 30, 2024, 5th grade student achievement in ELA will increase by 3% from 40% to 43%, as measured by the AASA ELA Test. - By June 30th, 2023, Ex Ed student achievement in ELA will increase proficiency by 3% from 7.7% to 10.7% as measured by the AASA ELA Test.	AASA scores for 2022/23 and 2023/24 Monitored by quarterly benchmark assessments
Math <u>SMART Goals written from SY 22-23 and 23-24 Data</u> - By June 30, 2024, 3rd grade student achievement in Math will increase by 3% from 17% to 20%, as measured by the AASA Math Test. - By June 30, 2024, 4th grade student achievement in Math will increase by 3% from 26% to 29%, as measured by the AASA Math Test. - By June 30, 2024, 5th grade student achievement in Math will increase by 3% from 41% to 44%, as measured by the AASA ELA Test. - By June 30th, 2024, Ex Ed student achievement in Math will increase proficiency by 8.3% from 11.3% as measured by the AASA Math Test.	<i>* 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.</i>

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. School Culture: High Academic Expectations for All Students	Support • Master Teacher coaching teachers in Tier I instruction. • RTI and Reading Recovery Specialist conduct targeted reading interventions. • Targeted interventions for math and ELA Constraints: • Varying degrees of support from teachers implementing curriculum and interventions • Professional development for math • Lack of math intervention specialists • Large Ex Ed resource teacher vacancy and support for several years • Lack of inclusion education training or practices
2. Project Based learning and	Supports: • Magnet Coordinator have taken Advanced Facilitator Training in Systems Thinking through the Waters Center • 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, teaching, and Project Based Learning and Systems Thinking • Some 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. • Project Based Learning in the past was not Arizona state standards driven or assessed.

Systems Thinking ¹⁰	
3. Enhance Quality Tier 1 Instruction	Supports: • Weekly 60-minute grade level CTT and 60-minute individualized coaching session 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 • Lack of teacher training in inclusion practices

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 \(waterscenterst.org\)](#)

4. Time for teachers to collaborate to increase teacher and student learning. (Collaborative Teacher Team).¹¹ Ex Ed resource teachers collaborate with classroom teachers as well.	Supports: • Weekly 60-120minute grade level CTT embedded into the master schedule • Curriculum Service Provider to facilitate Constraints: • Teachers do not consistently come prepared to follow the CTT inquiry cycle • Some teachers do not necessarily see this process 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	Supports: • Master Teacher • Curriculum Service Provider • Classroom Teachers • MTSS Coordinator • RTI Constraints: • Teacher training and experience to create appropriate interventions • Lack of accountability through progress monitoring and assessment
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

¹¹ Richard Du Four and Mike Mattos- www.solutionstree.com

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. [OBJ]	Principal, Master Teacher, CSP, MTSS, Ex Ed Resourc Teachers	Ongoing and Quarterly Oct 2024, Jan 2025, Mar 2025	Quarterly benchmark data; grade level Common formatives	Quarterly Benchmark Data	CTT Binders with Student Data; Lesson Plans; Academic and Behavior Goals
2. Data analysis in CTTs. [OBJ]	Master Teacher, CSP MTSS	Ongoing and Quarterly Oct 2024, Jan 2025, Mar 2025	Quarterly benchmark data; grade level common formatives	Individual Student Data	CTT Binders with Student Data; Quarterly Benchmark Data; Individual Student Data
3. Include Ex Ed resource teachers to work with grade-level teachers in CTTs. ¹²	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	CTT agendas, minutes and monitoring; Student IEP

¹² MSA Standard 4: Professional Development

4. Use data to assist students in setting academic goals for themselves so they learn how to hold themselves accountable for their learning. [OBJ]	Teachers	Quarterly	Quarterly benchmark data; grade level common formatives	Quarterly Benchmark Data	Quarterly Benchmark Data; Individual Student Data
5. Support teachers in creating lesson plans that show evidence of rigorous instruction in all classrooms. [OBJ]	Principal, Master Teacher, CSP, Ex Ed Resource Teachers	Ongoing	Quarterly benchmark data; observation; and reflection walkthrough data; CTT notes; PD	Individual Student Data	CTT 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 coaching within a Collaborative Teacher Team. ¹³	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 and Reflection Walkthrough Data; Celebration of Learning Schedules; Family, teacher, and student surveys

¹³ MSA Standard 3 and 4: Theme and Curriculum Fidelity, and Professional Development

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 CTTs	Lesson plans; observation and reflection walkthrough data; PBL teaching rubric	Lesson Plans; Observation and Reflection; Walkthrough Data; Celebration of Learning schedules; Family, 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. [OBJ]	Master Teacher, CSP, Magnet Coordinator	Ongoing with progress monitoring and adjustments	Time during CTTs; Coaching	Lesson plans; observation and reflection walkthrough data; PBL teaching rubric	Lesson Plans; Observation and Reflection; Walkthrough Data; Celebration of Learning Schedules; Family, teacher, and student surveys

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 2024	Master schedule, time	Lesson plans; observation and reflection and walkthrough data; Quarterly benchmark data; CTT notes	CTT Binders with Student Data; Lesson Plans; Grade Level CTT notes; Observation and Reflection and Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data
2. Develop and implement lesson plans aligned with the district scope, SPARKS, Teacher Clarity, 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; CTT minutes; observation and reflection walkthrough data; Benchmark Data	CTT Binders with Student Data; Lesson Plans; Grade Level CTT notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data

3. Coach teachers of all proficiency on Project Based Learning and Systems Thinking into Tier 1 instruction aligned with standards.	Principal, Master Teacher, CSP, Magnet Coordinator	Ongoing	PD; CTT to develop Project Based Learning and Systems Thinking knowledge	Lesson plans; observation and reflection walkthrough data; Benchmark Data; CTT Minutes	CTT Binders with Student Data; Lesson Plans; Grade Level CTT 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. [OBJ]	Master Teacher, CSP	Ongoing	Observations Walkthrough Data	Lesson plans; CTT Minutes; observation and reflection walkthrough data; Benchmark Data	CTT Binders with Student Data; Lesson Plans; Grade Level CTT notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual student Data

5. Provide professional development to Ex Ed Teachers on Tier 1 instruction and support Ex Ed teachers with establishing academic and behavior goals that are appropriately rigorous for Ex Ed students based on their IEP and AASA goals.	Principal, Leadership Team, Ex Ed TUSD department, EX Ed teachers	Ongoing	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: L e v e r a g e t e a c h e r c ollaboration 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 60-120minute, weekly, grade level CTT time into the school day that aligns with magnet theme of Project Based Learning and Systems Thinking ¹⁴ : - 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	Master schedule, CTT Schedule, common formative data	CTT notes and observations, CTT rubric	Grade Level CTT Schedules; Grade Level CTT Notes and Agendas; Quarterly Benchmark Data; Individual Student Data in CTT notebook; TUSD CTT Rubric; Quarterly Magnet Report Data
2. Use results from common formative Assessments and benchmark data to identify students that require additional Tier 2 support and/or enrichments. [OB]	Teachers, CSP, Interventionist , Master Teacher, MTSS	Ongoing	Benchmark data, common formative data, TUSD web data	CTT notes and observations, CTT rubric	Grade Level CTT Schedules; Grade Level CTT Notes and Agendas; Quarterly Benchmark Data; Individual Student Schedules; Data in CTT notebook; TUSD CTT Rubric; Quarterly Magnet Report Data
3. Design and implement engaging	Teachers, CSP,	Ongoing	District pacing	CTT notes and	Grade Level CTT

¹⁴ MSA Standard 3 and 4: Theme and Curriculum Fidelity, and Professional Development

projects for each semester at all grade levels that: ¹⁵ • 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	Magnet Coordinator, Specialist Teachers		guides; AZ state standards and scope and sequence; Gold standard design and teaching principals	observations; CTT rubric	schedules; Grade Level CTT Notes and Agendas; Quarterly Benchmark Data; Individual Student Data in CTT notebook; TUSD CTT Rubric; Quarterly Magnet Report Data
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¹⁵ 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. ¹⁶	Principal, CSP, Master Teacher, MTSS Coordinator, Interventionist	Ongoing	Benchmark data; common formative data	Lesson plans; observation and 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 to document and monitor the progress of targeted students. ¹⁷¹⁸	CSP, Master Teacher, Classroom teachers; Interventionist; MTSS coordinator	Ongoing	iReady, IXL	Lesson plans, Benchmark Data	Lesson Plans with Tier 2 Interventions; Reading Recovery; Computer Based Intervention Data
3. Use academic and behavioral data to create school wide goals that increase	Principal, Leadership Team; MTSS Coordinator	Ongoing and at Quarterly Benchmarks; Oct 2024, Jan 2025, Mar 2025	Quarterly benchmark data; observation and reflection walkthrough data; MTSS data	Lesson plans; observation and reflection walkthrough data; Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based

¹⁶ MSA Standard 6: Student Achievement

¹⁷ Imagine Learning www.imaginelearning.com

¹⁸ MSA Standard 6: Student Achievement

academic achievement ¹⁹ and positive behavioral outcomes.					Intervention Data; Observation and Reflection walkthrough data
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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. [OBJ]	Teachers, Principal, Leadership Team; Family Engagement; School Community Liaison	Jan 2025	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

¹⁹ MSA Standard 6: Student Achievement

2. Communicate with families and the community about school programs and events using a variety of methods: ²⁰ • newsletters • school website • social media • Emails • phones calls	Principal, Teachers, Magnet Coordinator, School 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
3. Collaborate with the PTA, Family Engagement Committee, and other site-based employees to coordinate parent, community, and partnership engagement. ²¹	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
4. Host monthly Cafecitos to build strong relationships between Borton leadership, families and community. ²²	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;

²⁰ MSA Standard 10: Family Engagement and Communication

²¹ MSA Standard 10: Family Engagement and Communication

²² MSA Standard 10: Family Engagement and Communication

					Quarterly Magnet Report; Title 1 Family Engagement Report
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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 23-24 ELA AASA 63 % compared to 22% • White students outperformed African American students on the SY 23-24 ELA AASA 63% compared to 0% • White students outperformed Latinos students on the SY 23-24 Math AASA 53% compared to 17%. • White students outperformed African American students on the SY 22-23 Math AASA 53% compared to 0.0%. Data indicates that 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 2025, the reading achievement gap between Latino/African American students and White students will be closed by 3% points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2025, the mathematics achievement gap between Latino/African American students and White students will be closed by 3% points third through fifth grade, as measured by the Arizona Academic Standards Assessment.	2023-2024 and 2024-2025 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 MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
1.Tier II and Tier III academic interventions for African American, Latino	Supports: - Benchmarking structure is in place. - Access to formative assessment tools - MTSS Constraints: - Effective CTTs 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 and Latino subgroups on math strategies. ²³	Principal; Leadership Team; MTSS coordinator; African American Services; Mexican American Services	Weekly August 2024 – May 2025	EDI Department	Progress monitoring assessments	Formative assessments; Benchmark data
2. Create Tier II and Tier III intervention systems for African American and Latino students ²⁴	Principal; Teachers; RTI; Reading Recovery Ex Ed Resource Teachers, AA and NA Services, MTSS	Weekly August 2024 – May 2025	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. ²⁵	Principal; Teachers; Leadership Team	Weekly August 2024 – May 2025	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
4. Use Culturally Responsive Teaching, Teacher Clarity, and UDL strategies in Tier I and Tier II interventions. Strategies include, but are not limited to activating student's prior knowledge, contextualizing learning,	Teachers	On-going	SPARKS, Character Strong Curriculum	Lesson plans, observation, reflection walkthrough data, Benchmark Data	CTT Binders with Student Data; Lesson Plans; Grade Level CTT notes; Observation and Reflection Walkthrough

²³ MSA Standard 4 and 6: Professional Development, and Student Achievement

²⁴ MSA Standard 6: Student Achievement

²⁵ MSA Standard 6: Student Achievement

and leveraging students’ cultural capital. ²⁶					Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data
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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
1. Utilize instructional observations with follow-up feedback on SPARKS* (Culturally relevant) integration. ²⁷	Principal; Curriculum Service Provider; magnet coordinator, Master Teacher	Aug. 2024- May 2025	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. ²⁸	Principal; Curriculum Service Provider; magnet coordinator; Master teacher	Aug. 2024- May 2025	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

²⁶ MSA Standard 6: Student Achievement

²⁷ MSA Standard 6: Student Achievement

²⁸ MSA Standard 6: Student Achievement

VI. MAGNET SCHOOL BUDGET²⁹

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 (M & o, Was ESSER)
- 1.0 FTE Master Teacher (910G, 202)
- 2.5 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE RTI Teacher (ESSER)
- 1.0 MTSS Facilitator (M & O, Was 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).

²⁹ MSA Standard 7 and 8: Leadership and Educator Development, and District and Magnet Relations

#Site Magnet Budget 2024-25 SY

Description	Total	Purpose	MSA Pillar Alignment	Magnet Plan Essential Focus
Magnet Teachers	\$184,766.37	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 60 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 PBL 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 (M and O, was ESSER)	\$51, 294	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: PBL and ST 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	\$75,104.00	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: PBL and ST 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	\$52,388.00	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 CTT-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	\$74,659.08	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	\$0	We are no longer allowed to put specials teachers in Red Rover, per the district.	AA	Student Achievement
Added Duty-	\$4,000	Certified staff to provided supplemental	AA	Student Achievement:
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	\$394,917.45			
Employee Benefits	\$116,375.22			
Total Budget	<u>\$511,292.67</u>			
Total FTE		8.30		

Non-Personnel

#Site Magnet Budget 2024-2025 SY				
Description	Amount	Purpose	MSA Pillar	Magnet Plan Principle #
District Supplies	\$9573.66	PBL and Systems Thinking supplies and aids for tier 1 instructional strategies.	AA	
Capital-Instructional Aides	\$2000.00	Student Supplies PBL	AA	
Employee Benefits				
Total Budget	\$28,476.47			
#Magnet Site Budget 2022-2023 SY				
Personnel Cost		<u>\$511,292.67</u>		
Non-Personnel Cost		<u>\$11,573.63</u>		
Total Budget		<u>\$522,866.30</u>		

Magnet Programs



TUSD Magnet Programs Improvement Action Plan for Integration and Achievement 2025-2026

TUCSON UNIFIED
SCHOOL DISTRICT

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: 05/12/2025

Planning Team:

Sign Off:

Position	Name	Signature	Date
Principal	Kirstin Bittel		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Erin Collins, Twila Busby		
Magnet Coordinator	Rebeca Stroup		

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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 integrated within 25% of district 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 provide 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

2024-25 Letter Grade	2024-25 Integration Status	Magnet Theme
A	Integrated	Communication and Creative Arts

Student Profile (160 day data)					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
1.55%	7.64%	100%	88%	6.92%	17.08%

School Integration Profile (USP Ethnicity)													
2024-25	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Carrillo Enrollment	47	15.6%	13	4.3%	217	72.3%	12	4.0%	4	1.3%	7	2.3%	300
Magnet %	40	17.6%	14	6.1%	155	68.2%	9	3.9%	5	2.2%	4	1.7%	227
Neighborhood %	7	9.5%	5	6.8%	57	78.0%	3	4.1%	0	0.0%	1	1.3%	73
2025-26Avg ES Enroll *()	19.6%		6.3%		64.6%		3.7%		1.8%		4.1%		
USP Integration Range + / - 25% 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 Present Proficiency by Grade												
ELA	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5	2025 Gr. 3	2025 Gr. 4	2025 Gr. 5			
State ES Avg	41%	45%	37%	39%	46%	38%						
District ES Avg	30%	33%	26%	28%	35%	27%						
Carrillo ES Avg	55%	69%	55%	60%	72.7%	55.1%						
3 Years of ELA Present Proficiency by Grade												
Math	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5	2025 Gr. 3	2025 Gr. 4	2025 Gr. 5			
State ES Avg	43%	39%	36%	43%	36%	33%						
District ES Avg	33%	27%	25%	33%	26%	24%						
Carrillo ES Avg	70%	82%	78%	68.9%	63.6%	69.4%						

Three-Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			White		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*		47.5	54.5		88	85.7	
Grade 4	*	*		67	64.3		67	100	
Grade 5	*	*		47.1	50		75	66.7	
WS	80.0	71.4		53.6	56.8		73.3	85.7	

Math

	African American			Hispanic			White		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*		65	60		75	100	
Grade 4	*	*		80	57.1		83	87.5	
Grade 5	*	*		61.2	65		64	83	
WS	100	86		73	60		77.3	91	

0-21= AZM2 test; 21-22 data = AASA.¹ Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Carrillo Overall 2024-25 Percent Proficiency by USP Ethnicity

USP Ethnicity	ELA	Math
White		
African American		
Hispanic		
Native American		
Asian-PI		
Multi-Racial		
All		

¹ AASA is Arizona’s Academic Standards Assessment

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. Integration: Gap Analysis

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 is currently not considered an integrated school. However, from the 2017–18 to 2021–22 school years, all ethnic subgroups were within the USP Integration Range. While Carrillo does not meet the definition of integration under the Unitary Status Plan (USP), it is important to note that the district is no longer operating under USP requirements. As a result, Carrillo is now aligning its integration efforts with the Magnet Schools of America (MSA) Criteria for Success, which emphasize diversity, equity, and inclusion as essential components of a high-quality magnet program. Lack of gaps is due to intentional student recruiting that will contribute to the school's integration. Targeted recruitment to kindergarten, beginning in 2012, has been key to Carrillo’s integration. 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. Implement strategies to recruit and retain a diverse student body. This could involve targeted outreach to underrepresented communities, offering programs that appeal to a variety of interests, and creating a welcoming and inclusive school environment. As well as fostering strong partnerships with parents, families, and the broader community to support integration efforts. Recruitment efforts will be documented and disaggregated to ensure that our marketing message effectively reaches target audiences and that entry-grade integration aligns with the site's 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 (4% below TUSD average)	1. The African American population in 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% 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 the same marketing materials for all targeted subgroups.	3. Documents are translations.	3. Different communities have different educational values, indicating a need to target 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
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Carrillo has set a clear goal to maintain integration within its student body, with specific targets outlined for the 2024-2025 school year. Here's how the school can work towards achieving this goal: 1. Monitoring Enrollment: Regularly track enrollment data, particularly on the 40th day of the school year, to assess the level of integration within Carrillo's student population. This data will provide insights into the demographic composition of the student body and help identify any disparities that need to be addressed. 2. Lottery Enrollment: Focus on increasing the representation of non-Hispanic groups in the lottery enrollment process. This could involve targeted outreach efforts to communities currently underrepresented in the applicant pool and providing information and support to families from diverse backgrounds throughout the enrollment process. 3. Diversity and Inclusion Initiatives: Implement programs and initiatives that promote diversity, equity, and inclusion within Carrillo's school community. This could include multicultural events, diversity training for staff and students, and curriculum enhancements that celebrate different cultures, perspectives, and identities. 4. Community Engagement: Engage with parents, families, and the broader community to build support for integration efforts and foster a sense of belonging for all students. Seek input and feedback from stakeholders on ways to enhance diversity and inclusion within the school and collaborate on initiatives that promote unity and understanding. By proactively addressing these areas and working with stakeholders, Carrillo can maintain its commitment to integration and create a welcoming and inclusive environment where all students can thrive.	• 40th day TUSD School Placement Report • Quarterly Progress Monitoring • Lottery results • Neighborhood enrollment
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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 using ZIP code/ethnicity data at the entry level to ethnicities that contribute to integration 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
2. Host a minimum of 1 quarterly curricular event to retain families, ensuring integration as defined in the USP. • Literacy Night • Game Night • Star Party	Strengths: • Productive and effective partnership with TUSD magnet department in planning, promoting, and implementing Carrillo recruitment activities.

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Integration SMART Goal

Strategy 1: Targeted recruitment using ZIP code/ethnicity data 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. Work with Magnet Department to map out zip-codes that will support integrations (higher Anglo, Asian, and African American households). Specific focus on zip codes just to north of TUSD along the freeway	Magnet Coordinator	Ongoing Focused Semester 1	Zip codes that will help with integration Flyers and resources to mail to families.	Use information from Tour surveys to pinpoint where families live and to see if action step resulted in tour and/or applications	Tour Surveys Tour data
2. Targeted outreach/recruiting to nearby local agencies in the neighborhoods determined by the above process, to include - Local Preschools - Local Daycares - Community Centers - University of Arizona - Real Estate Agencies - Local Doctors Offices	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. Review recruitment events, tour logs and outreach calendar	Outreach Calendar Tour Logs Survey results Recruitment Events
3. Participate in TUSD recruitment events: - School Choice Fair - Boo at the Zoo - Zoo Lights - Level Up Event - Magnet Night - Playpoloza	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
4. Host annual Kinder Kickoff Event in collaboration to ease registration.	Kinder Team Magnet Coordinator	Late February	Flyers for incoming families Social Media Posts Resources for incoming families	Collection/analysis of event sign-ins to identify/track outreach effectiveness	Event Calendar Sign-In sheets Application data
5. Facilitate campus tours for prospective families. The tours are	Magnet Coordinator	Ongoing Focused Semester 1	Bookings site to set up tours, other than	Analysis of tour logs and application	Tour Log Log of tours vs. application

usually scheduled by families after recruitment events/Carrillo Events/social media/Carrillo Website			emails and phone calls.	submission	submission
6. Implement social media/website posts that create a compelling narrative highlighting the following... - School letter grade - How the school creates a safe environment	Magnet Coordinator	Ongoing	Creation of social media/website posts that create a compelling narrative of academic/arts integration	Tracking social media engagement through analytics to increase engagement	Social Media posts engagement
7. Create pre-kindergarten “downloadable” as a lead generator supporting a drip-campaign inviting prospective families to school events.	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
8. Create a “Prospective parents” page on the Carrillo website that offers prospective families the following... - Kindergarten readiness pages (i.e. kinder sight words, kinder fact fluency, Carrillo-themed worksheets - Highlights of school, staff, and student awards - Parent testimonials	Magnet Coordinator	Ongoing	Kinder readiness worksheets Video of parent testimonials	Track parent usage of resources through surveys and communication with families	Webpage added to district website with accessible resources

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 - Fine Arts Night - Star Party (with Kinder) - STEAM Night - Showcase Night (Grade Level)	Magnet Coordinator Administration Teachers	September November February April	Roster of Community Resources/Support s 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 Create and analyze sign-in sheets to document which families are attending to ensure an accurate cross-section of community. Invite families from targeted areas to help recruit students and aid with integration.	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		
3. Host the annual Las Posadas, an 88+ year tradition begun by Ms. Marguerite Collier shortly after the school was established	Administration Posadas Committee	Near December 13 pending TUSD calendar	Barricades Safety Support Food Permits Costumes Invitations		
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).		
For the past 4 years (SY21 – SY24) Carrillo has shown a steady rise in both ELA and Math scores as measured by AASA, outscoring both the district and the state. In the 2023–24 school year, data revealed clear trends in both Math and ELA proficiency across student groups and grade levels. Anglo/White students consistently performed at the highest levels in both subjects, with proficiency rates between 83%–100% in Math and 67%–100% in ELA. African American students also demonstrated strong outcomes in Grade 4, achieving 100% proficiency in both Math and ELA, though performance in other grades showed mixed results. Hispanic students showed moderate and consistent performance in Math (56%–65%) but lower proficiency in ELA, especially in Grade 4 (41%). Native American student results were mixed: they reached 100% in Grade 3 Math and Grade 4 ELA but dropped to 0% in Grade 4 Math. Overall, schoolwide Math proficiency rose from 58.9% in Grade 3 to 69.4% in Grade 5, while ELA peaked in Grade 4 at 72.7% before declining to 55.1% in Grade 5. These results for the 2023–24 academic year provide a clear focus for 2024–25: maintain and extend areas of strong performance while urgently addressing achievement gaps—particularly for Hispanic and Native American students in Grade 4 Math and ELA. PLCs will continue to focus on ensuring alignment between instruction and standards/assessed standards. Additionally, students in the lowest 25% will need increased targeted interventions to counter the effects of academic disparity/gaps.		
Root Cause Analysis		
Top Three Causes of these Gaps	Surface Causes	Deep Causes
1. From 2022-2025, Grade 4 Math was the only grade to 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. Inconsistent Performance Across Grade Levels.	2. One grade level may focus heavily on certain standards while another does not. Different teachers	2. Due to a lack of vertical alignment and coherence in instructional practices across

	may interpret and implement the curriculum in varied ways.	grade levels. Teacher turnover or differences in instructional effectiveness may also lead to inconsistency in student outcomes year to year.
3. Gaps in strong RTI systems that support the bottom quartile of students.	3. There are insufficient staff members to sustain wraparound support for small reading and math groups.	3. Access to RTI teachers who are able to support academic interventions with students in the bottom quartile.

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: • Increase Grade 5 Hispanic student proficiency in ELA from 50% to 65%, reducing the gap with their Anglo peers. Math: • Increase overall Grade 4 math proficiency from 63.6% to 75%, as measured by the district/state benchmark.	AASA Test Results Quarterly Benchmark Exams District Pre-Post Exams Simple Solutions IXL IReady

* 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

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
Data Driven Professional Learning Communities to support quality Tier 1 instruction	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
Specialist teachers to deliver high quality theme-based instruction supporting ELA/Math goals.	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.
Targeted Interventions to struggling students utilizing teaching assistants to support small group instruction as well as targeted tutoring.	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 Funding
Professional Development Related to Theme	Strengths: Dedicated time each week for common Professional Development Strong expertise in building/across district Obstacles: Limited number of Wednesdays Difficulty in setting up cross-school magnet PD.

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 Assistant 3. Leverage teaching assistants to facilitate whole group instruction while classroom teacher works with small, targeted 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
4. Deliver at least 1 thematic unit with student project quarterly. Which includes grade level showcases. - 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

5. 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 Data trends Data sheets
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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
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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 4 th and 5 th 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	24-25 SY	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		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 engagement 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 Digital Surveys
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
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 2024-2025 school year, Carrillo was one of the highest performing elementary schools in TUSD. Students of all ethnic subgroups outperformed the respective district averages; however, data indicates a proficiency gap of 30% between Latino and Anglo students in ELA. Data also indicated a 16% proficiency gap between our African American students and out Angelo students in ELA. Data indicates a proficiency gap of 30% between Latino and Anglo students in Math. Data also indicated a 10% proficiency gap between our African American students and out Angelo students in Math. 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 conclusions, coupled with wide variations from cohort to cohort that are not indicative of systemic differences, but instead reflect only random individual variations from student to student. PLCs will have a renewed focus on ensuring alignment between instruction and standards/assessed standards. Additionally, students in the lowest 25% will need targeted interventions. 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 an increase in pass rate of 10.4%.	2. Students with different Socio-economic status have differing gaps. Decreased access to interventions and attendance are a few of the factors that contribute to the gaps.	2. Instruction/interventions, indicating a need to targeted interventions for students who demonstrate the most need.

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 2025, 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 2025, 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 2025, 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).	<i>E.g.: Examples of evidence could include:</i> • 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.
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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 2024-2025 SY				
Description	Total	Purpose	MSA Pillar Alignment	Magnet Plan Essential Focus
<i>2.0 FTE Magnet Teachers to support arts integration @ \$45,000 each</i>	<i>90,000</i>	<i>Integration of magnet theme and continue with academic achievement</i>	<i>1, 2, 3</i>	<i>Student Achievement</i>
<i>Benefits @ 32 percent for 2.0 Magnet Teachers</i>	<i>\$29,440</i>			
<i>1.0 FTE Magnet Coordinator @ \$47,000</i>	<i>\$47,000</i>	<i>Implement integration and sustain academic achievement across all grade levels</i>	<i>1, 2, 3, 4, 5</i>	<i>Integration and Student Achievement</i>
<i>Benefits @ 32 percent for a 1.0 Magnet Coordinator</i>	<i>\$15,440</i>			
Employee Benefits	<i>\$44880</i>			
Total Budget	<i>\$181,400</i>			
Total FTE	<i>3.0</i>			

Non-Personnel

#Site Magnet Budget 2024-2025 SY				
Description	Amount	Purpose	MSA Pillar	Magnet Plan Principle #
<i>District supplies</i>	<i>\$16,000.00</i>	<i>Instructional supplies to support and sustain academic achievement and them integration across all grade levels</i>	<i>IN, AA, PCI, MT</i>	<i>Academic Achievement</i>
<i>Magnet Schools of America</i>	<i>\$2,200.00</i>	<i>National conference registration and attendance to MSA (2 people)</i>	<i>IN, PL, MT</i>	<i>Academic Achievement and Integration</i>
<i>Magnet Schools of America Travel</i>	<i>\$6,000.00</i>	<i>Travel to national conference attendance to MSA (2 people)</i>	<i>IN, PL, MT</i>	<i>Academic Achievement and Integration</i>
<i>Professional Development</i>	<i>\$80,000</i>	<i>Contract for external professional development provider to provide site based training and job embedded coaching related to instructional practice and theme development.</i>	<i>IN, AA, PCI, MT</i>	<i>Academic Achievement</i>
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

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs Improvement Action Plan for Integration and Achievement SY 2024-25

Principal: Marisela Campillo

School: Davis Bilingual Magnet School

Magnet Program: Two-Way Dual Language

Region: Santa Cruz

Date Plan Revised: 4 /24/2024

Planning Team:

Position	Name	Position	Name
Magnet Coordinator	Troyana Elgersma	ExEd Resource	Anel Green
Principal	Marisela Campillo	Curriculum Service Provider	Clarissa Alvarez
Teacher 5th Grade		Community Liaison	Yolanda Sevillano
Davis Parent	Ashley Ali-Osman	Teacher, 1 st Grade	Stephanie Alvarez

Sign Off:

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

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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 unto you, I do unto 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

2024-2025 Letter Grade	2024-25 Integration Status	Magnet Theme
B	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)
8.68%	5.88%	100%	49%	13.25%	10.5%

School Integration Profile (USP Ethnicity)													
2024-2025 40 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	71	23.6%	22	7.24%	189	62.2%	6	1.8%	1	.33%	15	4.9%	304
Non-neighborhood	48	23.7%	19	9.4%	117	58%	5	2.5%	1	.4%	12	6%	202
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	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2023 Gr. 3	2023 Gr.4	2023 Gr.5	2024 Gr.3	2024 Gr.4	2024 Gr.5
State ES Avg	41%	44%	39%	41%	45.2%	37%	39%	46%	38%
District ES Avg	29 %	33%	27%	30.5%	33.4%	26.2%	28%	35%	27%
Davis Avg	46 %	48%	40%	45.5%	50.9%	45%	52%	53%	27%
3 Years of Math Percent Proficiency by Grade									
Math	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2023 Gr. 3	2023 Gr.4	2023 Gr.5	2024 Gr.3	2024 Gr.4	2024 Gr.5
State ES Avg	39%	39%	37%	43%	45%	37%	43%	36%	33%
District ES Avg	28 %	27% +	24%	32.9%	26.9%	24.9%	33%	26%	24%
Davis Avg	42 %	19%	20%	48.9%	20%	19.5%	45%	33%	38%

2021=AZM2, 2022/2023=AASA

Three Year AASA by Subgroup

	African American			Latino			White		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50%	60%	100%	52%	29.2%	39.4%	39%	71.4%	87.9%
Grade 4	50%	50%	100%	42%	46.7%	36.7%	71%	52.9%	83.4%
Grade 5	*	*	*	37%	50%	19.4%	45%	54.5%	50%

Math

	African American			Latino			White		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25%	60%	100%	39%	40.7%	30.3%	56%	64.3%	80%
Grade 4	*	*	50%	16%	16.7%	16.7%	36%	35.3%	75%
Grade 5	*	*	100%	17%	30%	32.3%	27%	16.7%	58.3%

21-22/22-23 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall, 2023-2024 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	89.09%	88.24%
African American	90%	75%
Hispanic	43.3%	47.98%
Native American	65%	50%
Asian-PI		
Multi-Racial	84%	74%

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 23-24 enrollment. • This is due in large part to: 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%. However, there was an increase in Hispanic students and a decrease in White students from 22-23 to 23-24. 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: • Leave of absence of coordinator position during SY 23-24 Spring semester • 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 1 st , of SY 2024-2025, Davis will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40 th 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 and African American students. Highlight benefits of bilingual education through research and visuals	Magnet Coordinator; Principal;	Aug. 2024- May 2025	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 - Academics - Benefits of bilingualism	Magnet Coordinator Back Ups: -Principal -Office Manager -CSP	Aug. 2024- May 2025	Access to the site Facebook page Media Release Forms for students	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 2022 to current year:

ELA	2021-2022	2022-2023	2023-2024
3 rd grade cohort-5 th grade	46.5%	50.9%	
4 th grade cohort-5 th grade	48%	45%	

MATH	2021-2022	2022-2023	2023-2024
3 rd grade cohort- 5 th grade	42.1%	48.9%%	
4 th grade cohort- 5 th grade	19%	19.5%	

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

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. Lack of follow-through and accountability through walkthroughs and feedback forms from Instructional Leadership Team.
2. Need for academic math interventions specifically in math subject area.	2. Lack quality system for CTTs 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 4 th and 5 th grade level	3. Lack quality system for CTTs 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
<u>Overall Student Achievement</u> 1. By June 2025, ELA proficiency levels in Grade 3 will increase by 3%, from 46% to 49%, as measured by AASA reports. 2. By June 2025, ELA proficiency levels in Grade 4 will increase by 3%, from 48% to 51%, as measured by AASA reports. 3. By June 2025, ELA proficiency levels in Grade 5 will increase by 3%, from 40% to 43%, as measured by AASA reports.	2024 AASA Scores Monitored by quarterly benchmarks

1. By June 2025, Math proficiency levels in Grade 3 will increase by 3%, from 42% to 45%, as measured by AASA reports. 2. By June 2025, Math proficiency levels in Grade 4 will increase by 3%, from 19% to 22%, as measured by AASA reports. 3. By June 2025, Math proficiency levels in Grade 5 will increase by 3%, from 20% to 23%, as measured by AASA reports.	2024 AASA Scores Monitored by quarterly benchmarks
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** 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 schedule(s) • 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 CTT/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 no communication about what is being taught - Connections with community partners
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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. Utilize weekly instructional observations with follow-up feedback to improve Tier I instruction.	Principal; Curriculum Service Provider; Teachers	Aug. 2024-May 2025	-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 and Eureka Math and data analysis in CTT	Principal; Curriculum Service Provider; Teachers	Aug. 2024-May 2025	CTT form to highlight students of greater need and to analyze data on weekly basis	Short cycle unit assessments; benchmark	Short cycle unit assessments; Benchmark data guided reading observation log
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 2

Strategy 2: Creation of academic interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop schedule- determine time for push-in/ pullout support with all Specialist teachers.	Principal; Magnet Coordinators; Teachers and TAs;	Weekly August 2024– May 2025	<i>El Camino al Exito</i> EDL resource Lesson Plans	Progress Monitoring	EDL progress; benchmark data
2. Use small groups where teachers and TAs 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 2024– May 2025	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. I m p l e m e n t a t i o n o f w e e k l y c o l l a b o r a t i v e t e a c h e r t i m e (C T T) t o p l a n s t r a t e g i e s a n d c r e a t e m a t e r i a l s f o r i n t e r v e n t i o n s n e e d e d	Principal; Curriculum service provider; teachers	Weekly August 2024– May 2025	Data CTT form	Short cycle assessments/CFA Benchmark data	Short cycle assessments/CF Benchmark data

“Schools need to organize the RTI model in a way that allows for tiered instruction to be implemented by the available personnel.” (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/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Implement monthly Cafecito to provide strategies to families that they can employ at home to then directly help academic achievement and social-emotional learning to those students.	Principal Family Community Liaison	Throughout the school year Aug. 2024- May 2025	Principal Monthly Newsletter School Website Updates District Support Media & Communication	Attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, 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	Principal CSP Family Community 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/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, 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 2025, 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. 2. By June 2025, 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.	2024 AASA Scores Quarterly Benchmark Assessments
3. By June 2025, 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. 4. By June 2025, 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.	2024 AASA Scores Quarterly Benchmark Assessments

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. Ensure effective academic interventions for African American and Latino Students	Supports: • Benchmarking structure is in place • Access to formative assessment tools Constraints: • Strong CTT/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
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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 from multi-cultural curriculum department for teachers	Principal; Assistant Principal; Curriculum Service Provider	Spring 2024	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 Culturally relevant integration	Principal; Assistant Principal; Curriculum Service Provider	Jan. 2025- May 2025	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 24-25 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; 21 st CCLC Coordinator	Weekly SY 24-25 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.):

- 2.5 FTE Teacher (910G, 202)
- 0.5 FTE Reading Interventionist (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER, Centrally funded)
- 4.5 FTE Teaching Assistants (910G, 202)
- 6.5 FTE Teaching Assistants (Language Acquisition, other (504))
- 2.0 FTE Teaching Assistants (ESSER)
- 1.0 FTE Librarian (910G, 202)
- 0.5 FTE Instructional Tech Liaison (Title I)
- 0.5 FTE School Community Liaison (Title 1)
- 0.5 FTE Library Assistant (M&O)

Magnet School Budget

Resp	Resp Nam	Funding Source	Account	Detail Description	FY22 Adjusted Budget	FY22 FTE	FY23 Budget	FY24 Budget	FY24 FTE	For Positions, list job title	Notes
1191	Davis	03 - Deseg Magnet	001.511.1000.6112.1191.80202.5092	Teacher Salary	\$146,001.00	3.000	\$147,500.00	\$101,283.00	2.000	Music Teacher, Resource Teacher, Reading Interventionist	Eliminating Reading Interventionist
			001.511.1000.6113.1191.80202.5092	Substitute Teachers	\$2,000.00	0.000	\$2,000.00	\$1,000.00			
			001.511.1000.6120.1191.80202.5092	Added Duty	\$5,000.00	0.000	\$0.00	\$10,000.00		Tutoring	
			001.511.1000.6220.1191.80202.5092	Employer FICA/Medicare	\$45,200.30	0.000	\$45,200.30	\$35,610.56			
			001.511.1900.6150.1191.80202.5092	Classified Salary	\$78,815.00	4.250	\$78,815.00	\$40,588.67	2.000	5x.5, 2x.25, 1	TA Salary Move from 4 to 2
			001.511.1900.6160.1191.80202.5092	Classified Temporary	\$3,000.00	0.000	\$0.00	\$0.00			tutoring not needed - covered by esser
			001.511.1900.6220.1191.80202.5092	Benefits	\$24,244.50	0.000	\$24,244.50	\$12,988.37			
			001.511.2190.6120.1191.80202.5092	Added Duty	\$7,000.00	0.000	\$500.00	\$500.00		recruiting/ family engagement	
			001.511.2190.6160.1191.80202.5092	Classified Temporary	\$5,000.00	0.000	\$0.00	\$0.00			
			001.511.2190.6220.1191.80202.5092	Employer FICA/Medicare	\$400.00	0.000	\$400.00				
			001.511.2210.6114.1191.80202.5092	Other Certified Salary	\$38,400.00	1.000	\$46,400.00	\$47,792.00	1.000	Magnet Coordinator	
				Need Budget Line				\$50,000.00	1.000	MTSS	
			001.511.2210.6220.1191.80202.5092	Employer FICA/Medicare	\$14,520.00	0.000	\$14,520.00	\$31,293.44			
			001.511.2213.6120.1191.80202.5092	Added Duty	\$9,500.00	0.000				Tutoring	
			001.511.2213.6220.1191.80202.5092	Employer FICA/Medicare	\$1,900.00	0.000	\$1,900.00	\$0.00			
			001.511.2220.6114.1191.80202.5092	Other Certified Salary	\$34,475.00	1.000	\$34,975.00	\$36,024.25	1.000	Library Media Specialist	
			001.511.2220.6220.1191.80202.5092	Employer FICA/Medicare	\$10,342.50	0.000	\$10,342.00	\$11,527.76			
			001.511.2579.6360.1191.80202.5092	Employee Training and Professi	\$1,800.00	0.000	\$1,800.00	\$1,800.00			
			001.511.2579.6583.1191.80202.5092	Out-Of-State Travel	\$6,000.00	0.000	\$6,000.00	\$6,000.00			
		03 - Deseg Magnet Total			\$433,598.30	9.250	\$414,596.80	\$386,408.05	7.000		

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 2024-2025 SY						
Description	Amount	FTE	Purpose		Magnet Focus Area	Magnet Plan Strategy

Teacher- Art	\$57,454	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 and provide reading intervention support in the morning.	PL, MT, AA	Student Achievement
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Teacher- Music	\$57,454	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 and provide reading intervention support in the morning.	PL, MT, AA	Student Achievement
Library Media Specialist	\$38,547	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

Teacher Assistants	\$92,931	4.0	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	
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Magnet Site Coordinator	\$37,792	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
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Substitutes for Magnet teachers	\$3,000		Substitute pay magnet teacher sick leave.	AA	Student Achievement
Certified Added Duty	\$4,200		Before and After School Tutoring	AA	Student Achievement
Classified Hourly	\$3,500		Support before and after school tutoring- supervise approved computer-based platform use while teacher provides interventions.	AA	Student Achievement
Certified Hourly Added Duty	\$1,009		Added Duty for certified staff to participate in parent training session at school. Work with families to support family engagement and provide training sessions in reading and mathematics for parents.	PCI	Student Achievement
Certified Added Duty -	\$3,900		Summer PD- Focus on Strategies to support language development (TWDL Magnet Theme- such as SIOP strategies, GLAD strategies, Thinking Maps), also building capacity to use authentic experiences to build language.	AA, PL, MT	Student Achievement

Certified Added Duty/ Hourly	\$ 2,597	Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information cards, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large-targeted populations). Maintain high parent participation in PTA, Site Council and school- wide functions, and train parents as school recruiters. Pursue partnerships with the U of A, Pima College, South Tucson, Hispanic Chamber of Commerce, Mariachi clubs, and other agencies that embrace Hispanic culture to enhance the current program.	In, PL, AA	Integration
Classified Temporary	\$26,000			
Benefits (Insurance,FICA,etc)	\$81,624			
Total Budget	\$.00			
Total FTE	7.0			

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus
MSA Registration	\$2,000	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	\$5,000	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	\$7,000			

Deseg Budget 2021-2022 SY	
Personnel Cost	\$433,598
Non-Personnel Cost	\$7,000
Total Budget	\$440,598

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs Improvement Action Plan for Integration and Achievement SY2024-25

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	Curriculum Service Provider

Sign Off:

Position	Name	Signature	Date
Principal	Jesús Celaya		
Magnet Director	Kamren Taravati		
Regional Assistant Superintendent	Mark Alvarez		

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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 B in SY2022-2023. 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

2023-24 Letter Grade	2023-24 Integration Status	Magnet Theme
C	Integrated	Montessori

Student Profile					
Mobility (Rate) (SY 23-24)	Absenteeism (Rate) (SY 23-24)	Promotion (Rate) (SY23-24)	F&RL (% of FRL Students) (SY 23-24)	EL (% of EL Students) (SY 23-24)	Ex Ed (% of Ex Ed Students) (SY 23-24)
14.78%	8.6%	100%	81%	11.29%	22.6%

School Integration Profile (USP Ethnicity)													
2023-24 156 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	66	20.4%	20	6.2%	207	64.1%	16	5.0%	3	0.9%	11	3.4%	323
Non-neighborhood %	58	23.87%	20	8.23%	149	61.32%	10	4.12%	0	0%	6	2.47%	243
USP Integration Range + / - 15% District K-8 Avg													
	0-26%		0-25%		55-70%		0-19%		0-17%		0-18%		
Future Integration Range + / - 25% District K-8 Avg													
	0-36%		0-35%		45-70%		0-29%		0-27%		0-28%		

E. Achievement

3 Years of AASA TUSD K-8 Schools Math Grades 3-8																		
Math	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5	2024 Gr. 6	2024 Gr. 7	2024 Gr. 8
District Avg	28%	24%	18%	11%	7%	12%	33%	27%	25%	13%	14%	14%						
State Avg	39%	39%	37%	31%	27%	27%	43%	39%	36%	31%	30%	27%						
Drachman	21%	29%	18%	29%	12%	4%	33%	21%	37%	12%	27%	16%						

3 Years of AASA TUSD K-8 Schools ELA Grades 3-8																		
ELA	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5	2024 Gr. 6	2024 Gr. 7	2024 Gr. 8
District Avg	27%	31%	19%	21%	20%	21%	31%	33%	26%	25%	26%	23%						
State Avg	41%	44%	39%	39%	43%	36%	41%	45%	37%	42%	42%	37%						
Drachman	28%	50%	0%	26%	28%	8%	43%	26%	44%	12%	24%	37%						

Drachman 2024 AASA Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	ELA	Math
White		
African American		
Hispanic		
Native American		
Asian-PI		
Multi-Racial		
All		

*N-size of 10 or fewer students

Three Year AZM2/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		17.6%	36.8%		*	57.1%	
Grade 4	*	*		37.5%	21.1%		61.5%	*	
Grade 5	*	*		0%	29.4%		*	63.6%	
Grade 6	*	*		22.7%	7.1%		*	*	
Grade 7	*	*		22.7%	19%		*	*	
Grade 8	*	No Students Assessed		5.3%	38.1%		*	*	

*N-size of 10 or fewer students

Three Year AZM2/AASA by Subgroup

Math

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*		11.1%	10.5%		*	64.3%	
Grade 4	*	*		25%	5.3%		38.5%	*	
Grade 5	*	*		18.8%	25%		*	58.3%	
Grade 6	*	*		31.8%	6.7%		*	*	
Grade 7	*	*		9.1%	27.3%		*	*	
Grade 8	*	No Students Assessed		5.3%	14.3%		*	*	

*N-size of 10 or fewer students

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

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 40 th day of SY 2024-2025, Drachman will remain integrated, as measured by 40 th day enrollment reports.	• Enrollment data from the Synergy database
2. By the 40 th day of SY 2024-2025, Drachman will have increased enrollment of incoming kindergarten students to 46 (including neighborhood and magnet students).	• Enrollment data from the Synergy database
3. By the end of SY 2024-2025, Drachman will increase retention of students from 5 th to 6 th grade and maintain grade level integration for 6 th grade.	• Enrollment data from the Synergy database

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goals 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
3. Improve Retention from elementary to middle school.	Supports: • Magnet Coordinator with Montessori Middle School Credential • Middle school teachers with experience running the Montessori middle school program Constraints: • Difficulty of conveying structure of Montessori middle school program to parents • Necessary and appropriate difference between elementary and middle school Montessori structures.

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	Throughout the year	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	Throughout the year	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	Throughout the year	Family resource center; Family Engagement staff member	Community engagement Reporting (Title 1)	Sign in logs from families and community partners

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	Throughout the year	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	Throughout the year	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	Weekly throughout the year	Training for staff on MTSS Tier 2 and 3 academic interventions;	Formative assessments and benchmark assessments;	Academic intervention schedule; MTSS documentation

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

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal 3

Strategy 3: Improve retention of students from elementary to middle school.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Gather information from families about why they chose or did not choose Drachman's middle school program. ⁸	Principal; Magnet Coordinator; Resource Staff	1 st Quarter	Survey; 5 th /6 th grade family information	Survey response rate	Survey results
2. Communicate with families of 5 th graders about structure and rationale for the middle school program. ⁹	Principal; Magnet Coordinator	1 st Quarter	Presentation about middle school; flyer for families	Emails with information and invitations to presentation	List of attendees at presentation; emails of flyer
3. Share information about the middle school program and structure with all families. ¹⁰	Principal; Magnet Coordinator	Monthly throughout the year	Content to share	Newsletters, social media posts	Newsletters, social media posts
4. Survey 5 th grade parents about possible grade level configurations for middle school and what would entice families to remain at Drachman for middle school. ¹¹	Magnet Coordinator	1 st Quarter	Survey	Survey response rate	Survey results

⁸ MSA Standard 10: Family Engagement and Communication

⁹ MSA Standard 10: Family Engagement and Communication and MSA Standard 5: Instructional Fidelity

¹⁰ MSA Standard 10: Family Engagement and Communication and MSA Standard 5: Instructional Fidelity

¹¹ MSA Standard 10: Family Engagement and Communication

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 – %
 - 4th Grade – %
 - 5th Grade – %
 - 6th Grade – %
 - 7th Grade – %
 - 8th Grade – %
 - ELA Proficiency
 - 3rd Grade – %
 - 4th Grade – %
 - 5th Grade – %
 - 6th Grade – %
 - 7th Grade – %
 - 8th 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 2025, ELA proficiency levels in grades three through eight will increase by 3% per grade level, as measured by AASA reports. 2. *By June 2025, Mathematics proficiency levels in grades three through eight will increase by 3% per grade level, as measured by AASA reports.	2025 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 Constraints: • Balancing district initiatives with Montessori theme • Site- and district-funded Montessori PD opportunities
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 III 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: • 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
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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 ¹²					
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. ¹³	Principal; Montessori Resource Staff	Throughout the year	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. ¹⁴	Principal; Montessori Resource Staff; all staff	Throughout the year	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. ¹⁵	Montessori resource staff; all staff	Throughout the year	Knowledge/training in Montessori structures	Formative assessment data; benchmark data; Teacher Montessori record keeping	Formative assessment data; benchmark data; Teacher Montessori record keeping

¹² According to research, including Snyder et al (attached as Appendix 2), a Montessori approach improves outcomes for students.

¹³ MSA Standard 5: Instructional Fidelity and MSA Standard 7: Leadership and Educator Development

¹⁴ MSA Standard 5: Instructional Fidelity

¹⁵ MSA Standard 5: Instructional Fidelity

4. 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. ¹⁶	Principal; Magnet Coordinator, Magnet Department	Monthly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data; Quarterly benchmark assessments
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¹⁶ 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 Method¹⁷					
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. ¹⁸	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) ¹⁹	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) ²⁰	Reading Interventionist	Weekly August – May	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. ²¹	Principal; Magnet Coordinator; Teachers	Throughout the year	Data from classroom teachers	Data on progress of students new to Montessori	Data on previous Montessori experience of students and classroom distribution

¹⁷ According to research, including Snyder et al (attached as Appendix 2), a Montessori approach improves outcomes for students.

¹⁸ MSA Standard 6: Student Achievement

¹⁹ MSA Standard 5: Instructional Fidelity

²⁰ MSA Standard 5: Instructional Fidelity

²¹ 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. ²²	Principal; Family and Community Engagement Lead; Magnet Coordinator	Throughout the school year Aug. 2023- May 2024	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. ²³	Principal; Family and Community Engagement Lead; Magnet Coordinator	Throughout the school year Aug. 2023- May 2024	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 events to support academic achievement: Open House Math & Science Night Literacy Night ²⁴	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

²² MSA Standard 10: Family Engagement and Communication

²³ MSA Standard 10: Family Engagement and Communication

²⁴ MSA Standard 10: Family Engagement and Communication

4. Send additional targeted communications to families of English Language Learners to increase participation of those families and share strategies to support those students. ²⁵	Principal; Family and Community Engagement Lead; Magnet Coordinator	2x/quarter	Calendar of Events	Emails and other messages	Emails and other messages
J. Hattie's Meta Analysis (December 2017) visible-learning.org					

²⁵ 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 7-9).

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 23-24 in ELA by __%
- White students outperformed Latino students on the AASA in SY 23-24 in ELA by __%
- White students outperformed African American students on the AASA in SY 23-24 in Mathematics by __%
- White students outperformed Latino students on the AASA in SY 23-24 in Mathematics by __%

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 2025, 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 2025, 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. <i>*Note that a closure of three percentage points is in alignment with standard performance improvement.</i>	2025 AASA Scores

1. By June 2025, 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 2025, 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. <i>*Note that a closure of three percentage points is in alignment with standard performance improvement.</i>	2025 AASA Scores
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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. ²⁶					
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 ²⁷	Principal	1 st Quarter	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 ²⁸	Principal	Throughout the year	Updated Walkthrough Protocol with Montessori Strategies	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

²⁶ Research has demonstrated that fidelity to the Montessori approach narrows achievement gaps. See Snyder et al (attached as Appendix 2)

²⁷ MSA Standard 4: Professional Development

²⁸ 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. ²⁹	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: ³⁰ ☐ 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. School Site Administrator and Magnet Coordinator will participate in monthly Leadership Development facilitated by the Magnet Sr Director and supported by	Principal Magnet Coordinator	Monthly	Magnet Dept	Instructional walkthrough data	Instructional walkthrough data Quarterly benchmark

²⁹ MSA Standard 6: Student Achievement

³⁰ MSA Standard 5: Instructional Fidelity

the Magnet Program Manager. ³¹	Magnet Dept				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).					

³¹ MSA Standard 8: District and Magnet Relations

MAGNET SCHOOL BUDGET

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.):

- 0.5 FTE Montessori Lead Teachers (910G,202)
- 0.6 FTE 6/5 Contracts for Middle School Teachers (910G, 202)
- FTE Magnet Music Teacher (910G, 202)
- 0.6 FTE Magnet Teacher (910G, 202)...class size reduction teacher
- 2.0 FTE Magnet Teaching Assistants (910G, 202)
- 1.0 FTE Magnet Behavior Intervention Monitor (910G, 202)
- FTE Magnet Coordinator (910G, 202)
- 2.5613 FTE Title 1 Teaching Assistants (Title 1)
- 0.3 FTE Reading Interventionist (Title 1)
- FTE Title 1 Teacher(Title 1)...class size reduction teacher
- FTE Counselor (M&O)
- FTE Library Assistant (M&O)
- MTSS Facilitator (M&O)

Goal Focus: Integration and / or Student Achievement

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

Personnel

Deseg Budget 2024-2025 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Montessori Lead Teachers and Magnet Teachers	\$140,200.00	3	Montessori Lead Teachers (1.5 FTE) will provide professional development for teachers who are new to Montessori Teaching and/or the teaching profession. 0.8 FTE will fund placing four 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	\$75,000	2.375	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	\$28,900	1	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	\$51,900	1.0	The Magnet Coordinator will specifically target the integration pillar. She will also provide Montessori Professional Development, support PLC-CTTs, our implementation of TUSD's Multicultural Curriculum, and our CFA calendar. Lastly, she will provide Montessori-Based Parent Education and support incoming families with helping them understand the principles of Montessori Education.	IN, AA, PCI, PL, & MT	Integration Strategies 1, 2 & 3; Achievement Strategies 1, 2, & 3; Subgroup Strategy 2
Subs for Sick Leave and Data Talks	\$3,500		Substitute teachers for teacher sick/personal leave	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
Montessori Stipends	\$9,000		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	\$91,960				
Total Budget	\$402,460				
Total FTE	7.375				

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus
Montessori Training & Professional Development	\$6,000	This line would be to partially pay for the registration of teachers for Montessori Training through North American Montessori Center	PL	Integration Strategy 1; Achievement Strategy 1
Supplies	\$700	Consumable instructional materials such as binders, paper, writing utensils, etc. to use with our Montessori Curriculum.	AA	Achievement Strategies 1&2
Instructional Aids	\$15,000	Montessori-Specific learning materials, such as Waseca Montessori Language materials.	AA, MT	Achievement Strategies 1&2
Furniture and Equipment	\$7,334	Montessori-Specific shelving, tables, rugs, and chairs to support Montessori learning environments.	AA, MT	Achievement Strategies 1&2
Out of State Travel-Magnet Schools of America	\$10,000	This line is required for the Principal and Magnet Coordinator to attend the Magnet Schools of America Conference per the district mandate.	PL, MT	Integration Strategies 1 & 2; Achievement Strategy 3
Total Budget	\$39,034			

Deseg Budget 2024-2025 SY	
Personnel Cost	\$402,460
Non-Personnel Cost	\$39,034
Total Budget	\$441,494

Appendix 1

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

5 Core Components of Montessori Education

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

Features of a Montessori Classroom

Individualization/Differentiation

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

Independence, Choice and Freedom

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

curriculum to ensure that skills and competencies are fully developed and that the child is able to pursue his own unique interests.

- While a Montessori student may choose her activities on any given day, her decisions are limited by the materials and activities in each area of the curriculum that the teacher has prepared and presented to her. The teacher's observations inform each child's personalized learning plan and allow each child to move through the curriculum at an appropriate pace and level of challenge.

Self-Correction and Self Assessment

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

Community Building and Social Emotional Skills

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

Continuity of Montessori Education

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

Montessori Terminology

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

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

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

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

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

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

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](https://doi.org/10.1080/15582159.2021.1958058)

Available online at <https://www.tandfonline.com/doi/full/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
SY 2024-25**

Principal: Brenda Meneguín

School: Dodge Traditional Magnet Middle School

Magnet Program: Traditional Education

Region: Arcadia

Date Plan Last Revised: 12/02/2024

Planning Team:

Position	Name	Position	Name
Principal	Brenda Meneguín	Dean of Students	Natasha Arvayo
School Counselor	Keisha Coleman	Curriculum Service Provider	Sherri Carmichael
		Magnet Coordinator	Michelle Blain

Sign Off:

Position	Name	Signature	Date
Principal	Brenda Meneguín		
Regional Assistant Superintendent	Shawna Rodriguez		
Director of Magnet Programs	Kamren Taravati		

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I. Magnet School Profile

Mission

Dodge Traditional Magnet Middle School creates a diverse, safe environment that fosters responsible life-long learners through rigorous academics, respectful behavior expectations, and strong community collaborations.

School Summary

Dodge Traditional Magnet Middle School is currently integrated and earned the Arizona State letter grade of B for the SY 2023-24. 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, PE, STEM, Geometry, as well as high school credit Spanish, a travel program, writing contests, and extracurricular clubs and sports to celebrate diversity and develop leadership skills.

Vision

Dodge traditional Magnet Middle School prepares scholars to access opportunities to make a positive difference in their lives and the world around them.

Core Traits of a Traditional Education:

- **Safety**
- **Diversity**
- **Rigorous Academics**
- **Respectful Behavior**
- **Community Collaborations**

Definition

USP subgroups and Federally Recognized Subgroups

For the purposes of this report, when reference is made to the USP Subgroups or the Federally Recognized Subgroups the reference is to the following subgroups; African American, Asian American/Pacific Islander, Hispanic, Multiracial, White, and Native American

E. School Profile

2023-24 Letter Grade	2023-24 Integration Status	Magnet Theme
B	Integrated	Traditional

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (English Learner) (% of EL Students)	Ex Ed (% of Ex Ed Students)
5.92%	7.66%	100%	61%	4.69%	11.0%

School Integration Profile (USP Ethnicity)													
2024-25 70 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	118	27.69%	26	6.10%	242	56.80%	11	2.58%	10	2.34%	19	4.46%	426
Non-neighborhood %	118	27.69%	26	6.10%	242	56.80%	11	2.58%	10	2.34%	19	4.46%	426
USP Integration Range + / - 15% MS District Avg													
	2.54-32.54%		0-22.02%		50.21-80.21%		0-18.59%		0-17.63%		0-18.98%		
Future Integration Range + / - 25% MS District Avg													
	0-42.54%		0-32.02%		40.21-90.21%		0-28.5%		0-27.63%		0-28.98%		

F. Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8	2024 Gr. 6	2024 Gr. 7	2024 Gr. 8
State MS Average	39%	43%	36%	39%	43%	36%	TBA	TBA	TBA
District MS Avg	24%	26%	23%	24%	26%	23%	25.8%	24.0%	22.2%
Dodge	38%	43%	45%	55.1%	41.8%	43.3%	39.8%	48.2%	35.2%
3 Years of Math Percent Proficiency by Grade									
Math	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8	2024 Gr. 6	2024 Gr. 7	2024 Gr. 8
State MS Avg	31%	27%	27%	31%	27%	27%	TBA	TBA	TBA
District MS Avg	13%	11%	12%	13%	11%	12%	12.7%	13.9%	15.0%
Dodge	24%	32%	35%	33.8%	31.1%	37%	24.8%	34.8%	35.2%

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	17%	50%	43.8%	34%	45.2%	25.0%	58%	80.8%	61.8%
Grade 7	50%	12.5%	35.7%	39%	32.4%	41.0%	55%	73.5%	72.7%
Grade 8	33%	66.7%	21.1%	34%	33.8%	31.3%	63%	56.3%	52.9%

Math

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	0%	10%	31.3%	20%	26.2%	16.2%	44%	61.5%	35.3%
Grade 7	20%	12.5%	21.4%	28%	23.9%	27.7%	44%	52.9%	57.6%
Grade 8	11%	33.3%	26.3%	28%	29.9%	28.1%	54%	53.1%	55.9%

Overall, 2023-2024 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	62.4%	49.5%
African American	32.7%	26.5%
Hispanic	33.0%	24.2%
Native American	14.3%	14.3%
Asian-PI	57.1%	42.9%
Multi-Racial	52.9%	35.3%
All	41.4%	31.6%

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. **Academic Performance** (Federally recognized subgroups of; African American, Asian American/Pacific Islander, Hispanic, Multiracial, and Native American.)
- a. Gaps, Compared to District Cohorts. Whether state test scores for federally recognized subgroup students in a particular school exceed the average test scores of the same subgroups 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 students in the federally recognized subgroups.
 - 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 students in the federally recognized subgroups.

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 integrate into the school more effectively. This includes: • For the 2023-2024 SY, the site improved to an “A” label as measured by the Arizona Department of Education, according to the A-F accountability model. Having a label of “A” inherently attracts more families to seek enrollment. Moreover, the site continues to be renowned within the Tucson community as a higher performing school and, therefore, continues to be sought after by families for student enrollment. This will favorably affect recruitment efforts. • The site is not a pipeline to any High Schools, but many students who are promoted from Dodge, go on to attend University High School (UHS). Because UHS requires entrance tests, families reported seeking out the high school credit program at Dodge to improve their student’s chances of gaining acceptance. • The site’s AASA scores ranked in the top 1/3rd of all TUSD schools for the past three years, a fact that also positively affects recruitment efforts.

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: • More community outreach and the subsequent dissemination of information about the site • Create a cohesive magnet story	Deep or root causes are related to: • Lack of access to neighborhood schools where information about Magnet School opportunities is most needed • Educate community about the purpose of the magnet, and the creation of media to disperse that information
Effective Communication	There are surface gaps related to: • Mission and Vision	Deep or root causes are related to: • Site lacks an updated statement/outline of educational goals and objectives • Once this statement/outline is created it must be made clearly visible to the community • Entire magnet team must share one cohesive mission and vision

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By May of 2025, Dodge will increase its socioeconomic diversity by 2% to more closely match the 78.8% free and reduced-price lunch average percentages of the Tucson Unified School District, as well as maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40 th day enrollment reports, and AZ Department of Education Free and Reduced-Price Lunch Reports.	• TUSD Web data (Controlled by School Community Services Department) • “AZ Dept. of Ed. Health and Nutrition Services Free and Reduced-Price Percentage Report”

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	Strengths and Obstacles
1. Marketing and Recruitment	Support: • District Communication Department • District Marketing Department • Magnet Department • Magnet Coordinator • Site Staff • PD time set aside for staff to update mission and vision statement Constraints: • False idea that educating about magnet school options will take a lot of time/teaching time. • Means of widespread communication with the community outside of social media outlets such as Facebook.

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. Begin in-person visits to schools to drop off information about the magnet program and foster relationships. 1a. Educate staff of non-magnet programs about the purpose of the magnet, allowing them to refer students. 1b. Provide tours to referred families	Magnet Coordinator	August 2024-May 2025	- Marketing materials - Added duty/mileage pay for staff members.	Contact Sheets	Track program interest contacts & include zip code data. Track zip codes of students who enter the lottery.

2. Update the site's mission and vision statement	Site Level Teaching Staff Instructional Leadership Team	August 2024-October 1, 2024	• Committee • Professional Development Time	Committee minutes	Completion of task
3. Generate media to explain why the magnet exists and what happens at the site	Communications & Media Relations District Webmaster Magnet Coordinator Site Level Teaching Staff Dean of Students	August 2024-May 2025	Teacher/Staff invitations to record events that capture the magnet mission and vision SharePoint where media can be deposited	Magnet Coordinator Dean of Students	Media Generated

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data 2023-2024 AASA Data

The AASA was used as the data point for the identification of academic achievement gaps. This information will help to identify needs to increase overall school academic performance. The site’s proficiency levels are as follows:

- 6th Grade ELA Proficiency- 39.8%
 - 7th Grade ELA Proficiency-48.2%
 - 8th Grade ELA Proficiency- 35.2%
 - 6th Grade Math Proficiency- 24.8%
 - 7th Grade Math Proficiency- 34.8%
 - 8th Grade Math Proficiency- 35.2%
-
- 6th Grade ELA Proficient Students in Special Education Program-0%
 - 7th Grade ELA Proficient Students in Special Education Program-20.0%
 - 8th Grade ELA Proficient Students in Special Education Program-0%
 - 6th Grade Math Proficient Students in Special Education Program-0%
 - 7th Grade Math Proficient Students in Special Education Program-6.7%
 - 8th Grade Math Proficient Students in Special Education Program-0%

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

Reading Comprehension (including math word problems)	• Need for broader vocabulary instruction.	• Vocabulary development requires repeated contacts across multiple curriculums, but during the 23-24 SY cross-curricular PLCs (professional learning communities) were still developing.
Reading Level	• Need for remedial reading instruction.	• During the 23-24 SY the remedial reading entrance and exit guidelines were not utilized, allowing students to be placed in Academic Literacy for assistance with nonrelated issues- overfilling the class and disrupting remedial reading groups.
Math Computation Skills	• Need for increased student engagement during class time	• During the 23-24 SY, iXL did not yield the desired student gains when used for more than 20% of direct instruction time. According to Hattie (2009, 2014), effective practice procedures that create a year of growth must have an affect size of at least 0.4%. The following procedures are effective according to that definition: • Distributing practice This is planned/managed reinforcement practice over multiple sessions, over multiple periods of time, with planned reteaching, as necessary. • Problem solving or worked solutions for practice

The site did not have an ELA Resource teacher for quarters 3 and 4 of the 23-24 SY.	Students in the ELA Resource classes did not receive consistent instruction	Planned and managed practice activities to reinforce and create retention of new concepts. • Retrieval practice This is the planned/managed revisiting of learned material to facilitate the movement of new knowledge into long-term memory. During the 2023-24 SY, students in the ELA Resource classes had limited instruction in the AZ State standards included on the quarters 3 and 4 pacing calendar
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B. SMART Goals Student Achievement*

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
- By May 2025, ELA proficiency levels in grades six, seven, and eight for students enrolled the following programs: - Special Education - English Language Development as well as students in the federally recognized subgroups will increase by 3%, as measured by the AASA assessment.	2025 AASA scores (available Fall of 2025) disaggregated by race/ethnicity. Benchmark assessment data.
- By May 2025, math proficiency levels in grades six, seven, and eight for students enrolled the following programs: - Special Education - English Language Development as well as students in the federally recognized subgroups will increase by 3%, as measured by the AASA assessment.	2025 AASA scores (available Fall of 2025) disaggregated by race/ethnicity. 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 a 9% increase or over 5 years results in a 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. Close the vocabulary gap. <i>Research indicates that vocabulary size directly correlates to comprehension. This barrier interferes with understanding in every subject, (Snow, Porche, Tabors, Harris, 2007). English Language Learners and students in Special Education programs are more likely to have vocabulary gaps, (Butler & Hakuta, 2006).</i> <i>“Vocabulary means more than a list of words—it is a proxy for content knowledge. Learning unfamiliar words often involves learning innovative ideas and information; memorizing definitions is not the same thing,” (Stahl & Fairbanks, 1986). Because students require repeated exposure to learn new vocabulary, it must be integrated into instruction throughout the day and integrated from cross-curricular sources, (Gersten et al., 2007).</i>	Supports: • Routine Silent Sustained Reading (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006). • Teacher Read-Aloud & Whole Class Discussions, creating exposure to new vocabulary before students can read it independently, (Beck and McKeown, 2007) • Vocabulary Enrichment Interventions (Carlo, 2004) • Provide Cross-Curricular PLCs w/ research-based book study opportunity • Planned Vocabulary Exposure • subject-specific (Marzano & Pickering, 2005) • cross-curricular (Coxhead, 2000) • reading core specific (Gersten et al., 2007) Constraints: • Collaboration • Knowledge of vocabulary instruction strategies
2. Direct Instruction in Reading “Research has established that there are five major elements of reading instruction that contribute to the successful acquisition of reading. These elements are: • phonological awareness (elementary reading level), • phonics, • fluency, • vocabulary, • comprehension. <i>These are not the only elements that contribute to reading success. Evidence also supports the connection between learning to read and learning to spell and write. The emphasis on each element varies based on the reader's unique needs. However, learners benefit from</i>	Supports: • Academic Literacy Classes • MTSS Coordinator/Referral System in place • Resource English Language Arts Classes and English Language Development Classes • Direct instruction in reading, spelling, and writing conventions. • Direct instruction in components of comprehension: • Sequencing • Predicting • Visualizing

5. Increase students with IEPs exposure to the same curriculum as their peers	Supports • Students with IEPs selected for inclusion with push-in support • Some students with IEPs selected to remain in ELA Resource classroom, but aligning IEP goals to AZ State Standards Constraints • Because inclusion is new to the site, staff will need support with making accommodations and modifications to the curriculum
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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: Close the vocabulary gap.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Alter Lesson Plan Template to include target vocabulary section	Curriculum Service Provider	August 2024-May 2025	SharePoint	Instructional Leadership Team	Lesson Plans Walkthrough Observations
2 Implementation of new ELA curriculum that includes novel studies, and guidance for class discussions.	Teaching staff	August 2024-May 2025	Curriculum Materials	Instructional Leadership Team	Walkthrough Observations
3 Begin Cross-Curricular Professional Learning Community (PLC) rotation to create whole-staff inclusion, which will allow staff to collaborate more effectively	Teaching Staff Instructional Leadership Team	August 2024-May 2025	Designated PLC Time	Instructional Leadership Team Curriculum Service Provider	PLC Meeting Notes Lesson Plans

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement:
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Strategy 2					
Strategy 2: Direct Instruction in Reading					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Monitor lesson plans for evidence of necessary instruction.	Curriculum Service Provider & Instructional Leadership Team	August 2024-May 2025	SharePoint	Curriculum Service Provider	Lesson Plans Walkthrough Observations
2. Disallow use of Academic Literacy Class as a study hall	Instructional Leadership Team	August 2024-May 2025	ELA Intervention ENTRANCE Criteria Worksheet	Curriculum Service Provider	Lesson Plans
	Academic Literacy Teacher			Instructional Leadership Team	Walkthrough Observations
3. Put “Cusp” students into reading support classes	Teaching Staff School Councilor/ Scheduler	August 2024-May 2025	Monitoring by Educational Leadership Team to ensure remedial reading staff have what they need as the year progresses	Instructional Leadership Team	iReady Diagnostic data
	Instructional Leadership Team				Teacher progress monitoring

	Reading Teacher & 6/5ths. Teachers with Remedial Reading Endorsement				
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Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 3: Increase Student Engagement					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Monitor lesson plans for evidence of necessary instruction.	Curriculum Service	August 2024-May 2025	SharePoint	Curriculum Service	Lesson Plans

2. Limit use of iXL to no more than 20% of instructional time	Entire Instructional Leadership Team Curriculum Service Provider	August 2024-May 2025	Walkthrough Data Monitor Lesson Plans	Instructional Leadership Team	Walkthrough Data Lesson Plans
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Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 5					
Strategy 5: Increase students with IEPs exposure to the same curriculum as their peers					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. ELA resource teacher reviews IEPs, talks with parents and teachers to decide which students will go to inclusion classrooms	ELA Resource Teacher	August 2024-May 2025	Protected Planning Time for ELA Resource Teacher	Educational Leadership Team ELA Resource	Student Schedules Walkthrough Observations

				Teacher Classroom Teachers	
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V. Academic Performance for USP subgroups

A. Gaps in USP Subgroups Performance

Interpretive Summary - Academic Performance for Federally Recognized Subgroups

The 23-24 SY AASA scores were used as the data point for this evaluation. The following data summary includes the USP subgroups.

Subgroup	Gap in ELA	Gap in Math
African American		
Grade 6	18%	4%
Grade 7	37%	13.4%
Grade 8	31.8%	29.6%
Asian American/Pacific Islander		
Grade 6	28.5%	2%
Grade 7	+2.3%	7.6%
Grade 8	*	*
Hispanic		
Grade 6	36.8%	19.1%
Grade 7	31.7%	7.1%
Grade 8	21.6%	27.8%
Multiracial		
(9 students) Grade 6	+16%	+9%
(5 students) Grade 7	53%	38%
(3 students) Grade 8	50%	23%
Native American		
(3 students) Grade 6	62%	35%
(2 students) Grade 7	23%	8%
(2 students) Grade 8	53%	56%

- All federally recognized subgroups have academic gaps in both ELA and Math, except;
 - Seventh grade Asian American/Pacific Islander group in ELA

- Sixth grade Multiracial group in ELA.
- During the 23-24 SY, our Native American subgroup, although a small group, had gaps of over 50% in sixth and eighth grade ELA, as well as eighth grade math which indicates a need for priority focus.
- During the 23-24 SY, our Multiracial subgroup, although also a small group, had gaps of 50% or over in seventh and eighth grade ELA, which indicates a need for priority focus.
 - Begin/Continue:
 - Instructional observations in 6th, 7th, and 8th grade ELA
 - Instructional observations in 8th grade math
 - Increased focus on Tier II & III Response to Intervention structures in 6th and 8th grade ELA, as well as 8th grade math, specifically looking at the lowest performing groups
- **Important to note:** The table below outlines the connection between the ELD program, the special education program, and our Hispanic subgroup.

SY 2023-2024 Enrollment Data to Align with 2023-2024 AASA Scores

Percentage of Hispanic Students in ELD	Percentage of Hispanic Students in Special Education	Percentage of students in the Hispanic Subgroup	Percentage of Hispanic Students in either ELD or Special Education
7%	14.7%	54.59%	21.7%

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
- Reading Comprehension (including math word problems) - Reading Level	- Need for broader vocabulary instruction. - Need for remedial reading instruction.	- Vocabulary development requires repeated contacts across multiple curriculums, but during the 23-24 SY cross-curricular PLCs were still developing. - One out of every six words, or 16 percent of the words in most textbooks, are academic words (Santos, 2000). That means some students do not comprehend every 16th word they read. Currently, the program lacks a means of student identification and vocabulary development, a fact that is affecting the English Language Learners, as well as students, across all races, who have not heard academic vocabulary in the home. - During the 23-24 SY the remedial reading entrance and exit guidelines were not utilized, allowing students to be placed in Academic Literacy for assistance with nonrelated issues- overfilling the class and disrupting remedial reading groups.

Math Computation Skills	Need for increased student engagement during class time	- During the 23-24 SY, iXL did not yield the desired student gains when used for more than 20% of direct instruction time. - According to Hattie (2009, 2014), effective practice procedures that create a year of growth must have an affect size of at least 0.4%. The following procedures are effective according to that definition: - Distributing practice - This is planned/managed reinforcement practice over multiple sessions, over multiple periods of time, with planned reteaching, as necessary. - Problem solving or worked solutions for practice - Planned and managed practice activities to reinforce and create retention of new concepts. - Retrieval practice - This is the planned/managed
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		revisiting of learned material to facilitate the movement of new knowledge into long-term memory. • Although the intervention referral system was revised and entrance and exit criteria were put into place during the 23-24 SY, interventions that were meant to assist students relied on iXL for more than 20% of direct instruction time.
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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 May 2025, the ELA achievement gap between students in the Federally Recognized Subgroups and White students will be closed by 3% points, at each grade level, as measured by the Arizona Academic Standards Assessment. (Important to note: The expected overall site gain is 3%. Gains made by this subgroup are in addition to an expected 3% site gain-creating an actual gain of 6% for this subgroup.)	2025 AASA Scores (available Fall of 2025)
2. By May 2025, the mathematics achievement gap between students in the Federally Recognized Subgroups and White students will be closed by 3% points at each grade level, as measured by the Arizona Academic Standards Assessment. (Important to note: The expected overall site gain is 3%. Gains made by this subgroup are in addition to an expected 3% site gain-creating an actual gain of 6% for this subgroup.)	2025 AASA Scores (available Fall of 2025)

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet Schools Achieve Improvement for USP subgroups MSA Pillar 3 Academic Excellence Standard 6 Student Achievement	
Strategies	Strengths and Obstacles
1. Close the vocabulary gap. <i>Research indicates that vocabulary size directly correlates to comprehension. This barrier interferes with understanding in every subject, (Snow, Porche, Tabors, Harris, 2007). English Language Learners and students in Special Education programs are more likely to have vocabulary gaps, (Butler & Hakuta, 2006).</i> <i>“Vocabulary means more than a list of words—it is a proxy for content knowledge. Learning unfamiliar words often involves learning innovative ideas and information; memorizing definitions is not the same thing,” (Stahl & Fairbanks, 1986). Because students require repeated exposure to learn new vocabulary, it must be integrated into instruction throughout the day and integrated from cross-curricular sources, (Gersten et al., 2007).</i>	Supports: • Routine Silent Sustained Reading (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006). • Teacher Read-Aloud & Whole Class Discussions, creating exposure to new vocabulary before students can read it independently, (Beck and McKeown, 2007) • Vocabulary Enrichment Interventions (Carlo, 2004) • Planned Vocabulary Exposure • subject-specific (Marzano & Pickering, 2005) • cross-curricular (Coxhead, 2000) • reading core specific (Gersten et al., 2007) Constraints: • Collaboration • Knowledge of vocabulary instruction strategies
2. Direct Instruction in Reading “Research has established that there are five major elements of reading instruction that contribute to the successful acquisition of reading. These elements are: • phonological awareness (elementary level), • phonics, • fluency, • vocabulary, • comprehension. <i>These are not the only elements that contribute to reading success.</i>	Supports: • Academic Literacy Classes • Referral System in place • Wilson Reading Program • Resource English Language Arts Classes, English Language Development Classes • Phonics: Remedial Reading Secondary • Whole Word Reading & Fluency: Read Live and/or Six Minute Solution • Direct instruction in spelling and writing conventions. • Direct instruction in components of

Evidence also supports the connection between learning to read and learning to spell and write. The emphasis on each element varies based on the reader's unique needs. However, learners benefit from organized, deliberate, and explicit instruction in these critical elements," (Fletcher et al., 2019; Foorman et al., 2016), (Student Achievement Partners, 2020).

3. Increase Student Engagement

"Richardson and Swan (2001) ...found that active learning and student engagement are imperative for increased student learning and ultimately retention."

Research indicates that student engagement has positive effects on student academic growth...after considering student variables such as gender and race. The effects of student engagement are consistent regardless of minority and gender, (Park, 2005).

comprehension:

- Sequencing
- Predicting
- Visualizing
- Inferences

Constraints:

- Sizes of Academic Literacy classes
- Resource English Language Arts Position vacant during Quarters 3 and 4 of SY 23-24

Supports:

- According to Hattie (2009, 2014), effective practice procedures that create a year of growth must have an affect size of at least 0.4%. The following procedures are effective according to that definition:
 - **Distributing practice**
 - Reinforcement of learning by repeated practice over time
 - **Problem solving (allowing students to engage/struggle with the material)**
 - **Retrieval practice**
 - using games and activities to test and apply what has been previously learned

Constraints:

- Use of iXL for more than 20% of instructional time

2. Action-Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for students in the USP subgroups					
Subgroup Strategy 1: Close the vocabulary gap.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Alter Lesson Plan Template to include target vocabulary section	Curriculum Service Provider	August 2024-May 2025	SharePoint	Instructional Leadership Team	Lesson Plans Walkthrough Observations
2. Learning Group PLCs that target vocabulary instruction	Teaching staff	August 2024-May 2025	Curriculum Materials	Instructional Leadership Team	Walkthrough Observations
3. Begin Cross-Curricular Professional Learning Community (PLC) rotation to create whole-staff inclusion.	Teaching Staff	August 2024-May 2025	Designated PLC Time	Instructional Leadership Team	PLC Meeting Notes
	Instructional Leadership Team			Curriculum Service Provider	Lesson Plans

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for students in the USP subgroups					
Subgroup Strategy 2: Direct Instruction in Reading					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Monitor lesson plans for evidence of necessary instruction.	Curriculum Service Provider	Aug. 2024-May 2025	SharePoint	Curriculum Service Provider	Lesson Plans
	Instructional Leadership Team				Walkthrough Observations
2. Form additional remedial reading classes	Instructional Leadership Team	Aug. 2024-May 2025	AASA & Benchmark Data	Curriculum Service Provider	Lesson Plans
	Academic Literacy Teacher			Instructional Leadership Team	Walkthrough Observations
	Teaching Staff				

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for students in the USP subgroups					
Subgroup Strategy 3: Increase Student Engagement					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Monitoring of assessment section of lesson plan template	Teaching Staff	Aug. 2024-May 2025	SharePoint	Curriculum Service Provider	Lesson Plans Walkthrough Observations
2. Monitor use of iXL	Teaching Staff	Aug. 2024-May 2025	Access to iXL Dashboard	Teaching Staff (self-monitoring) Curriculum Service Provider Instructional Leadership Team Instructional Leadership Team	iXL Dashboard Data Walkthrough Observations and Lesson Plans Instructional Leadership Team Visits & Feedback from Teachers Walkthrough Observations
3. Offer Learning PLCs that focus on serving students in our ELD and Special Education groups	Teaching Staff	Aug.2024-May 2025	Learning Materials		

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VI. MAGNET SCHOOL BUDGET

After reviewing site needs, the following budget is added to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. This includes a list of Full-Time Employees (FTE) to support the Goals for integration and academic quality.

This report also includes 910(G) or non-910(G) FTE and other support staff assigned to the site by the district.

- 1.0 FTE Math Intervention Teacher (910G, 202)
- 1.0 FTE Reading Interventionist (910F, 202)

- 1.0 FTE Magnet Coordinator (910G, 202)

Personnel

Desegregation Budget 2024-2025 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Reading Interventionist (and benefits)	\$76,495.00	1.0	All 6 th grade students will take two hours of ELA with one hour dedicated to reading instruction and one to grammar and writing	AA	Student Achievement
Math Interventionist (and benefits)	\$76,495.00	1.0	Students identified as needing supplemental Tier 2 support for math will be assigned an intervention classes moving in and out based on performance data	AA	Student Achievement

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Magnet Coordinator (and benefits)	\$57,070.00	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 (Multi-Tiered System of Supports) team.	IN	Integration
Substitutes for Magnet Funded Teachers	\$2,000.00		Substitutes for Magnet Funded Teachers	AA	Student Achievement

Added Duty: Certified Summer Hourly Jump Program	\$8,000.00		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	AA	Student Achievement
Classified Hourly Summer Jump Program	\$1,200.00		Reduce the achievement gap between subgroups. Specifically working Summer Jump Program.	AA	Student Achievement
Teacher Summer Planning	\$8000.00		Dodge will have a planning day for staff to review the mission, vision, and traditional model for our magnet certification. In addition, the magnet coordinator will work with admin to begin the organization of the certification process.		

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
Total Budget	\$231,260.00.				
Total FTE	3.0				

Non-Personnel

Desegregation Budget 2024-2025 SY				
Description	Amount	Purpose	Magnet Plan Focus	Goal Focus:
District Supplies	\$20,000.00	Dodge will purchase district supplies to support the classroom and teacher planning. Dodge will also obtain supplies for campus branding.	PL	Student Achievement
Supplies Instructional	\$14,787.50	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
Tech related Hardware & Software less than \$5,000	\$6000	Tier II interventions include usage of software, as well as several other platforms such as Newsela. Tier III interventions include usage of iReady software. These require student access to technology and the purchase of site level licenses.	AA	Student Achievement

Desegregation Budget 2024-2025 SY	
Personnel Cost	\$231,260.00
Non-Personnel Cost	\$40,887.50
Total Budget	\$270,047.50

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs Improvement Action Plan for Integration and Achievement SY 2024-25

Principal: Mrs. Shakenya Humphries-Gholson

School: Holladay Magnet Elementary School

Magnet Program: Visual and Performing Arts

Region: Santa Cruz

Date Plan Revised: 21 November 2024

Planning Team:

Name	Position	Name	Position
Shakenya Humphries-Gholson	Principal	Teresia Albritton	School Counselor
Kim Comey	Curriculum Service Provider	Maria Alcorta	Office Manager
		Sarah Barker	Magnet Site Coordinator

Sign Off:

Position	Name	Signature	Date
Principal	Shakenya Humphries-Gholson		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

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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's visual and performing arts magnet program attracts creative and artistic students in the Tucson area. Our goal is to maintain a diverse student population to reduce minority group isolation. Holladay has an integrated population with no ethnic group exceeding 70 percent of the school population and all ethnic groups falling within a range of +/- 25 percentage points from the elementary district averages.

Holladay's unique approach to our thematic program means the arts are used throughout the school day. The arts are not stand-alone course or activities. Teachers and staff participate in professional learning opportunities to promote art integration or art enrichment. Teachers then intentionally plan to use the arts as the vehicle to the student learning experience with core subjects. The magnet program is planned, monitored, assessed, and adjusted to ensure theme and curriculum fidelity.

Academic excellence is at the forefront of our data driven practices. Teachers use TUSD adopted curriculum programs and Holladay specific supplemental programs. Teachers participate in weekly school-wide professional development and weekly grade level Professional Learning Communities (PLCs). During weekly PLCs, teachers review student data, unpack standards, create formative assessments, intentionally lesson plan for tier 1 instruction and tier 2/3 interventions, and participate in job embedded professional learning opportunities.

Students also participate in weekly art courses, clubs, sports, leadership program, and after-school programs. We love getting our families, neighborhood, and community partnerships involved to help sustain our magnet program and support academic achievement.

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

2024-25 Letter Grade	2024-25 Integration Status	Magnet Theme
C	Integrated	Visual 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)
24.88%	9.26 %	100%	100%	16.4%	14%

School Integration Profile (USP Ethnicity)													
2024-25 100th Day	White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	9	6.5%	19	13.8%	94	68.1%	2	1.4%	2	1.4%	7	5.1%	138
Non-neighborhood %	3	4.2%	13	18.6%	46	65.7%	2	2.9%	1	1.4%	4	5.7%	70

2024-25 100 th Day District ES Avg						
	85.19%	94.12%	89.11%	100%	100%	88.2%
Future USP Integration Range + / - 25% District ES Avg						
	%	%	%	%	%	%

F. Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	21-22 Gr. 3	21-22 Gr. 4	21-22 Gr. 5	22-23 Gr. 3	22-23 Gr. 4	22-23 Gr. 5	23-24 Gr. 3	23-24 Gr. 4	23-24 Gr. 5
State ES Avg	42	46	41	NA	NA	NA	TBD	TBD	TBD
District ES Avg	30.5	34.8	29.4	31.1	34.4	27.9	31.9	35.6	32.0
Holladay	17.6	18.5	12.1	20.48	20.28	28.46	15.98	29.05	25.68
3 Years of Math Percent Proficiency by Grade									
Math	21-22 Gr. 3	21-22 Gr. 4	21-22 Gr. 5	22-23 Gr. 3	22-23 Gr. 4	22-23 Gr. 5	23-24 Gr. 3	23-24 Gr. 4	23-24 Gr. 5
State ES Avg	42	41	39	NA	NA	NA	TBD	TBD	TBD
District ES Avg	28.4	28.4	26.6	34.5	28.4	26.2	35.0	30.5	30.6
Holladay	2.9	11.1	12.1	35.91	22.16	41.92	44.29	14.29	36.6

Three Year AASA State Data by Subgroup

ELA									
	African American			Hispanic			White/Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.3	40.0	28.0	8.0	13.3	30.0	66.7	0.0	56.0
Grade 4	40.0	16.7	32.0	15.8	11.1	34.0	0.0	0.0	60.0
Grade 5	0.0	0.0	24.0	14.3	31.3	27.0	33.3	0.0	52.0
WS	21.2	15.0	28.0	12.3	17.2	29.0	42.9	0.0	55.0

Math									
	African American			Hispanic			White/Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.0	0.0	28.0	4.0	11.8	33.0	0.0	0.0	59.0
Grade 4	16.7	0.0	22.0	11.1	11.1	28.0	0.0	0.0	55.0
Grade 5	0.0	11.1	20.0	9.5	18.8	26.0	66.7	0.0	51.0
WS	5.0	5.0	19.0	7.8	13.3	23.0	28.6	0.0	49.0

2023-24 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White/Anglo	33.3	11.1
African American	28.6	18.8
Hispanic	6.6	16.1
Native American	0.0	100
Asian American	0.0	0.0
Multi-Racial	0.0	0.0
All	12.4	16.3

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 +/- 25 percentage points.

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

2. Student Achievement

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

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

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

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

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

3. Academic Performance (African American and Hispanic Students)

- a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Hispanic students in a particular school exceed the average test scores of African American and Hispanic 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 Hispanic 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 Hispanic students.

III. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis (see page 3)

Data Points /Key Information Supporting Integration Site Gap Analysis:

Student population profile from the 100th instructional school day of the 2023-24 academic school year:

- 14 White/Anglo students that represented 7.78% of the school's population. The district had 19.3% of its elementary population represented by the White/Anglo sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 38 African American students that represented 21.11% of the school's population. The district had 10.67% of its elementary population represented by the African American sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 113 Hispanic students that represented 62.78% of the school's population. The district had 60.95% of its elementary population represented by the Hispanic sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 3 Native American students that represented 1.67% of the school's population. The district had 3.62% of its elementary population represented by the Native American sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 3 Asian American students that represented 1.67% of the school's population. The district had 1.89% of its elementary population represented by the Asian American sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 9 Multi-racial students that represented 5.00% of the school's population. The district had 3.57% of its elementary population represented by the Multi-racial sub-group. Holladay maintained a +/- 25% from the district's percentage.

Data review:

- The largest population at Holladay on the 100th day was the Hispanic group at 62.78% of the school population. No ethnic group exceeds the 70% threshold of the school's population on the 100th day.
- All ethnic groups fall +/- 25 percentage points of the district's elementary school averages on the 100th day.
- Isolated minority groups include the White/Anglo, Native American, and Asian American groups on the 100th day.

Root Cause Analysis		
Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
85713 zip code demographics	Surface gaps are related to: School is made of mostly neighborhood students that fall under the Hispanic group based on the USP ethnic groups.	Deep or root causes are related to: Zip code 85713 is made of 70.1 Hispanic/Latino (of any race) and 29.9% Not Hispanic/Latino. Not Hispanic/Latino accounts for 29.9% White, 3.1% Black or African American, and 2.8% Native American or Alaskan Native.
School location	Surface gaps are related to: Holladay does not sit on a main street.	Deep or root causes are related to: Holladay is tucked away in a neighborhood. The school does not sit on any main streets with traffic. The school has no signage indicating there is a school in the local area on the main streets.
District recruitment events	Surface gaps are related to: Recruitment events pull from existing TUSD students.	Deep or root causes are related to: All recruitment events take place in downtown Tucson within the TUSD boundaries. TUSD families from other sites often move between district schools. Recruitment events are not close to Holladay.

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the 100th day of SY 2024-25, Holladay will increase non-Hispanic enrollment by 5% as measured by the comparison of the SY 2023-24 100th day enrollment data and SY 2024-25 100th day enrollment data. <i>*Goal commitment strategy.</i> <i>MSA Pillar 1: Diversity.</i> <i>- Standard 1: Student Recruitment and Selection.</i> <i>- Standard 2: Diversity and Equity.</i>	• TUSD web data for 100th day enrollment data. • Synergy records and reports. • Magnet Programs quarterly progress monitoring presentations. • Magnet school plans. • MSA Certification and Merit Awards.

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	Strengths and Obstacles
1. Utilize marketing and recruitment practices to maintain student diversity and an integrated student population. <i>*Goal commitment strategy.</i> <i>MSA Pillar 1: Diversity.</i> - Standard 1: Student Recruitment and Selection. - Standard 2: Diversity and Equity.	Supports: • Integrated population. • Recruitment events. • Open enrollment lottery. • TUSD departments including School Community Services; Communication Department; Media Department; Transportation Department; Early Childhood Programs. • District and out-of-district daycare and preschool programs. Constraints: • Access to out of district recruitment events • Funding for boosting content on social media.
2. Utilize student retention practices to maintain student diversity and reduce minority group isolation. <i>*Goal commitment strategy.</i> <i>MSA Pillar 1: Diversity.</i> - Standard 1: Student Recruitment and Selection. - Standard 2: Diversity and Equity.	Supports: • Integrated population. Constraints: • Funding for boosting content on social media.

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement Strat Strategies that help Magnet School Achieve Integration SMART Goal.

Strategy 1: Utilize marketing and recruitment practices to maintain student diversity and an integrated student population.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. The leadership team develops an annual marketing and recruitment plan. The action steps are listed in this SY 2024-25 magnet plan. The plan reviews 100th day enrollment data, gap analysis, strategies, action steps, and designated personnel to carry out the task. The action steps are monitored, assessed, and adjusted quarterly to make progress towards reducing the isolation of minority groups. Based on 100th day data from SY 2023-24, Holladay’s largest population was its Hispanic population. To reduce the isolation of minority groups, Holladay must increase student enrollment of its White/Anglo, Native American, and Asian American populations based on USP ethnic groups. <i>*School choice programs strategy.</i> <i>*Creativity programs strategy.</i> <i>*Strategy monitoring strategy.</i> MSA Pillar 1: Diversity. - Standard 1: Student Recruitment and Selection. - Standard 2: Diversity and Equity.	Principal; Magnet site coordinator.	Magnet School Plan submitted May 2024; Principal contract starts July 1, 2024; Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024.	Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds.	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.	SY 25-26 enrollment data; 100 th day data goal reflection from SY 23-24 and SY 24-25.

2. The magnet site coordinator will attend district and non-district recruitment activities and events to increase non-Hispanic populations to decrease the isolation of minority groups including White/Anglo, Native American, and Asian American populations. The district’s annual Magnet Programs Fair is in November 2024. <i>*School choice programs strategy.</i> <i>*Creativity programs strategy.</i> <i>MSA Pillar 1: Diversity.</i> <i>- Standard 1: Student Recruitment and Selection.</i> <i>- Standard 2: Diversity and Equity.</i>	Magnet site coordinator.	Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.	Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds; marketing materials.	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.	SY 25-26 enrollment data; 100 th day data goal reflection from SY 23-24 and SY 24-25.
3. The school will post at minimum one social media post per week for Facebook and Instagram, as well as submit website updates to the district. Postings will highlight art courses, classroom learning, students, staff, clubs, sport activities family events, etc. Holladay will work with the TUSD Communication Department to boost select posts throughout the school year. <i>*School choice programs strategy.</i> <i>*Creativity programs strategy.</i> <i>*Drama/arts programs strategy.</i> <i>MSA Pillar 1: Diversity.</i> <i>- Standard 1: Student Recruitment and Selection.</i> <i>- Standard 2: Diversity and Equity.</i>	Principal; Magnet site coordinator.	Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.	Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds; marketing materials.	Social media engagement, views, comments, etc.; Phone calls; Social media private messages; Communication logs.	Facebook analytic reports of individual posts and weekly reports; Instagram analytic reports of individual posts and weekly reports.

4. Office staff will routinely monitor open enrollment applications with School Community Services and reach out to families that place Holladay in the 2nd or 3rd choice categories. <i>*School choice programs strategy.</i> <i>*Creativity programs strategy.</i> MSA Pillar 1: Diversity. - Standard 1: Student Recruitment and Selection. - Standard 2: Diversity and Equity.	Principal; Magnet site coordinator; Office Manager; Attendance Tech; Enrollment support.	Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.	Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds; marketing materials.	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.	SY 25-26 enrollment data; 100 th day data goal reflection from SY 23-24 and SY 24-25.
5. Office staff will follow up with transportation needs when students are placed at Holladay. If families are eligible for free bus transportation (living 2+ miles from an elementary school), Holladay will help families with the application and timeline process. <i>*School choice programs strategy.</i> <i>*Creativity programs strategy.</i> MSA Pillar 1: Diversity. - Standard 1: Student Recruitment and Selection. - Standard 2: Diversity and Equity.	Principal; Magnet site coordinator; Office Manager; Attendance Tech; Enrollment support.	Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.	Transportation applications and route placements; Communication logs.	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.	SY 25-26 enrollment data; 100 th day data goal reflection from SY 23-24 and SY 24-25.

6. To prepare for the district’s January lottery selection, the magnet site coordinator will attend recruitment events, complete quarterly progress monitoring presentations, and update/complete the annual magnet school plans during off-contract hours. 20 hours per month at \$25 per hour from the \$3,000 Added Duty – Family Engagement funding line. <i>*School choice programs strategy.</i> <i>*Drama/arts programs strategy.</i> <i>MSA Pillar 1: Diversity.</i> <i>- Standard 1: Student Recruitment and Selection.</i> <i>- Standard 2: Diversity and Equity.</i>	Magnet site coordinator	Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.	Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds; marketing materials.	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.	SY 25-26 enrollment data; 100 th day data goal reflection from SY 23-24 and SY 24-25.
School Choice – Magnet Programs Magnet Schools of America (n.d.). <i>What are Magnet Schools.</i> https://magnet.edu/about/what-are-magnet-schools#1499667889100-039b81ce-813c Art Integration Framework Kennedy Center (2018). <i>What is Arts Integration? Explore the Kennedy Center’s comprehensive definition.</i> https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/ Culturally Relevant Instruction Byrd, C. M. (2016, July 25). <i>Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.</i> Sage Journals. https://journals.sagepub.com/doi/10.1177/2158244016660744 Strategies Hattie, J. (2018). <i>Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.</i> Visible Learning. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/					

Action Steps to Implement, Monitor and Assess Improvement Strategies that help Magnet School Achieve Integration SMART Goal

Strategy 2: Utilize student retention practices to maintain student diversity and reduce minority group isolation.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. The Magnet site coordinator, school community liaison, and classroom teachers will monitor students from isolated minority groups. The staff will work together on strategies, goals, and action steps to ensure students are celebrated and remain enrolled. Based on SY 2023-24 integration gap analysis, Holladay's isolated minority groups include White/Anglo, Native American, and Asian American student populations. <i>*Diverse student body strategy.</i> <i>*Teacher-student relationships strategy.</i> MSA Pillar 1: Diversity. - Standard 2: Diversity and Equity.	Principal; Magnet site coordinator; School community liaison; Classroom teachers.	August 2024 – May 2025.	Computer, tablet, cell phone, etc.	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Communication logs.	School's mobility rate; School's attendance rate.
2. To provide culturally relevant instruction, support diverse learners, and provide engagement, accommodations, and modifications for our isolated minority groups, Holladay will connect with the district's Native American Student Services, Asian Pacific American and Refugee Student Services, Exceptional Education Department, and Language Acquisition Department. <i>*Diverse student body strategy.</i> <i>*Teacher-student relationships strategy.</i> MSA Pillar 1: Diversity. - Standard 2: Diversity and Equity.	Principal; Leadership team.	August 2024 – May 2025.	Synergy Demographic Data; TUSD Web Data for Enrollment	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Communication logs.	School's mobility rate; School's attendance rate.

3. The leadership team will survey stakeholders including students, staff, families, and community partners on needs and wants for the arts magnet program. Results will guide the courses, topics, activities, and partnerships for the school year. These events and programs will take place on-campus, off-campus, during the school day, and during before or after-school programs. <i>*School choice programs strategy.</i> <i>*Creativity programs strategy.</i> MSA Pillar 1: Diversity. - Standard 2: Diversity and Equity	Principal; Leadership team.	August 2024 – May 2025.	Web-based survey platform to capture responses	District’s school quality survey; Magnet program survey.	School’s mobility rate; School’s attendance rate.
School Choice – Magnet Programs Magnet Schools of America (n.d.). <i>What are Magnet Schools.</i> https://magnet.edu/about/what-are-magnet-schools#1499667889100-039b81ce-813c Art Integration Framework Kennedy Center (2018). <i>What is Arts Integration? Explore the Kennedy Center’s comprehensive definition.</i> https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/ Culturally Relevant Instruction Byrd, C. M. (2016, July 25). <i>Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.</i> Sage Journals. https://journals.sagepub.com/doi/10.1177/2158244016660744 Strategies Hattie, J. (2018). <i>Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.</i> Visible Learning. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/					

IV. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 5 and 6)

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:

Proficiency / Students Achieving Grade Level Content Mastery for SY 2023-24 AASA Data:

ELA

- 3rd Grade achievement in ELA was 20.8%. 3rd grade students for this year increased grade level proficiency compared to the previous school year.
- 4th Grade achievement in ELA was 12.8%. 4th grade students for this year decreased grade level proficiency compared to the previous school year.
- 5th Grade achievement in ELA was 17.9%. 5th grade students for this year increased grade level proficiency compared to the previous school year.

MATHEMATICS

- 3rd Grade achievement in Mathematics was 15.4%. 3rd grade students for this year increased grade level proficiency compared to the previous school year.
- 4th Grade achievement in Mathematics was 10.0%. 4th grade students for this year decreased grade level proficiency compared to the previous school year.
- 5th Grade achievement in Mathematics was 14.3%. 5th grade students for this year increased grade level proficiency compared to the previous school year.

Previous Data for 2022 – 2023 AASA State Assessment Data:

- 3rd Grade achievement in ELA – 20.8%
- 4th Grade achievement in ELA – 12.8%
- 5th Grade achievement in ELA – 17.9%
- 3rd Grade achievement in Mathematics – 15.4%
- 4th Grade achievement in Mathematics – 10.0%
- 5th Grade achievement in Mathematics – 14.3%

Root Cause Analysis

Top Three Causes of these Gaps	Surface Causes	Deep Causes
1. ELA instructional effectiveness at the 4th grade level	Surface gaps are related to: Grade level curriculum and instruction alignment for ELA content at 4 th grade.	Deep or root causes are related to: Intentional lesson planning lacks rigor and misconceptions for grade level content lacks in classroom instruction. Pacing is off or rushed. Teachers need scaffolding techniques to bridge prior knowledge with grade level content.
2. Math instructional effectiveness at the 3rd grade level	Surface gaps are related to: Grade level curriculum and instruction alignment for Math content at 3 rd grade.	Deep or root causes are related to: Intentional lesson planning lacks rigor and misconceptions for grade level content lacks in classroom instruction. Pacing is off or rushed. Teachers need scaffolding techniques to bridge prior knowledge with grade level content.
3. Effectiveness of tiered structures to support academic performance	Surface gaps are related to: Grade level curriculum and instruction alignment for Math and ELA content.	Deep or root causes are related to: Tiered systems need scaffolding techniques to bridge prior knowledge with grade level content.

B. SMART Goals for Overall Student Achievement*

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
ELA Goal: 1. By May 2025, 4th grade student achievement will increase 3% in ELA, moving from TBD% in SY 2023-24 to TBD%, as measured by Arizona Academic State Assessments results for SY 2024-25. 2. By May 2025, 5th grade student achievement will increase 3% in ELA, moving from TBD% in SY 2023-24 to TBD%, as measured by Arizona Academic State Assessments results for SY 2024-25. <i>*Note that a closure of three percentage points is in alignment with standard performance improvement.</i> <i>*Goal commitment strategy.</i> <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i> - Standard 3: Theme and Curriculum Fidelity. - Standard 4: Professional Development. <i>MSA Pillar 3: Academic Excellence.</i> - Standard 5: Instructional Fidelity. - Standard 6: Student Achievement. <i>MSA Pillar 4: Leadership.</i> - Standard 7: Leadership and Educator Development. <i>MSA Pillar 5: Family and Community Engagement.</i> - Standard 9: Community Engagement and Partnerships. - Standard 10: Family Engagement and Communication.	• ELA and Math AASA data for 2023-24 school year. • ELA and Math AASA data for 2024-25 school year. • Magnet Programs quarterly progress monitoring presentations. <i>* 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.</i>

Math Goals:

1. By May 2025, 4th grade student achievement will increase 3% in ELA, moving from TBD% in SY 2023-24 to TBD%, as measured by Arizona Academic State Assessments results for SY 2024-25.

2. By May 2025, 5th grade student achievement will increase 3% in ELA, moving from TBD% in SY 2023-24 to TBD%, as measured by Arizona Academic State Assessments results for SY 2024-25.

**Note that a closure of three percentage points is in alignment with standard performance improvement.*

**Goal commitment strategy.*

MSA Pillar 2: Innovative Curriculum and Professional Development.

- Standard 3: Theme and Curriculum Fidelity.

- Standard 4: Professional Development.

MSA Pillar 3: Academic Excellence.

- Standard 5: Instructional Fidelity.

- Standard 6: Student Achievement.

MSA Pillar 4: Leadership.

- Standard 7: Leadership and Educator Development.

MSA Pillar 5: Family and Community Engagement.

- Standard 9: Community Engagement and Partnerships.

- Standard 10: Family Engagement and Communication.

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. Maximizing magnet theme integration and student academic success by recruiting and retaining effective school staff. <i>*Diverse student body strategy.</i> <i>*School choice programs strategy.</i> <i>*Teacher expectations strategy.</i> <i>*Integrated curricula programs strategy.</i> MSA Pillar 4: Leadership. - Standard 7: Leadership and Educator Development.	Supports: Teachers’ familiar with the school’s universal art strategies. Teachers’ familiar with assessment and data cycles to drive instruction and interventions. Teachers using success criteria. Constraints: New teachers require onboarding professional development, coaching and professional learning opportunities to learn about the school’s magnet theme integration, the district’s adopted curricula, the school’s site based supplemental programs, and building familiarity with students and families.
2. Providing professional learning opportunities for Holladay’s universal art strategies to support magnet theme integration. <i>*Diverse student body strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i> MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 3: Theme and Curriculum Fidelity. - Standard 4: Professional Development.	Supports: Teachers’ familiar with the school’s universal art strategies. Teachers’ familiar with assessment and data cycles to drive instruction and interventions. Teachers using success criteria. Constraints: New teachers require onboarding professional development, coaching and professional learning opportunities to learn about the school’s magnet theme integration, the district’s adopted curricula, the school’s site based supplemental programs, and building familiarity with students and families.

3. Providing professional learning opportunities for curriculum, instruction, and interventions to support student academic success. <i>*Diverse student body strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i> MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 3: Theme and Curriculum Fidelity. - Standard 4: Professional Development. MSA Pillar 3: Academic Excellence. - Standard 5: Instructional Fidelity. - Standard 6: Student Achievement.	Supports: Teachers’ familiar with the school’s universal art strategies. Teachers’ familiar with assessment and data cycles to drive instruction and interventions. Teachers using success criteria. Constraints: Professional development meets once a week for one hour and 30 minutes. 1.5 hours is not long enough to cover school business and professional learning opportunities. Required and rotating topics are challenging to schedule.
4. Utilize family and community partnerships to support theme integration and student academic success. <i>*Positive family/home dynamic strategy</i> <i>*Creativity programs strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i> MSA Pillar 5: Family and Community Engagement. - Standard 9: Community Engagement and Partnerships. - Standard 10: Family Engagement and Communication.	Supports: Teachers’ familiar with the school’s universal art strategies. Teachers’ familiar with assessment and data cycles to drive instruction and interventions. Teachers using success criteria. Constraints: Maintaining partnerships that support the magnet theme and student achievement. Using academic data and discipline data to show the positive impacts of the those partnerships.

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: Maximizing magnet theme integration and student academic success by recruiting and retaining effective school staff.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. We aim to have 2.0 FTE teachers at each grade level from kindergarten through fifth grade. If M&O grade level population requirements are not met to pay 2.0 FTE teachers, we will leverage Title 1 or deseg funds to cover an additional teacher at grade levels M&O allocates only 1.0 FTE teacher. <i>*Small group learning strategy.</i> MSA Pillar 4: Leadership. - Standard 7: Leadership and Educator Development.	Principal; Leadership team.	SY 2023-24 100 th day equalization for FTE teacher placement for SY 2024-25.	Deseg funds; Title 1 funds; M&O funds.	SY 2024-25 100 th day equalization for FTE teacher placement for SY 2025-26.	K-5 classroom rosters.
2. Holladay commits to supporting new teachers and existing teachers by leveraging M&O, Title 1, Title 2, and deseg funds to staff classified and certified positions including School Monitors; Teacher Assistants; Curriculum Service Provider (CSP); Instructional Data and Intervention Coordinator (IDIC); Reading Interventionists; Response-To-Intervention (RTI) Teachers; and School Counselor. <i>*Response to intervention strategy.</i> MSA Pillar 4: Leadership. - Standard 7: Leadership and Educator Development.	Principal; Leadership team.	Push-in and pull-out services begin immediately after Beginning of the Year DIBELS data is recorded and after the Q1 district benchmark assessments.	Deseg funds; Title 1 funds; M&O funds.	SY 2025-26 magnet school plan; SY 2025-26 Title 1 Integrated Action Plan.	District's quarterly benchmark assessment data for ELA and Math; District DIBELS data.

3. The principal and leadership team will participate in district hiring events to recruit and hire candidates that embrace Holladay’s magnet program; core values; mission; vision; celebrates diversity; promotes and equitable practices. <i>*Diverse student body strategy.</i> <i>*Integrated curricula programs strategy.</i> MSA Pillar 4: Leadership - Standard 7: Leadership and Educator Development.	Principal; Leadership team.	Contract renewals and intent to leave begin in Spring 2025.	TUSD job listings; TUSD job descriptions.	Interview schedules; Interview questions; Interview scoring sheets; Hiring emails.	Employee vacancies reach zero.
4. The principal and leadership team will work to provide professional learning opportunities to new and returning staff to enhance or refresh topics on the magnet theme, assessments, data to drive instructional decisions, tiered interventions, and diversity and equitable practices. <i>*Teacher expectations strategy.</i> <i>*Integrated curricula programs strategy.</i> MSA Pillar 4: Leadership - Standard 7: Leadership and Educator Development.	Principal; Leadership team.	Scheduled support for new teachers and refresher professional developments scheduled once a quarter for SY 2024-25.	Professional development funds.	Danielson Domain 3 protocol; Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Student achievement; Student surveys.
5. The principal and leadership team will observe classroom instruction with a scripting and/or mapping protocols. On the spot coaching will be provided and trends will provide professional learning opportunities. <i>*Evaluation and reflection strategy.</i> <i>*Feedback strategy.</i> MSA Pillar 4: Leadership. - Standard 7: Leadership and Educator Development.	Principal; Leadership team.	August 2024 – May 2025. Biweekly classroom visits for Tier 1 teachers and weekly for Tier 2/3 or new teachers	Danielson Domain 3 protocol; art integration protocol.	Danielson Domain 3 protocol; Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Student achievement; Student surveys.

7. The principal and leadership team will develop ways to recognize teacher and class success. Shoutouts or recognition at school assemblies, Wednesday professional development, and/or social media postings. <i>*Prior achievement strategy.</i> <i>*Relating creativity to achievement strategy.</i> <i>*Goal commitment strategy.</i> MSA Pillar 4: Leadership. - Standard 7: Leadership and Educator Development.	Principal; Leadership team.	Monthly posts and mentions in the school newsletter.	Access to social media accounts for Facebook and Instagram; Camera; Phone; Computer; Tablet.	Social media analytics.	Social media engagement.
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Art Integration Framework

Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center's comprehensive definition.* <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction

Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.* Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Teacher Retention

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1). <https://files.eric.ed.gov/fulltext/EJ1282763.pdf>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.* Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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

Strategy 2: Providing professional learning opportunities for Holladay's universal art strategies to support magnet theme integration.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. The principal and leadership team will develop a professional learning opportunity survey on topic suggestions and learning styles. Based on the feedback, a professional learning calendar will be planned, monitored, and adjusted as needed. <i>*Professional development programs strategy.</i> <i>*Matching style of learning strategy.</i> <i>Pillar 2: Innovative Curriculum and Professional Development.</i> <i>- MSA Standard 4: Professional Development.</i>	Principal; Leadership team.	August 2024 – May 2025.	Web-based survey platform to capture responses.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
2. Whole staff professional development on universal art strategies for art integration and art enhancement including Read-Draw-Write-Showcase (RDWS), Reading Art, and Dramatic Theatre from Holladay teachers. <i>*Professional development programs strategy.</i> <i>*Creativity programs strategy.</i> <i>*Integrated curricula programs strategy.</i> <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i> <i>- Standard 3: Theme and Curriculum Fidelity.</i> <i>- Standard 4: Professional Development.</i>	Principal; Leadership team.	August 2024 – May 2025. At least 2 Art PDs per quarter.	Professional development funds for art consultants.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.

3. Professional contracted vendors provide professional learning opportunities with the arts. <i>*Professional development programs strategy.</i> <i>*Integrated curricula programs strategy.</i> MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 3: Theme and Curriculum Fidelity. - Standard 4: Professional Development.	Principal; Leadership team.	Aug. 2023 – May 2024 At least 2 PDs per quarter.	Professional development funds art consultants.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
4. Grade level teachers will meet weekly for their Professional Learning Communities (PLCs) to intentionally lesson plan with art integrated or art enhanced lessons. Select PLCs will include job-embedded art professional learning opportunities. <i>*Integrated curricula programs strategy.</i> MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 3: Theme and Curriculum Fidelity. - Standard 4: Professional Development.	Principal; Leadership team.	August 2024 – May 2025. Weekly.	Scripting and/or mapping protocol.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets; PLC agendas; Lesson plans;	PD exit tickets.
5. The principal and leadership team will observe classroom instruction with a scripting and/or mapping protocols. On the spot coaching will be provided and trends will provide professional learning opportunities. <i>*Evaluation and reflection strategy.</i> <i>*Feedback strategy.</i> MSA Pillar 4: Leadership. - Standard 7: Leadership and Educator Development.	Principal; Leadership team.	August 2024 – May 2025. Biweekly for Tier 1 teachers and weekly for Tier 2/3 or new teachers	Scripting and/or mapping protocol.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Coaching conversations.

Art Integration Framework

Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center's comprehensive definition.* <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction

Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.* Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Teacher Recruitment and Retention

Shuls, V. James, Flores, M. Joshua (2020). *Improving Teacher Retention through Support and Development*, Journal of Educational Leadership and Policy Studies, 4(1). <https://files.eric.ed.gov/fulltext/EJ1282763.pdf>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.* Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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

Strategy 3: Providing professional learning opportunities for curriculum, instruction, and interventions to support student academic success.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. The principal and leadership team will develop a professional learning opportunity survey on topic suggestions and learning styles. Based on the feedback, a professional learning calendar will be planned, monitored, and adjusted as needed. <i>*Professional development programs strategy.</i> <i>*Matching style of learning strategy.</i> MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 4: Professional Development.	Principal; Leadership team.	July 29, 2024.	Web-based survey platform to capture responses.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
2. Whole staff professional development on reviewing, navigating, and using the district's Multicultural Curriculum, SPARKS, and adopted curricula including Benchmark Advance from Benchmark Education; Eureka Math Squared from Great Minds, etc. <i>*Technology with elementary students' strategy.</i> MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 4: Professional Development.	Principal; Leadership team.	Aug. 2024 – May 2025. At least 1 PD per quarter.	Technology.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.

3. Whole staff professional development using site supplemental programs including Foundations and Just Words from the Wilson Learning Company Corporation; Simple Solutions to support math fluency; and Zaner-Bloser for vocabulary. <i>*Integrated curricula programs strategy.</i> MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 4: Professional Development.	Principal; Leadership team.	Aug. 2024 – May 2025. At least 1 PD per quarter.		Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
4. Whole staff professional development on integrating technology using Chromebooks; Promethean Smart Boards; Office 365; Clever; and online district supplemental programs. <i>*Technology with elementary students' strategy.</i> MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 4: Professional Development.	Principal; Leadership team.	Aug. 2024 – May 2025. At least 1 PD per quarter.	Technology	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
5. Whole staff professional development on engagement, accommodation, and modification to meet the needs of diverse learners including ethnic and racial groups; English Language Learners (ELL); Exceptional Education students; refugees; McKinney Vento students; etc. <i>*Technology with learning needs students' strategy.</i> MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 4: Professional Development.	Principal; Leadership team.	Aug. 2024 – May 2025. At least 1 PD per quarter.	Cultural Departments; Exceptional Education Department.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.

6. Whole staff professional development on assessment and data driven instruction/interventions. Overview and schedule expectations for exit tickets and formative assessments; disaggregating student data; interventions groupings; using Analysis of Student Work (ASW) in weekly grade level PLCs. <i>*Response to intervention strategy.</i> <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i> <i>- Standard 4: Professional Development.</i>	Principal; Leadership team.	Aug. 2024 – May 2025. At least 1 PD per quarter.	Professional development funds.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
7. The full-time school counselor will provide professional learning opportunities on Social and Emotional Learning (SEL) topics/strategies for students and staff to promote a learning space where students can take intellectual risks. <i>*Response to intervention strategy.</i> <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i> <i>- Standard 4: Professional Development.</i>	Principal; Leadership team.	Aug. 2024 – May 2025. At least 1 PD per quarter.	Funding for school counselor.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
8. Professional contracted vendors provide tier 1, 2, and 3 instruction and interventions; provide professional learning opportunities. <i>*Integrated curricula programs strategy.</i> <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i> <i>- Standard 4: Professional Development.</i>	Principal; Leadership team.	Aug. 2024 – May 2025. At least 1 PD per quarter.	Professional development funds art consultants	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.

9. Select PLCs will include job-embedded professional learning opportunities for instruction/interventions. <i>*Integrated curricula programs strategy.</i> MSA Pillar 4: Leadership. - Standard 7: Leadership and Educator Development.	Principal; Leadership team.	Aug. 2024 – May 2025. Weekly.	PLC agendas; Lesson plans; Instructional protocol for art integration.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
10. The principal and leadership team will observe classroom instruction with a scripting and/or mapping protocols. On the spot coaching will be provided and trends will provide professional learning opportunities. <i>*Feedback strategy.</i> MSA Pillar 4: Leadership. - Standard 7: Leadership and Educator Development.	Principal; Leadership team.	August 2024 – May 2025. Biweekly for Tier 1 teachers and weekly for Tier 2/3 or new teachers.	Scripting and/or mapping protocol.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.

Art Integration Framework

Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center's comprehensive definition.* <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction

Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.* Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Response-To-Intervention / Multi-Tiered Systems of Support

Fletcher JM, Vaughn S. (2011). *Response to Intervention: Preventing and Remediating Academic Difficulties.* Child Dev Perspect. 2009 Apr;3(1):30-37. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3137487/>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.* Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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

Strategy 4: Utilize family and community partnerships to support theme integration and student academic success.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. The annual Magnet Programs Symposium for local businesses and community members helps magnet schools establish partnerships. <i>*Creativity program strategy.</i> <i>MSA Pillar 5: Family and Community Engagement.</i> <i>- Standard 9: Community Engagement and Partnerships.</i>	Principal; Leadership team.	TBD	Marketing material.	Symposium exit ticket information.	Community partnerships documented.
2. We welcome local and national artists to help support the art magnet theme, SEL strategies, celebrate diversity, and promote equity. <i>*Creativity program strategy.</i> <i>MSA Pillar 5: Family and Community Engagement.</i> <i>- Standard 9: Community Engagement and Partnerships.</i>	Principal; Leadership team.	August 2024 – May 2025.	Funding artists through professional contracted vendors funds.	Artist In Residence calendars.	Student surveys; Art showcases.
3. The after-school program offers visual and performing arts courses from its staff, partnerships, and professional contracted vendors. <i>*Creativity program strategy.</i> <i>*After-school program strategy.</i> <i>MSA Pillar 5: Family and Community Engagement.</i> <i>- Standard 9: Community Engagement and Partnerships.</i>	Principal; Leadership team.	August 2024 – May 2025.	Classrooms, Technology, Funding artists, Funding art supplies.	Facebook and Instagram accounts; Holladay website; Open houses, etc.	Student surveys; Art showcases.

4. Holladay’s organizations include: - Parent-Teacher Organization (PTO) organize and track fundraising efforts and money management. - The Family Engagement Team is led by the School Community Liaison and plans on and off -campus school events. - School Site Council consists of the principal, a facilitator, a certified staff member, a classified staff member, and a parent/guardian. The council vote on school changes, Tax Credit spending, and additional tasks. <i>*Positive family/home dynamic strategy.</i> <i>MSA Pillar 5: Family and Community Engagement.</i> <i>- Standard 9: Community Engagement and Partnerships.</i>	Principal; Leadership team.	August 2024 – May 2025. All family groups meet at minimum once a quarter.	Family event funds from tax credits or school’s Parent-Teacher Organization (PTO)	Sign-in logs; Meeting agendas; Meeting Minutes; Website access to post meeting minutes.	Student surveys; Art showcases.
School, Family, and Community Adelman, H. & Taylor, L. (2007). <i>Fostering School, Family, and Community Involvement</i>. The Hamilton Fish Institute on School and Community Violence & Northwest Regional Educational Laboratory. Available at: http://smhp.psych.ucla.edu/publications/44%20guide%207%20fostering%20school%20family%20and%20community%20involvement.pdf Strategies Hattie, J. (2018). <i>Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement</i>. Visible Learning. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/					

V. Academic Performance for African American and Hispanic Students

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

Interpretive Summary - Academic Performance for African American and Hispanic Students (see data Pages 6).
There are multiple data points and key information to support the site academic gap analysis for African American and Hispanic students. This information will help to identify needs to reduce academic performance gaps between African American and White/Anglo Students, as well as Hispanic and White/Anglo Students. This data summary includes: Gaps analyzed from AASA state assessment data from 2023-24: ELA Results • At 3rd grade, African American and Hispanic students outperformed White students at 40.0% and 13.3% proficiency compared to 0.0% proficiency. • At 4th grade, African American and Hispanic students outperformed White students at 16.7% and 11.1% proficiency compared to 0.0% proficiency. • At 5th grade, Hispanic students outperformed African American students at 31.3% and 0.0% proficiency. No data available for White students. Math Results • At 3rd grade, Hispanic students outperformed African American and White students at 11.8% proficiency compared to 0% and 0% proficiency. • At 4th grade, Hispanic students outperformed African American and White students at 11.1% proficiency compared to 0% and 0% proficiency. • At 5th grade, Hispanic students outperformed African American students at 18.8% proficiency compared to 11.1% proficiency. NO data available for White students. The data indicates good classroom instruction for Hispanic students in 3rd, 4th, and 5th grade math. African American and Hispanic students also received good classroom instruction for 3rd and 4th grade ELA. Hispanic students also received good classroom instruction for 5th grade ELA.

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
Need for instructional effectiveness that supports assessments.	Surface gaps are related to: Teachers do not effectively use assessments including exit tickets, formative assessments, benchmark assessments, etc.	Deep or root causes are related to: Lack of disaggregating student data and intentionally grouping interventions from assessment data.
Need for instructional effectiveness using student data to drive instruction and interventions.	Surface gaps are related to: Teachers lack using assessments to track student data and progress monitor.	Deep or root causes are related to: Data and assessments are useless without the intentional planning, goals, action steps, and targeting student or sub-groups to drive instruction, interventions, and re-teachings.

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. ELA Goals By May 2025, the ELA achievement gap between Hispanic students and White students will be closed by three percentage points at each grade level in 3rd, 4th, and 5th grade, as measured by the Arizona Academic Standards Assessment. By June 2025, the ELA achievement gap between African American and White students will be closed by three percentage points at each grade level in 3rd, 4th, and 5th grade, as measured by the Arizona Academic Standards Assessment. <i>*Goal commitment strategy.</i> <i>MSA Pillar 2: Innovative Curriculum and Professional Development</i> <i>- Standard 3: Theme and Curriculum Fidelity.</i> <i>- MSA Standard 4: Professional Development.</i> <i>MSA Pillar 3: Academic Excellence.</i> <i>- Standard 5: Instructional Fidelity.</i> <i>- Standard 6: Student Achievement.</i> <i>MSA Pillar 4: Leadership.</i> <i>- Standard 7: Leadership and Educator Development.</i> <i>Pillar 5: Family and Community Engagement.</i> <i>- Standard 9: Community Engagement and Partnerships.</i>	• AASA State Assessment scores for 2022-2023 school year • Magnet Programs quarterly progress monitoring <i>* 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.</i>

2. Math Goals

By May 2025, the Mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in 3rd, 4th, and 5th grade, as measured by the Arizona Academic Standards Assessment.

By May 2025, the Mathematics achievement gap between African American and White students will be closed by three percentage points at each grade level in 3rd, 4th, and 5th grade, as measured by the Arizona Academic Standards Assessment.

**Note that a closure of three percentage points is in alignment with standard performance improvement.*

**Goal commitment strategy.*

MSA Pillar 2: Innovative Curriculum and Professional Development

- Standard 3: Theme and Curriculum Fidelity.*
- MSA Standard 4: Professional Development.*

MSA Pillar 3: Academic Excellence.

- Standard 5: Instructional Fidelity.*
- Standard 6: Student Achievement.*

MSA Pillar 4: Leadership.

- Standard 7: Leadership and Educator Development.*

Pillar 5: Family and Community Engagement.

- Standard 9: Community Engagement and Partnerships.*

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve, Monitor and Assess Improvement for African American and Hispanic Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
1. Provide teachers with resources and professional learning opportunities to increase culturally relevant instructional practices specific to African American and Hispanic. <i>*Goal commitment strategy.</i> <i>MSA Pillar 3: Academic Excellence.</i> <i>- Standard 5: Instructional Fidelity.</i> <i>- Standard 6: Student Achievement.</i> <i>MSA Pillar 4: Leadership.</i> <i>- Standard 7: Leadership and Educator Development.</i> <i>Pillar 5: Family and Community Engagement.</i> <i>- Standard 9: Community Engagement and Partnerships.</i>	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. Provide teachers with resources, school personnel, and professional learning opportunities to utilize Tier 2 and Tier 3 interventions with assessments and data to make instructional decisions specific to African American and Hispanic students. <i>*Goal commitment strategy.</i> <i>MSA Pillar 3: Academic Excellence.</i> <i>- Standard 5: Instructional Fidelity.</i> <i>- Standard 6: Student Achievement.</i> <i>MSA Pillar 4: Leadership.</i> <i>- Standard 7: Leadership and Educator Development.</i> <i>Pillar 5: Family and Community Engagement.</i> <i>- Standard 9: Community Engagement and Partnerships.</i>	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 Improvement Strategies for Subgroup Improvement SMART Goal for African American and Hispanic Students: Strategy 1.

Subgroup Strategy 1: Provide teachers with resources and professional learning opportunities to increase culturally relevant instructional practices specific to African American and Hispanic students.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Whole staff professional development on overview of engagement, accommodation, and modification to meet the needs of diverse learners including African American and Hispanic students. <i>*Diverse student body strategy.</i> <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i> <i>- Standard 4: Professional Development.</i>	Principal; Curriculum Service Provider.	August 2024 – May 2025. At least 1 PD per quarter.	Cultural Departments; Exceptional Education Department	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD Calendar; PD sign-in sheets; PD exit tickets
2. To provide culturally relevant instruction, we will connect with district departments including the district's African American Student Services (AASA) and Mexican American Student Services (MASA) to support African American and Hispanic students. <i>*Diverse student body strategy.</i> <i>MSA Pillar 3: Academic Excellence.</i> <i>- Standard 6: Student Achievement.</i> <i>MSA Pillar 5: Family and Community Engagement.</i> <i>- Standard 9: Community Engagement and Partnerships.</i>	Principal; Curriculum Service Provider.	August 2024 – May 2025. At least 1 PD per quarter.	Cultural Departments; Exceptional Education Department	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD Calendar; PD sign-in sheets; PD exit tickets

3. Select grade level PLCs will include job-embedded professional learning opportunities and include intentional instruction and intervention planning to support African American and Hispanic students. <i>*Integrated curricula programs strategy.</i> <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i> <i>- Standard 3: Theme and Curriculum Fidelity.</i>	Principal; Curriculum Service Provider.	August 2024 – May 2025. Weekly.	PLC agendas; Lesson plans; Instructional protocol for art integration	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Teacher- provided ongoing formative data
4. The principal and leadership team will observe classroom instruction with a scripting and/or mapping protocols. On the spot coaching will be provided and trends will provide professional learning opportunities. <i>*Evaluation and reflection strategy</i> <i>*Feedback strategy</i> <i>MSA Pillar 4: Leadership.</i> <i>- Standard 7: Leadership and Educator Development.</i>	Principal; Curriculum Service Provider.	August 2024 – May 2025. Biweekly for Tier 1 teachers and weekly for Tier 2/3 or new teachers.	Schedule for observations	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Instructional observation logs
Art Integration Framework Kennedy Center (2018). <i>What is Arts Integration? Explore the Kennedy Center’s comprehensive definition.</i> https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/ Culturally Relevant Instruction Byrd, C. M. (2016, July 25). <i>Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.</i> Sage Journals. https://journals.sagepub.com/doi/10.1177/2158244016660744 Teacher Recruitment and Retention Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1). https://files.eric.ed.gov/fulltext/EJ1282763.pdf Strategies Hattie, J. (2018). <i>Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.</i> Visible Learning. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/					

Action Steps to Implement, Monitor and Assess Improvement Strategies for Subgroup Improvement SMART Goal for African American and Hispanic Students: Strategy 2.

Subgroup Strategy 2: Provide teachers with resources, school personnel, and professional learning opportunities to utilize Tier 2 and Tier 3 interventions with assessments and data to make instructional decisions specific to African American and Hispanic students.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. We aim to have 2.0 FTE teachers at each grade level from kindergarten through fifth grade. If M&O grade level population requirements are not met to pay 2.0 FTE teachers, we will leverage Title 1 or deseg funds to cover an additional teacher at grade levels M&O allocates only 1.0 FTE teacher. <i>*Response to Intervention Strategy.</i> <i>*Scaffolding Strategy.</i> <i>*Teacher expectations strategy.</i> <i>MSA Pillar 4: Leadership.</i> <i>- Standard 7: Leadership and Educator Development.</i>	Principal; Curriculum Service Provider.	100 th day enrollment data and grade level totals of SY 2023-24 academic school year will determine FTEs for SY 2024 – 2025.	Deseg funds; Title 1 funds; M&O funds	100 th day enrollment data and grade level totals of SY 2023-24 academic school year will determine FTEs for SY 2024 – 2025.	Class rosters show 20 students or less per one teacher
2. Holladay commits to supporting new teachers and existing teachers by leveraging M&O, Title 1, Title 2, and deseg funds to staff classified and certified positions including School Monitors; Teacher Assistants; Curriculum Service Provider (CSP); Instructional Data and Intervention Coordinator (IDIC); Reading Interventionists; Response-To-Intervention (RTI) Teachers; and School Counselor. <i>*Response to Intervention Strategy.</i> <i>*Teacher expectations strategy.</i> <i>MSA Pillar 4: Leadership.</i> <i>- Standard 7: Leadership and Educator Development.</i>	Principal; Curriculum Service Provider.	Push-in and pull-out services begin immediately after beginning of the year benchmark assessments and formative assessment data is collected	Deseg funded positions; Title 1 funded positions; M&O funded positions	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	District's quarterly benchmark assessments for ELA and Math; District DIBELS data

3. All students will receive daily grade level Math and ELA tier 1 instruction with art as the vehicle for the learning experiences. Teachers will observe, assess, document, and data tracking will be used to guide tier 2 and 3 interventions for African American and Hispanic students. <i>*Response to Intervention Strategy.</i> <i>*Scaffolding Strategy.</i> <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i> - MSA Standard 3: Theme and Curriculum Fidelity. - MSA Standard 4: Professional Development. <i>MSA Pillar 3: Academic Excellence.</i> - Standard 5: Instructional Fidelity. - Standard 6: Student Achievement.	Principal; Curriculum Service Provider.	August 2024 – May 2025.	Schedule for observations	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Instructional observation logs
4. Imagine Learning Math and Imagine Learning Reading/Language will be used as technology supplemental programs part of our tier 2 and 3 interventions for all students, with an emphasis on African American and Hispanic students. Weekly 90 minutes for tier 1, 120 minutes for tier 2, and 150 minutes for tier 3. <i>*Response to intervention strategy.</i> <i>*Scaffolding Strategy.</i> <i>*Technology in small group strategy.</i> <i>MSA Pillar 3: Academic Excellence.</i> - Standard 5: Instructional Fidelity. - Standard 6: Student Achievement.	Principal; Curriculum Service Provider.	August 2024 – May 2025.	Progress reports from web-based platforms	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Instructional observation logs

5. Tiers 2 and 3 push-in and pull-out services for ELA and Math will be provided from the Instructional Data and Intervention Coordinator (IDIC), Reading Interventionist, Response-to-Intervention (RTI) Math Specialist, and Exceptional Education Teacher based on data and intentional groupings for African American and Hispanic students. <i>*Response to intervention strategy.</i> <i>*Scaffolding Strategy.</i> <i>MSA Pillar 3: Academic Excellence.</i> <i>- Standard 5: Instructional Fidelity.</i> <i>- Standard 6: Student Achievement.</i>	Principal; Curriculum Service Provider.	August 2024 – May 2025.	Progress reports from web-based platforms	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Instructional observation logs
Art Integration Framework Kennedy Center (2018). <i>What is Arts Integration? Explore the Kennedy Center’s comprehensive definition.</i> https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/ Culturally Relevant Instruction Byrd, C. M. (2016, July 25). <i>Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.</i> Sage Journals. https://journals.sagepub.com/doi/10.1177/2158244016660744 Teacher Recruitment and Retention Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1). https://files.eric.ed.gov/fulltext/EJ1282763.pdf Response-To-Intervention / Multi-Tiered Systems of Support Fletcher JM, Vaughn S. (2011). <i>Response to Intervention: Preventing and Remediating Academic Difficulties.</i> Child Dev Perspect. 2009 Apr;3(1):30-37. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3137487/ Strategies Hattie, J. (2018). <i>Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.</i> Visible Learning. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/					

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 SY 2023-24					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Teacher – Magnet Teacher	\$42,200.00	1.0	Due to M&O FTE restrains, Holladay aims to maintain small classroom sizes by leveraging deseg funds to hire general education teachers. The classroom teacher will provide quality Tier 1 instruction with art integration and art enhancement. The teacher follows the school’s tiered intervention process for Tiers 2/3 and MTSS.	AA; MT	Student Achievement
Teacher – Performing Arts	\$54,893.00	1.0	Students participate in a weekly Performing Arts course where they learn the piano keyboard. Grade levels sing, dance, and act in Broadway-style performances directed by the Performing Arts Teacher.	AA; MT	Student Achievement
Teacher – Visual Arts	\$41,700.00	1.0	Students participate in a weekly Visual Arts course where learn about culturally relevant artists using various 2-D and 3-D artwork. Artwork is available to see in the for the winter and spring magnet showcases, hallway displays throughout the school year, and around the Tucson community.	AA; MT	Student Achievement
Instructional Data and Intervention Coordinator	\$54,020.00	1.0	Leads grade level PLCs, mentorship, and provide coaching opportunities for all K – 5 teachers. The IDIC provides tier 2/3 interventions in Math and ELA for grades 2 – 5. The IDIC works with the principal and teachers to assess, analyze, and plan instruction or interventions based on exit tickets and formative assessments.	AA; PL; MT	Student Achievement
Instructional Specialists	\$33,242.00	1.5	Provides classroom management and support for the classroom teacher.	AA	Student Achievement

School Community Liaison	\$26,181.00	1.0	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	Responsibilities include the marketing, recruitment, and retention of students. Other responsibilities include working with the site principal on the Magnet Programs quarterly progress monitoring reports that reviews student population, academic achievements, coaching data, discipline data, and district needs. Other duties include attending monthly Magnet Program professional development.	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 M&O funds and the other half comes from its deseg 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 SEL lessons in all classrooms. The School Counselor supports and provides professional learning opportunities to support PBIS strategies.	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 SY 2023-24					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus:
Stipend	\$6,000.00	NA	The Instructional Data and Interventions Coordinator (IDIC) use classified stipend funds for the additional duties for tier 2/3 interventions, progress monitor, coaching, and to be available to support K-5 classroom teachers.	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.	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.	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.	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 work on school-wide initiatives. This will include reviewing student data and the creation of action plans for individual students.	AA; PL; MT	Student Achievement
Supplies Fine Arts	\$4,000.00	NA	Holladay will purchase arts supplies for use in the Visual Arts and Performing Arts classrooms.	AA; MT	Student Achievement

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				

Personnel and Non-Personnel Combined

Deseg Budget SY 2023-24	
Personnel Cost	\$414,161.80
Non-Personnel Cost	\$88,146.00
Total Budget	\$502,307.80



TUSD Magnet Programs Improvement Action Plan for Integration and Achievement School Year 2024-2025

Principal: Luke van Schie

School: Mansfeld Magnet Middle School

Magnet Program: STEM Plus

Region: Arroyo Chico

Date Plan Revised: 08/01/2024

Name	Position
Richard Sanchez	Reginal Superintendent
Kamren Taravati	EDI Senior Director
Luke van Schie	Principal
Jodi Gutierrez	Assistant Principal
Bryce Fiero	Magnet Coordinator
Kirsta Mosconi	CSP

Sign

Off:

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

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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 B-rated, integrated school. Mansfeld is also a nationally recognized Top 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 *Plus* (Science, Technology, Engineering, and Math, *plus* arts, music, and sports). To best prepare the diverse student population for a variety of educational opportunities and career choices, Mansfeld has selected 21 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 LEGO Robotics. Throughout all of these classes, students utilize practices of scientists, technicians, engineers, and mathematicians (STEM) to work through all types of problems creatively. These foundational processes teach analytical thinking and problem solving that will make all students successful in furthering their future educational, vocational, and professional pursuits.

Mansfeld was the recipient of a new Verizon Innovative Learning (VILS) Lab grant in the 2020-2021 SY. This grant 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).

C. 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 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

2024-25 Letter Grade	2024-25 Integration Status	Magnet Theme
C	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)
26.1%	10.2%	98%	66%	9.6%	11.4%

School Integration Profile (USP Ethnicity)													
2023-24 100 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	155	19.4%	79	9.9%	507	63.5%	17	2.1%	13	1.6%	28	3.5%	799
Magnet	89	34.9%	21	8.2%	111	43.5%	11	4.3%	4	1.6%	19	7.5%	255
USP Integration Range + / - 15% District MS Avg													
	6-36%		0-25%		44-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District MS Avg													
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%		

F. Achievement Data

Three Year AASA Testing (% Proficient) by Subgroup (USP Ethnicity): **ELA**

	Total			African American			Hispanic/Latino			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	32.2%	33.1%	32.8%	24.1%	28.6%	30%	28.8%	28.1%	28%	54.2%	54.5%	61%
Grade 7	36.5%	35.1%	26.6%	14.3%	21.7%	25%	27.4%	29.9%	19%	76.6%	62.3%	49%
Grade 8	24.8%	33.3%	30.3%	10.3%	19.0%	15%	21.3%	24.8%	23%	47.6%	66.0%	58%

Three Year AASA Testing (% Proficient) by Subgroup (USP Ethnicity): **Math**

	Total			African American			Hispanic/Latino			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.5%	21.5%	18%	16.7%	20.0%	11%	15.8%	15.2%	15%	46.9%	40.0%	42%
Grade 7	20.9%	24.4%	20.2%	0.0%	16.7%	7%	13.8%	19.8%	13%	57.4%	45.3%	45%
Grade 8	22.0%	26.8%	29.6%	13.3%	11.1%	10%	18.0%	18.3%	27%	46.3%	60.4%	48%

Overall Percent Proficient by USP Ethnicity

	ELA			Math		
USP Ethnicity	21-22	22-23	23-24	21-22	22-23	23-24
African American	15.6%	22.6%	24%	11.3%	17.7%	9%
Asian American	53.3%	26.7%	23%	26.7%	33.3%	31%
Hispanic/Latino	26.0%	27.9%	24%	16.5%	17.8%	18%
Multi-racial	32.1%	34.6%	30%	17.2%	42.3%	26%
Native American	10.0%	27.8%	19%	4.8%	5.6%	6%
White/Anglo	60.7%	61.5%	56%	51.1%	49.0%	46%
All	31.4%	34.1%	29.9%	21.8%	24.6%	22.8%

II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

A. 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.

B. 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.

C. 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

III. INTEGRATION

A. Integration: Gap Analysis

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 into 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 8 th grade and is approaching 70% in 6 th grade.	2. The diversity of neighborhood students who enroll and the number of magnet seats available is limited. Magnet seats are no longer allocated to promote diversity.	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 Access Progress and Accomplishment
Goal 1: By SY 2024-2025, Mansfeld will remain an integrated school and reach enrollment goals.	• Enrollment data, disaggregated by race/ethnicity • Recruitment plan • Magnet seat allocations

C. Goal Attainment

1. Strategies to Achieve SMART Goal	
Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 and 2	
Strategies	Strengths and Obstacles
Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.	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. Lottery allocations are no longer made to support diverse student enrollment 2. Feeder neighborhoods are not as diverse 3. School choice decisions ultimately rest with families

2. Action Steps to Implement Strategy

Action Steps to Implement Strategy	Person(s) to Carry Out Task	Timeline/ Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Magnet Coordinator, in collaboration with school and magnet leadership, will continue to discuss constraints and explore possible options to increase enrollment of students who support integration goals ¹	Magnet Coordinator, with school leadership team	May 2025	Personnel contacts	Quarterly enrollment reports	Sign in sheets from meetings
2. Magnet coordinator will develop and implement marketing and recruitment plan that emphasizes neighborhood students who will support integration goals, continuing partnership and outreach to Sam Hughes, Tully, Carrillo, Lineweaver, and Fruchthendler	Magnet Coordinator	July-October 2024	Recruitment materials, mileage, time off campus	Quarterly enrollment reports	Marketing plan and sign in sheets from meetings
3. 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 ²	Magnet Coordinator	July-December 2024	Recruitment materials, mileage, time off campus	Quarterly enrollment reports	Sign in sheets from meetings
4. Magnet coordinator will provide campus tours and opportunities for interested students and parents to encourage enrollment.	Magnet Coordinator	January-April 2025	Teacher participation	Quarterly enrollment reports	Sign in sheets from meetings
5. 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 ³	District	July 2024-May 2025	Marketing materials	Quarterly enrollment reports	Sign in sheets from meetings

¹ MSA Standard 1: Student Recruitment and Selection

² MSA Standard 2: Diversity and Equity

³ MSA Standard 8: District and Magnet Relations

IV. Overall Student Achievement

A. Gaps in Student Achievement

Summary of Overall Student Achievement Data (see page 5)			
Percent of Students Proficient, Change Year over Year			
		2021/22-2022/23 AASA	2022/23-2023/24 AASA
6th Grade:	ELA	+0.9%	-0.3%
	MATH	+1.0%	-3.5%
7th Grade:	ELA	-1.4%	-8.5%
	MATH	+3.5%	-4.2%
8th Grade:	ELA	+8.5%	-3.0%
	MATH	+4.8%	+2.8%
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
By the end of SY 2024-25, 6 th , 7 th , and 8 th grade student ELA percent mastery will increase by 3%, as measured by the AASA assessment.	AASA assessment data, disaggregated by race/ethnicity Monitored by quarterly Benchmark assessment data
By the end of SY 2024-25, 6 th , 7 th , and 8 th grade student Math percent mastery will increase by 3%, 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 goal for proficiency recovery of 3% as suggested by TUSD Assessment and Evaluation.

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: • 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 - Dedicated MTSS role 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 to support students' academic progress when they are in the Responsibility Room Constraints: - Teacher participation - Historically limited strategic targeting of students for interventions and strategic student placement in intervention classes
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Action Steps (Strategy 1): Strengthen consistency of high-quality Tier 1 instruction through job-embedded coaching and professional development)					
Action Steps to Implement Strategy	Person(s) to Carry Out Task	Timeline/ Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Mansfeld School will implement 21 STEM+ (Science, Technology, Engineering, and Math, plus – Art, Music, PE) practices across the curriculum. Discussing practices and how they relate with students. ¹	All Faculty	July 2024-May 2025	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. School Leadership will provide coaching and support for teachers with walkthroughs, the Microsoft form feedback tool, and instructional coaching sessions. [OBJ]	Principal, Vice Principal, CSP, Magnet Coordinator	July 2024-May 2025	Protected Daily PLC Time	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
3. STEM+ focused PLC, facilitated by Magnet	Magnet	July 2024-	7-period day,	Quarterly progress	Quarterly

¹ MSA Standard 5: Instructional Fidelity

Coordinator, will meet weekly to: 1. Introduce STEM+ integration strategies 2. Review and analyze STEM+ curriculum ¹	Coordinator, Teachers	May 2025	STEM Units, STEM+ PLC Calendar	monitoring reports; instructional observation log; CFAs; Benchmarks	Benchmark; assessment; sign in logs; observations
4. 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.	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers	July 2024-May 2025	7-period bell schedule, weekly PLC calendar	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
5. Weekly Wednesday Professional Development (Huddle) will be provided for all Certified Staff following District Initiatives and Magnet Theme. ²	Principal, CSP, Magnet Coordinator	July 2024-May 2025	District PD Calendar & Trainings	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
6. Mansfeld will use Positive Behavior Supports (PBIS) to support a healthy school climate conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.	All Faculty & Staff	July 2024-May 2025	Bulldoggers, Synergy Points App, Prizes	Quarterly progress monitoring reports; Instructional observation logs, Benchmarks	Quarterly benchmark; observation logs
7. The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.	Principal & Evaluation Designees	July 2024-May 2025	Danielson Framework, Training & Materials, Online Evaluation System	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations

¹ MSA Standard 7: Leadership and Educator Development

² MSA Standard 4: Professional Development

8. Magnet Representatives (principal, Magnet Coordinator, 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. [OB]	Magnet Representatives	July 2024-May 2025	Magnet Plan	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
Action Steps (Strategy 2): Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment					
1. Teachers will use data to plan embedded interventions and enrichments to support instructional needs for all students at the Tier 1 level.	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Magnet Counselor Teachers	July 2024-May 2025	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. [OB]	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Magnet Counselor Teachers	July 2024-May 2025	TUSD WebData, PLC Calendar, MTSS	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks
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).	MTSS Facilitator, Student Success Specialist, Dean of Students, Magnet Counselor, Community Liaison, Teachers	July 2024-May 2025	TUSD Web Data, PLC Calendar, MTSS	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks
4. Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instructions.	MTSS Facilitator, Student Success Specialist, Dean of Students, Magnet	July 2024-May 2025	MTSS, UA Tutors, Intervention Classes	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports;

	Counselor, Community Liaison, Teachers				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.	MTSS Facilitator, Student Success Specialist, Dean of Students, Community Liaison, Magnet Counselor, Teachers	July 2024- May 2025	MTSS, UA Tutors, Intervention Classes	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks
6. Students will use IReady to support learning gaps and have targeted practice.	MTSS, Teachers	July 2024- May 2025	IReady Program	IReady Data reporting	IReady quarterly assessments

V. Academic Performance for African American and Latino Students

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

Summary - Gaps in USP Subgroups Performance (African American and Latino)					
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. The table below shows changes in achievement gaps comparing subgroups. Positive reflects a larger gap, negative numbers reflect a closing of the gap.					
		Percent Achievement Gap Change Latino Compared to White AASA		Percent Achievement Gap Change African American Compared to White AASA	
		2021/22-2022/23	2022/23-2023/24	2021/22-2022/23	2022/23-2023/24
6th Grade:	ELA	+1.0%	+6.6%	-4.2%	+5.1%
	MATH	-6.3%	+2.2%	-10.2%	+11.0%
7th Grade:	ELA	-16.8%	-2.4%	-21.7%	-16.6%
	MATH	-18.1%	+6.5%	-28.8%	+9.4%
8th Grade:	ELA	+14.9%	-6.2%	+9.7%	-4.0%
	MATH	+13.8%	-20.2%	+16.3%	-11.3%
Root Cause Analysis					
Identify Top Causes of these Gaps		Identify the Root of these Causes		Identify Foundational Causes	
1. Need of instructional effectiveness that supports the SPARKS (Cultural Relevance) framework.		1. Lack of frequent instructional observations with follow up feedback and job embedded coaching related to SPARKS (Cultural Relevance)		1. Lack of structure that supports SPARKS (Cultural Relevance) on site	
2. Need of Academic Interventions specific to African American and Latino students		2. Lack of school day interventions for African American and Latino students		2. PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.	
3. Need for African American and Latino students to have opportunity to participate in Culturally Relevant ELA courses.		3. Lack of strategic marketing of CRC courses and scheduling of students in CRC courses		3. Counselors to do advertise CRC courses during course selection and do not individually place students in CRC courses	

B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements	Evidence to be used to Assess Progress and Accomplishment
1. By the end of SY 2024-25, 6 th , 7 th , and 8 th grade Latino and African American students will close the reading (ELA) achievement gap between White students by three percentage points as measured by the AASA assessment.	AASA assessment data, disaggregated by race/ethnicity Monitored by quarterly Benchmark assessment data
2. By the end of SY 2024-25, 6 th , 7 th , and 8 th grade Latino and African American students will close the math achievement gap between White students by three percentage points as measured by the AASA assessment.	AASA assessment data, disaggregated by race/ethnicity Monitored by quarterly Benchmark assessment data

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 family involvement and communication regarding community events (STEM Nights), academically oriented events (Open House, Parent-Teacher Conferences), and student progress.	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 Language/transportation barriers

2. Increase culturally relevant instructional practice specific to African American and Latino Students.	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 Lack of strategic recruitment and placement of students in CRC courses
3. 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 (Strategy 1): Increase family involvement and communication regarding community events (STEM Nights), academically-oriented events (Open House, Parent-Teacher Conferences), and student progress.					
Action Steps to Implement Strategy	Person(s) to Carry Out Task	Timeline/ Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. The Magnet Coordinator will organize semester STEM Academic Family Nights with community STEM partners. ¹	Magnet Coordinator	July 2024-May 2025	Community Partners, Volunteers	Quarterly progress monitoring related to family and community partnership survey	Stakeholder Sign in logs, school quality survey data
2. The Leadership Team will support teachers in developing and implementing structures for Student-Led Conferences.	Leadership Team	July 2024-May 2025	Leadership Team, Teachers	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data

¹ MSA Standard 9: Community Engagement and Partnerships

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.	School Community Liaison, Magnet Coordinator	July 2024-May 2025	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 community involvement with activities implemented.	School Community Liaison	July 2024-May 2025	Community Engagement Plan	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school 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...) ¹	Magnet Coordinator	July 2024-May 2025	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. ²	Principal	July 2024-May 2025	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.	Social Media Facilitator	July 2024-May 2025	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.	Principal, Teachers	Aug 2024, Oct 2024, Feb 2025	Marketing, 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

¹ MSA Standard 9: Community Engagement and Partnerships

² MSA Standard 10: Family Engagement and Communication

9. Mansfeld will host Semesterly Bulldog Saturdays for student discipline, volunteer opportunities, campus beautification, and parent professional development.	Leadership Team	August 2024- May 2025	Volunteers, Staff, Community Resources	Progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
Action Steps (Strategy 2): Increase culturally relevant instructional practice specific to African American and Latino Students.					
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.	Principal	July 2024- May 2025	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.	Teachers	July 2024- May 2025	CR Training & STEM Training/ Curriculum	Teachers implement culturally responsive and theme-based instruction.	Instructional observations
Action Steps (Strategy 3): Ensure effective academic interventions for African American and Latino Students					
1. Provide school day Tier III academic interventions for African American and Latino students.	Principal; Magnet Coordinators; Magnet Counselors, 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.	Principal; Magnet Coordinators BOOST Coordinator	Weekly August – May	Lesson Plans ELA/Math connection; added duty	Formative assessment and benchmark data	Formative assessment and benchmark data

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.):

Mansfeld Magnet Personnel Budget 2024-25				
Description	Total	Purpose	MSA Pillar Alignment	Magnet Essential Focus
Magnet Teachers (7.0 FTE)	\$360,000	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
Magnet Coordinator (1.0 FTE)	\$48,000	Magnet Coordinator 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 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	AA, PL	Student Achievement
Added Duty – Tutoring	\$12,000	Tutoring (BOOST) 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.	AA, PL	Student Achievement

		16 hours per week x 30 weeks		
Added Duty – Family Engagement	\$1,000	Facilitation of 2 family 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	\$1,000	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
Substitutes	\$7,000			
Employee Benefits	\$127,600			
Total Personnel	\$556,600			
Total FTE	8.0			
Mansfeld Magnet Non-Personnel Budget 2024-25				
Description	Total	Purpose	MSA Pillar Alignment	Magnet Essential Focus
Instructional Aides	\$1,000	Instructional aides will enhance our STEM curriculum. Teachers will purchase instructional supplies that facilitate STEM-based Problem-Based and Project-Based Learning, including quarterly STEM units.	AA, MT	Academic Achievement
District Supplies	\$2,000	Purchase STEM supplies and materials to support STEM classes.	AA, MT	Academic Achievement
Technology Supplies	\$10,000	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
Technology – Under \$5000	\$1,000	To continue updating our student computer labs.	AA, MT	Academic Achievement
Student Admissions – STEM Field Trips	\$220	STEMbassador student leadership team attends STEM-focused field trips.	AA, MT	Academic Achievement
TUSD Busses	\$600	STEM focused field trips that require bus transportation.	AA, MT	Academic

(Field Trips)				Achievement
Registration – Staff Professional Development	\$1,200	Provide PD opportunities to inspire staff and allow for new ideas to implement quality instruction on campus.	In, AA, PCI, PL, MT	Integration & Academic Achievement
Out of State Travel – Staff PD	\$2,500	Allow for staff to travel to PD opportunities.	In, AA, PCI, PL, MT	Integration & Academic Achievement
Total Non-Personnel	\$18,520			
Mansfeld Magnet Site Budget Totals 2024-25				
Personnel Cost		\$556,600		
Non-Personnel Cost		\$18,520		
Total Budget		\$575,120		

Magnet Programs



**TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY 24-25**

TUCSON UNIFIED
SCHOOL DISTRICT

Principal: Maricella Carranza

School: Roskruge

Magnet Program: Two-Way Dual Language

Region: Santa Cruz

Date Plan Revised: August 14, 2024

Planning Team:

Name	Position	Name	Position
Magnet Coordinator	Aide Silva Cereceres	Assistant Principal	Claudia Perez
Principal	Maricella Carranza	Curriculum Service Provider	Deborah Roche
Teacher		Parent	
Teacher		Community Liaison	Natalia Hoffman

Sign Off:

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

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I. Magnet School Profile

a. Roskruge Vision Statement:

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

b. Roskruge K-8 Bilingual School Mission:

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. Visión 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. Misión 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.

D. School Profile

Letter Grade	Integration Status	Magnet Theme
2022-23: B	2022-23 K-1 Not racially concentrated/2 nd -8th Yes April 2023: Kinder is racially integrated. April 2023:1 st Grade racially concentrated	Two-Way Dual Language
23-24: C	April 2024: Kinder is racially concentrated 1 st grade is racially integrated	Two-Way Dual Language
24-25: B	Racially Concentrated, 84% Hispanic	TWDL

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
12%	91.42% Attendance 23-24 SY 8.58% Absenteeism	99.64%	73%	16.52 % (94 of 569)	11.48% (65 of 569)

School Integration Profile (USP Ethnicity)													
2023-2024 100 ^h Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	46	8.6%	22	3.8%	466	81.9%	23	4.0%	1	0.18%	11	1.9%	569
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%	

E. Achievement Data-AASA Percentage Passing Math

Math													2024 Gr.3	2024 Gr.4	2024 Gr5.	2024 Gr.6	2024 Gr7.	2024 Gr.8
State Avg	39	39	37	31	27	27	43	39	36	31	30	27	43	36	33	30	30	28
District Avg	28	27	24	13	11	12	32	26	24	13	13	14	35	31	31	18	18	22
Roskruge	34	3	26	6	19	8	20	26	45	4	14	4	24	16	20	7	15	4

Achievement Data-AASA Percentage Passing ELA

ELA	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5	2024 Gr. 6	2024 Gr. 7	2024 Gr. 8
State Avg	41	44	39	39	43	36	41	45	37	42	42	37	39	46	38	43	41	35
District Avg	29	33	27	24	26	23	30	33	26	24	25	22	22	360	20	20	20	21
Roskruge	31	39	22	24	28	34	31	25	30	20	28	28	16	32	10	33	29	26

Three Year AZ Merit/AASA by Subgroup
ELA

	African American			Latino			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	No Students Assessed	66	*	25	24	9	66	66	*
Grade 4	No Students Assessed	100	*	42	22	29	0	50	*
Grade 5	No Students Assessed	No Students Assessed	No Students Assessed	19	31	9	40	50	*
Grade 6	*	50	*	24	16	32	28	45	50
Grade 7	*	0	*	24	29	25	100	40	50
Grade 8	*	33	*	32	25	25	50	66	40

Three Year AZ Merit/AASA by Subgroup
Math (* = size is smaller than 10)

	African American			Latino			Anglo		
	22-23	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	32	12	21	*	33	*
Grade 4	*	*	*	36	23	11	*	50	*
Grade 5	*	*	*	22	50	20	*	50	*
Grade 6	*	*	*	7	2.9	7	*	18	*
Grade 7	*	*	*	20	12	15	*	20	*
Grade 8	*	*	*	9	4	4	*	0	*

Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall, 23-24 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	53	29
African American	0	9
Hispanic	28	11
Native American	11	0
Asian-PI	0	0
Multi-Racial	*	*
All	26	12

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 MeritB 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. 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 into 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. AASA data for the 23-24 SY will inform our instructional focus and actions to maintain/improve student outcomes. - Therefore, one needs to increase overall student academic performance to achieve an “A” or “B” label to attract more families. - SY 23-24 enrollment data indicates Roskruge is racially concentrated overall and making progress toward integration at Kinder and 1st grade points of entry. - Multi-year trends: Roskruge’s non-Hispanic enrolled went from 18.758% in 2019-2020, to 15.52% % in 2021-2022. Roskruge experienced an increase of 4.08% in non-Hispanic enrollment during the 22-23 SY resulting in 19.6% non-Hispanic enrollment. Roskruge’s non-Hispanic enrolled in August 2023 15.35%. We experienced a 4.25% decrease compared to SY 22-23. Furthermore, our entry level grades experienced the following non-Hispanic enrollment: 2023-24: Kinder to 40th day: 87.50 % Hispanic 12.5% non-Hispanic 2023-24 First Grade to 40th day: 73.68% Hispanic 26.31% non-Hispanic These data and 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. -					
	21-22 EOSY enrollment as of 5/26/22	22-23 BOSY enrollment of 8/4/2022	2022-2023 100 th Day Enrollment	23-24 BOSY Enrollment as of 8/18/23	23-24 100 th ay Enrollment
Kinder	38	36	43	47	49
First Grade	38	42	47	42	35

Commented [SA1]: Data source:

	White/Anglo	African Amer.	Hispanic	Native Amer.	Asian Amer.	Multiracial
2021-22	6.14%	1.93%	84.74%	5.26%	0.70%	1.23%
2022-23 N: 561 40 th Day	8.4%	3.9%	80.40 %	5%	.70%	1.6%
23-24 as of 8/18	6.72%	6.72%	79.52%	4.48%	0%	2.42%
23-24 40 th Day	8.15%	1.73%	84.40%	4.33%	0.17%	1.01%
23-24 100 th Day	8.10%	1.06%	85.56%	4.05%	0.18%	1.06%
Root Cause Analysis for Integration Gap						
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		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		

Need for increased/refined Communication Strategies Feeder schools Social Media	There are surface gaps related to: - Creating ongoing content on social media that focuses on both. extracurricular and academic activities - Site seeking stronger relationship with outside/district media to highlight	Deep or root causes are related to: A need for increased visibility of production of authentic, high quality, and rigorous academic work (student work displayed in classrooms hallways, social media, and school website) based on common questions that
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	Roskruge's Folklorico 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 & School Community Department) • Targeted recruitment efforts for entry grades to both integrate and linguistically balance classes.	potential parents/students have during tours. ◇ A need for discussion among all staff for a common understanding of what this looks like and sounds like as it relates to our Collective Commitments. ◇ A need for determining what and how is made evident via our website/school/social media.
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B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By December 1 st SY 2024-25-, Roskruge will increase non-Latino enrollment by 5% in kindergarten, as measured by the 40 th Day Enrollment Reports.	• Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings • Magnet Enrollment Plan • Smart Choice
2. By February 15 th , 2024-25 SY, Roskruge will retain 95% of enrolled Kinder and 1 st grade students to ensure continuous integration efforts year after year, as measured by 100 th enrollment reports.	• 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 teachers can add class events, guest speakers details or activities they want to highlight 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. - Rational for the above.: What happens in the classroom is critical to attracting and keeping families. Conversely, the quality of instruction captured in the images, and videos, can become a powerful marketing, recruitment and retention tool. Some of these strategies, if agreed upon, may be best connected to the section Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1: Strengthen Tier I instruction	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 - Survey teachers about special activities/guest speakers they plan to have during the school year. Highlighting these events on social media platforms can support our marketing efforts. - Create a Master Calendar of events editable by all. - School Mint: Marketing Strategies - Spanish Screener- Implementation started Feb. 2024. Constraints: - Access to non-district parent contact information for communication. - Content on social media:

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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 Roskruge stark card with most current: - Mission - Vision - Logo - Appealing language and diverse photos for enrollment (need	Magnet Coordinator	Aug. 2024-May 2025	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. 2023-May 2024	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. Social Media Presence - Create two posts per week or 4 per month on our Facebook site & TUSD web page highlighting: - Kindergarten students - First grade students "Specials," i.e. Mariachi and Folklorico - Production of student-led promotional video	Magnet Coordinator; Back up: Assistant Principal	Aug. 2023-May 2024	Access to the site Facebook page Access to the site TUSD web page A digital camera (We can use it to quickly upload content to our social media platforms).	During quarterly progress monitoring reports to the Magnet	Facebook analytic reports

Explore creating content via other social media platforms ie. Instagram.				Department, include information Social Media Analytics	
4. If budget permits, allocate funds for the Kinder Jumpstart summer experience.	Principal	Summer 2024	Identify which budget we can fund this through	Secure funds by (date needed)	
5. 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	SY 2024-May 2025	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:		
ELA: There a data points that point to observed data in ELA, which possibly include inconsistent instructional practices across grade levels, leading to gaps in comprehension, fluency, etc. Additionally, there have been staffing inconsistencies and possible absences related to targeted interventions and differentiated supports for diverse learners.	Math: Gap analysis indicates mathematics data is a result of gaps in conceptual understanding and inconsistent implementation of research-based instructional strategies across grade levels. Many students may lack access to targeted interventions that address specific skill deficits, particularly in foundational numeracy and problem-solving.	
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.	Need to increase the frequency of focused instructional observations by week/month/Quarter with follow-up feedback and job embedded coaching and/or PD	Opportunities for consistent/frequent instructional observations with follow-up feedback and job embedded coaching often interrupted by other school needs
2. Some elementary grade challenges keeping pace with district curriculum maps/scope-sequence.	Adoptions spiral design conflicting with re teaching skills for mastery.	Negative impact on implementation / pacing of ELA/SLA curriculum

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

3. 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

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, 2025, ELA proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports. 2. *By June, 2025, Mathematics proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports. 3. Fall 2024-2025 SY, Roskruge will receive support visits from the Magnet department,	2024 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 in 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 (Constrains)
1. Strengthen consistency of high-quality Tier 1 instruction through: • Job embedded coaching, • Cross grade level articulation/collaboration • Provide research-based instructional strategies/resources • Plan and deliver professional development aligned to areas of need such as: ◦ Thinking Maps ◦ Quarterly Benchmark data analysis to inform instructional Cycles. • Teacher-led/job-embedded professional development to support Tier I instruction within our TWDL program model. • Instructional rounds (during CTTs)	Supports: • Language Acquisition TWDL program model • Teachers 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 SY 22-23) • Differentiated professional development • Magnet Coordinator, provides job embedded/theme-aligned professional development and community partnerships for teachers • Continued need for training/follow-up training on data-literacy, Guided Reading, GLAD/Thinking Maps ◦ In person following up GLAD training • 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 • Phonics skills across grades levels-----ie. Zoo Phonics 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. Consideration for re-instating the Intervention/re-teach/sessions (during one CTT per week)	Supports: • Access to formative assessment tools • RTI Math Teacher at the middle school • RTI ELA at the middle school---Not for 24-25SY • 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 <u>engaging</u> 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: • Need more theme-based partnerships to help promote bilingualism • Family member availability, low turnout • Lack of a SY calendar listing family engagement activities Note: Liz Hanson, our Community Liaison and Aide Silva, Magnet Coordinator, created the calendar for SY 23-24
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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 walkthrough trends, such as: • How to articulate success criteria for lesson's objective • Ways to implement lesson-embedded assessment of the learning	Principal; Assistant Principal; Curriculum Service Provider Magnet Coordinator, MTSS, Reading Interventionist, DL itinerant teachers	Aug. 2024- May 2025	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOP Strategies GLAD strategies PD presentations	Short cycle assessments; benchmark assessments; instructional observation data	Documented Walkthrough and Coaching data Short Cycle assessments; benchmark assessments; end of year evaluations Student work

• How to establish effective Guided Reading structures • Ways to encourage/support accountable student talk • Writing rubrics student/teacher co-created with exemplars.			Checklist PD calendar		
2. The 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	Monthly (Contingent on School's Letter grade)	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data
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	Principal; Assistant Principal; ELA RTI	Aug. 2024 May 2025	23-24AASA Data to identify targeted ELA	Short cycle assessments benchmark assessments	Short cycle assessment data; benchmark

entry.	teacher? Math RTI teacher SLA teachers		/SLA and Math groups RTI Schedule that is embedded into the school day (pending administrative final decision)	PLCs will monitor assessment data to adjust small groups every 4-6 weeks	data
2. Train Teacher 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 Continued creation/maintenance of: • Cafecitos • Class Dojo • Monthly calendar of events	Principal Asst. Principal Family Magnet Coordinator MTSSS Community Liaison	Throughout the school year Aug. 2024- 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	School-wide data, attendance logs for events/meetings, meeting agendas and notes

• Family engagement team • Community Resources Bulleting board • Parent Focus group (an annual event) • Title I events (literacy/math night)				board	
2. Schedule, plan and execute academic training for families 2-3 times to support academic achievement in reading/math: • Math Night • Literacy Night • Understanding State Assess student results • 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 Calendar of events Timely communication to families PPT presentation	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

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 Hispanic students in ELA by 25% • White students outperform Hispanic students in Mathematics by 18% • White students outperform African American in Mathematics by 20% • White students outperform African American students in ELA by 53

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. • Needed support to effectively implement the 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 2025, 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 2025, 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.	2024 AASA Scores Quarterly Benchmark data
1. By June 2024, the mathematics achievement gap between Latino students and White students will be closed by 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 three percentage points as measured by the Arizona Academic Standards Assessment.	2024 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 Acquisition TWDL 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: • Lack of PLCs support on 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
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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 2024	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. 2024- May 2025	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

	Principal Magnet Coordinator CSP Teachers West Ed Rep	6 sessions, Semester 1	Magnet Dept West Ed	instructional walkthrough data	Instructional Walkthrough data Quarterly Benchmarks
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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/Math 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/Math connection	Short cycle assessment and benchmark data	Formative assessment and benchmark data

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

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

#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 without prior dual language experience. This also provides an opportunity for students to take Algebra (an Advanced Learning Experiences course) in 8 th grade for high school credit.	In AA MT	Student Academic Achievement
Spanish Teachers		2.0	All 6 th -8 th grade students are enrolled in Spanish as a core class to fulfill the TWDL program requirements in progress of the pathway. This also increases the number of students that participate in Advanced Learning Experiences (ALE) for opportunities to be promoted from Roskrige with Spanish high school credits.	In AA MT	Student Academic Achievement
Technology Teacher	46,200	1.0	Supports our Professional Learning Communities and Collaborative Teacher Teams by providing time for teachers to review data and support students with Tier 2 interventions in our elementary grades (K-5). Computer science classes provide real-world 21 st Century skills that support the TWDL program and the global digital world.	PL In AA	Student Academic Achievement
Mariachi 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
Library Media Specialist	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	11.65			

Standard of Excellence 8: District and Magnet Relations

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 families with supplies that support school academic events for student growth and achievement.	In PCI	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	\$749,131.01

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

TUSD Magnet Programs Improvement Action Plan for Integration and Achievement SY2024-25

Principal: Sean Wilken

School: Tully GATE Elementary Magnet

Magnet Program: Open Access Gate-STEAM.

EMPOWERD

Region: Silverbell

Date Plan Revised: 10/01/2024

Planning Team:

Name	Position	Name	Position
Sean Wilken	Principal	Michelle McCollum	Magnet Coordinator
Joy Haywood	MTSS Coordinator	Jill Maxwell	CSP
Karina Ramirez	2 nd Grade Teacher ELD Blend	Nathan Taylor	5 th Grade Teacher

Sign Off:

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

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VI. Magnet School Budget (page 31)

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 and added a STEAM emphasis. 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 empowered 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

Tully GATE Magnet Elementary School believes that all students are creative thinkers. We strive to provide experiences for our students that promote critical thinking and a passion for problem solving in real-life situations. We encourage students to celebrate their individuality through culturally relevant curriculum and opportunities to design, build, and create STEAM projects.

D. Core Values

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

E. School Profile – Update this data information

2023-24 Letter Grade	2023-24 Integration Status	Magnet Theme
C	Integrated	Open Access GATE STEAM

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
15.38%	93%	99%	98%	18%	22%

School Integration Profile (USP Ethnicity)													
2024-25 40 th Day	White		African American		Hispanic/ Latino		Nativ America		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	21	9.9	34	16	134	62.9	10	4.7	9	4.2	5	2.3	213
Non-neighborhood	10		14		57		6		7		2	0	
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 Math Percent Proficiency by Grade									
Math	2022 Gr. 3	2022 Gr. 4	2022 G. 5	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5
State ES Avg	39	39	37	43	39	36	43	36	33
District ES Avg	28	27	27	33	27	25	33	26	24
Tully ES Avg	7	11	4	18	15	12	17	12	3

3 Years of AzMERIT/AASA ELA Percent Proficiency by Grade									
ELA	2022 G. 3	2022 G. 4	2022 G. 5	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5
State ES Avg	41	44	39	41	45	37	39	46	38
District ES Avg	29	33	27	30	34	26	28	35	27
Tully ES Avg	10	12	12	15	8	12	17	29	15

Three Year AZ Merit/AASA by Subgroup

ELA data

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0 (0/4)	0 (0/9)	12 (1/8)	9 (2/22)	7 (2/28)	12 (3/25)	20 (2/10)	25 (2/8)	25 (1/ 4)
Grade 4	0 (0/9)	0 (0/5)	33 (2/6)	24 (5/21)	13 (3/24)	19 (5/27)	0 (0/3)	0 (0/4)	40 (2/5)
Grade 5	0 (0/7)	0 (0/6)	0 (0/5)	13 (4/32)	21 (5/24)	19 (5/26)	14 (1/7)	0 (0/2)	0 (0/5)
WS	0 (0/20)	0 (0/20)	16 (3/19)	15 (11/75)	20 (10/51)	17 (13/78)	15 (3/20)	14 (2/14)	21 (3/14)

Three Year AZ Merit/AASA by Subgroup
Math data

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0 (0/4)	11 (1/9)	25 (2/8)	0 (0/26)	11 (3/28)	8 (2/26)	27 (3/11)	25 (2/8)	25 (1 /4)
Grade 4	11 (1/9)	40 (2/5)	0 (0/6)	17 (4/23)	16 (4/25)	11 (3/27)	0 (0/3)	0 (0/4)	20 (1/5)
Grade 5	0 (0/7)	0 (0/7)	0 (0/5)	3 (1/32)	21 (5/24)	4 (1/26)	14 (1/7)	0 (0/4)	0 (0/5)
WS	5 (1/20)	14 (3/21)	11 (2/19)	6 (5/81)	19 (12/77)	8 (6/79)	20 (4/21)	13 (2/16)	14 (2/14)

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 2023-2024 AASA Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	ELA	Math
White	21%	14%
African American	15%	10%
Hispanic	17%	8%
Native American	40%	20%
Asian-PI	50%	33%
Multi-Racial	100%	0%
All	20%	11%

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.

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 gap analysis. This information will help to identify needs to more effectively integrate into 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 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 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 and 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. Consistent practices and support for ELL students	There are surface gaps related to: • Lack of use of ELL Strategies in tier 1 instruction. • ELL students not getting the specialized instruction that matches their ability levels.	Deep root causes are related to: • Lack of professional development in ELL strategies • No system for supporting teachers and students falling behind.

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By November 1st of SY 2024-2025, Tully will remain integrated, as measured by the 100 th day enrollment reports.	Enrollment data from the Synergy database
2. By the 40 th day of SY 2024-2025, Tully will have increased school enrollment to 300 students, an increase of 33 students (including neighborhood and magnet students) for SY 2024-2025, as measured by 40 th 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 • Differentiate PD with measurable objectives and goals 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 24-25	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 Coordinator	Throughout SY 24-25	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. 2024- May 2025	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–2024 February 2025	Brichta Parent Liaison	Quarterly enrollment reports	Email, fliers, Parent Link, on-site recruitment
5. Attend Brichta family engagement events	Kinder Team Principal	Throughout SY 24-25	Brichta Parent Liaison	Brichta 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. 2024- May 2025	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 24-25	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, DMAFB, FCC Tucson, Water Shed Management Group, Girl Scouts, Saguaro National Park, PSOMAS, Starbucks (WM Black Partner Network) - Possible Partnerships:	Magnet Coordinator Family Engagement Liaison	Throughout SY 24-25	Partner letter	Front office sign-in sheets, Event sign-in sheets 21 st 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 24-25	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 22-23 (ELA) – 16% • 4th Grade AZ Merit Proficiency in SY 22-23 (ELA) – 8% • 5th Grade AZ Merit Proficiency in SY 22-23 (ELA) – 13% • 3rd Grade AZ Merit Proficiency in SY 22-23 (Math) – 18% • 4th Grade AZ Merit Proficiency in SY 21-22 (Math) – 15% • 5th Grade AZ Merit Proficiency in SY 21-22 (Math) – 12% 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. Lack of teaching to standards and daily objectives	1. Professional development and coaching towards effective teaching to the standards.
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 tier 1 student engagement strategies	3. Consistent PD in the area of tier 1 student engagement and coaching	4. Effective PLC structure to support individual engagement strategies

B. SMART Goals for Overall Student Achievement

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<u>Overall Student Achievement</u> 1. *By June 2025, 3rd grade student achievement will increase by 3% in ELA, moving from 16% proficiency in 2022 to a proficiency rate of 19%, as measured by AASA results. 2. *By June 2025, 4th grade student achievement will increase by 3% in ELA, moving from 8% proficiency in 2022 to a proficiency rate of 11%, as measured by AASA results 3. *By June 2025, 5th grade student achievement will increase by 3% in ELA, moving from 13% proficiency in 2021 to a proficiency rate of 16%, as measured by AASA results.	2024 AASA Scores Benchmark assessment data
1. *By June 2025, 3rd grade student achievement will increase by 3% in Math, moving from 18% proficiency in 2022 to a proficiency rate of 21%, as measured by AASA results. 2. *By June 2025, 4th grade student achievement will increase by 3% in Math, moving from 15% proficiency in 2021 to a proficiency rate of 18%, as measured by AASA results 3. *By June 2025, 5th grade student achievement will increase by 3% in Math, moving from 12% proficiency in 2021 to a proficiency rate of 15%, as measured by AASA results.	2024 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.

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
1. Job embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.	Supports: • Staff to support with observations and coaching • Magnet Coordinator • MTSS Coordinator • Principal Constraints: • Need for coaching/mentoring around classroom management and vigorous instruction
2. Professional development and coaching that supports Guided Reading that aligns with quarterly standards.	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
3. Academic Interventions to close achievement gaps	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

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 tier 3 teachers weekly and tier 1-2 teachers biweekly.	Principal; Magnet Coordinator MTSS Coordinator	Aug. 2024- May 2025	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 strategies and vigorous instructional practice.	Principal Magnet PDAT Magnet Coordinator MTSS Coordinator	Aug. 2024- May 2025	Instructional protocol	• Observation Data • Student Presentation s of learning • Student data binders	Short cycle unit assessments Benchmark assessments Reach assessment
3. Menu-Based Weekly PD Strands focused on: * Literacy Strategies (2-3 Sessions) * Classroom Management/Lesson Planning (2-3 Sessions) * Engagement Strategies (2-3 Sessions) * SPARKS (2-3 Sessions)	Principal Magnet Coordinator MTSS Coordinator	Aug. 2024- May 2025	Instructional protocol Magnet Dept.	Observation data	Short cycle unit assessments Benchmark assessments EOY evaluations

4. ITL will create a 1:1 coaching and support for all teachers. 1:1 peer coaching. Coaches (Principal, Magnet Coordinator, MTSS Coordinator and Reading Specialist) will match all teachers to one of these coaches. Teams will meet weekly, monthly or as needed to support teachers to elevate and strengthen their instruction based on student academic standards.	MTSS West Ed Leadership Team	August 2024-May 2025	-Principal input, regarding teachers coaching frequency -Principal expectation that teachers meet with MTSS Coordinator -MTSS 1:1 Coaching Calendar	-MTSS Coaching /Feedback Notes/observations -Quarterly Benchmark Data -Weekly Formative Assessments	-MTSS 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/Calendar d 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	MTSS Principal; Magnet Coordinator; Interventionists	August	-24/25 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	-24/25 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 2025, 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 2025, 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.	2024 AASA Scores Monitored by quarterly benchmark assessments
1. *By June 2025, 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 2025, 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.	

** 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 MTSS	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 MTSS	Each academic quarter	List PD schedule on the master calendar	Formative assessments Benchmark assessment	Observation logs
2. The School Site Administrator and Magnet Coordinator and MTSS Coordinator will participate in weekly Leadership Development facilitated by	Principal Magnet Coordinator MTSS	Weekly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data

the Magnet Sr Director and supported by the Magnet Program Manager.	Magnet Dept				
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
<i>** 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.</i> <i>* 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.</i>					

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	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
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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 1 instruction 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 21 st century learning.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: CRP SA Goal 5 Strat: GATE Fundamental Practices
Professional/Educational Contr	\$1,350	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			
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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
SY2024-
2025**

Principal: Cathy Comstock

School: Tucson High Magnet School

Magnet Program:

Science and Fine & Performing Arts

Region: Santa Cruz

Date Plan Revised: 11/15/2024

Planning Team:

Name	Position	Name	Position
Mariel Celaya Hall	Magnet Coordinator	April Armstrong	Curriculum Service Provider
Elizabeth Cerepak	Instructional Data and Intervention Specialist	Cathy Comstock	Interim Principal
Crystal Montante	Magnet Counselor	Scott Whaley	Curriculum Service Provider
Kyle Reza	Fine Arts Teacher, Dept. Chair	Rebecca Redding	Science Teacher, Dept. Chair
Alicia Gauna Aguero	Office Manager		

Sign Off:

Position	Name	Signature	Date
Interim Principal	Cathy Comstock		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

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- c. Goal Attainment
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- **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 (based on the 100th day data) is 3,041; magnet student enrollment totals 62% of our student population. Presently 1,137 students attend Tucson High Magnet School as Fine Arts magnet students. Presently 730 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, 3 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 2024, Tucson High was recertified and 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.

- **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:

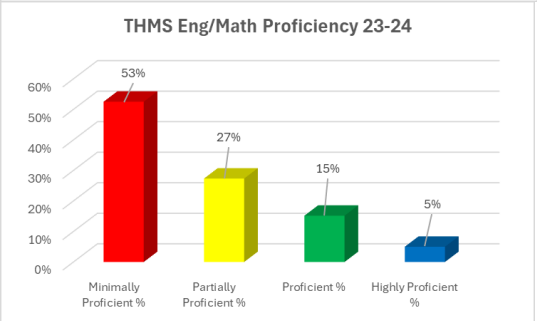
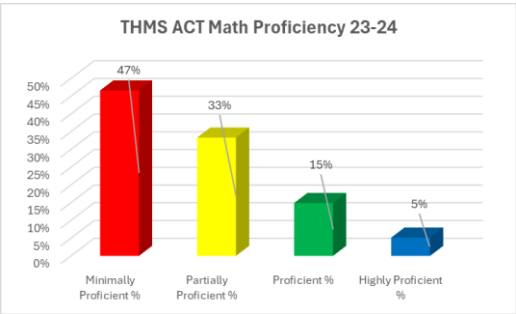
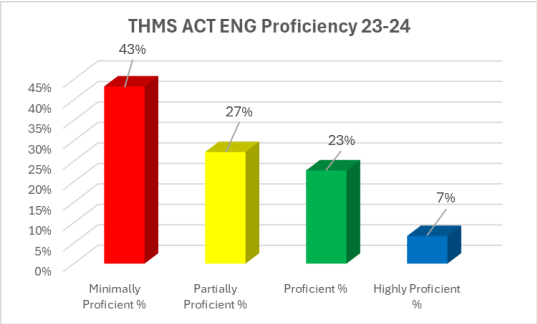
- o R Respect and appreciate cultural diversity.
- o E Exhibit creativity, personal courage, and risk taking to reach potential.
- o S Successfully realize attainable goals and master essential skills.
- o P Preserve tradition.
- o E Ensure an environment for equal opportunity.
- o C Continue interaction with the community.
- o T Take responsibility seriously.

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- **School Profile**

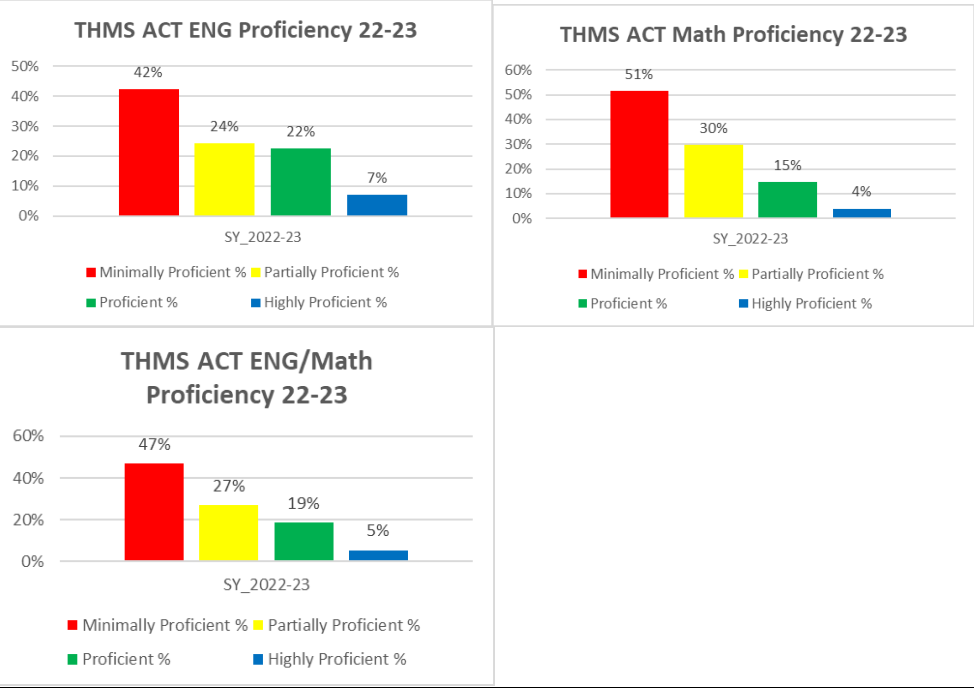
2024-2025 Letter Grade										Magnet Theme						
B										Science and Fine/Performing Arts						
Mobility (Rate)	Absenteeism (Rate)				Promotion (Rate)				F&RL Students				EL Students		Ex Ed Students)	
21.35	17.94%				91.28%				74.65%				5.47%		10.3%	
Enrollment	White		African American		Hispanic/ Latino		Native Amer.		Asian/ Pacific Islander		Multi-Racial		Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N			
2024-25 Enrollment	421	15%	181	6%	2054	71%	109	3.7%	45	1.5%	96	3.5%	3091			
2024-25 HS Dist. Avg	2325	19%	904	7.3%	7872	63.2%	398	3.2%	444	3.6%	561	4.2%	13069			
	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%							

• **ACT Achievement Data 23-24**



Ethnicity 22-23	Overall % Proficiency 22-23
White	47.5%
African American	56.3%
Hispanic	19%
Native American	18.5%
Asian	56.3%
Multiracial	56.3%
TOTAL	24.7%

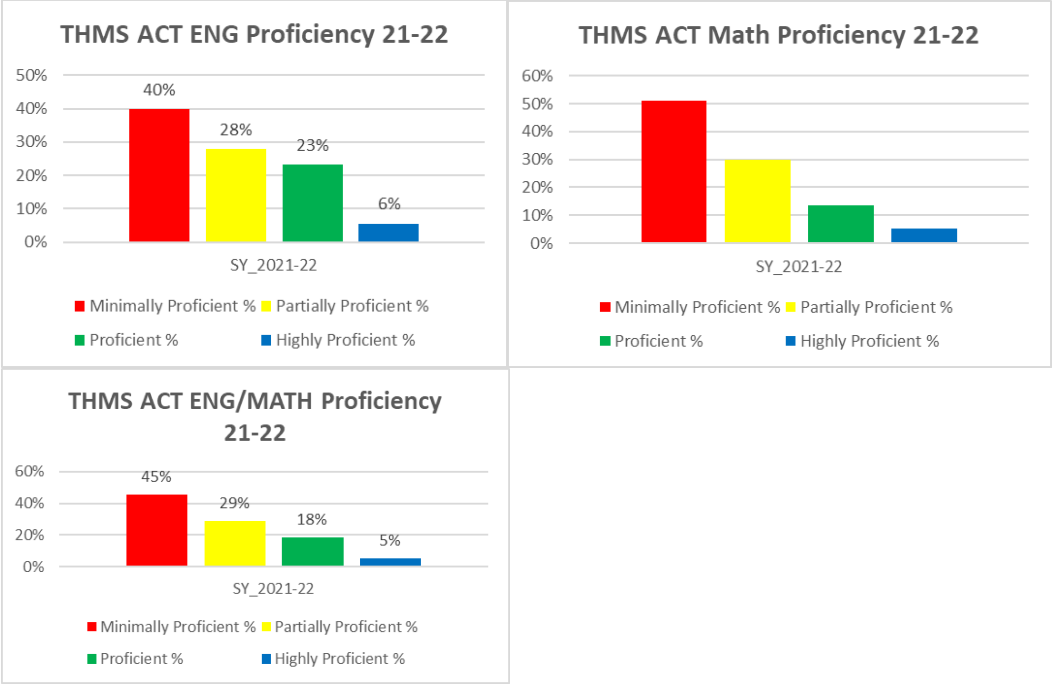
• **ACT Achievement Data 22-23**



Ethnicity 22-23	Overall % Proficiency 22-23
White	52%
African American	22%
Hispanic	20%
Native American	22%
Asian	29%
Multiracial	26%

TOTAL	26.2%
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• **ACT Achievement Data 21-22**



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

Ethnicity	% Proficiency
White	47%
African American	24%
Hispanic	22%
Native American	15%
Asian	31%

Multiracial	19%
TOTAL	25.6%

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.

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

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- **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.

- **INTEGRATION**

- **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: ○ Lack of training related to effectively utilize digital tools to target enrollment audiences ○ 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 1 st , of SY 2024– 2025, Tucson High Magnet School will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40 th 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, 2024 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 2025 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).
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	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
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2. Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
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.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
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	Magnet Coordinator and Magnet Counselor	Aug. 2024- May 2025	Recruiting folders with brochures, freshman electives, sports and clubs list, etc.	Magnet Semester Progress Monitoring Presentation, Sign in sheets for Recruiting and Retention events, data comparisons from year to year by semester.	Magnet Semester Progress Monitoring Presentation Data from Sign in sheets for Recruiting and Data from Retention Events Data; 40th and 100th day ethnicity data
2. Fall Magnet Open House. This will showcase all programs in Science and Fine Arts, and to maintain a diverse Community outreach² goal by sending personal invites to specific programs and groups within the community that can diversify our	Magnet	Aug. 2024-	Invitational Social Media Community Partner Invites	Magnet Semester Progress Monitoring Presentation,	Magnet Semester Progress Monitoring Presentation,

¹ Student Recruitment and Selection: MSA Standard 1

² Community engagement and partnership; MSA Standard 9

future enrollment. Current 8 th 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 2025	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. Recruitment folders distributed. Parent links will be sent electronically.	sheets for Recruiting and Retention events	for Recruiting and Retention events; 40 th and 100 th day ethnicity data

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. 2024-May 2025	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 Sign in sheets for Recruiting and Retention events; 40 th and 100 th 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. 2024-May 2025	Science and Fine Arts manipulatives used by 8 th 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; 40 th and 100 th day ethnicity data

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 Communications department.	February 2025	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; 40 th and 100 th day ethnicity data
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. 2024-May 2025	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 ; 40 th and 100 th day ethnicity data

⁷ Student Recruitment and Selection: MSA Standard 1

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
<u>Overall Student Achievement</u> <u>ELA:</u> • By June, 2025, 11th grade student achievement will increase from 22% to 26% proficiency on the ELA Arizona State Assessment(s). <u>Math</u> • By June, 2025, 11th grade student achievement will increase from 18% to 25% on the mathematics Arizona State Assessment(s).	2024 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 2024-2025 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-participants

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
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	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
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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. 2024-May 2025	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
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	CSP, IDIS, Magnet Coordinator, Magnet Department Heads	Aug. 2024-May 2025	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

¹¹ Leadership, and educational development; MSA Standard 7

document these on the IFC. ¹²					
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¹² Professional development; MSA Standard 4

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. 2024-May 2025	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. 2024-May 2025	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

¹³ Instructional Fidelity; MSA Standard 5

¹⁴ Student Achievement; MSA Standard 6

¹⁵ Instructional Fidelity; MSA Standard 5

	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

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

				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

¹⁹ The walkthrough framework is based on Solution Tree Research with Mike Mattos; [K12 Professional Development \(solutiontree.com\)](https://www.solutiontree.com/k12-professional-development)

²⁰ Student Achievement; MSA Standard 6

²¹ Instructional Fidelity; MSA Standard 5

²² Student Achievement; MSA Standard 6

6. Enroll students identified on “F” List or lower 25% in 21st 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 MTSS Intervention Team	Benchmark Data and CFA progress monitoring, Admin/ILT PLC drop-ins or walk-throughs
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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
- By June 2025, 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. - By June 2025, 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.	2024 Assessment Scores
- By June 2025, 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 2025, 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 2024	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Staff sign in for PD
	Principal;	Aug. 2024-May 2025	SPARKS instructional protocol	Formative assessments;	Formative assessments;
2. Utilize daily instructional observations that looks for employed SPARKS strategies across the Curriculum. ²⁶	Curriculum Service Provider			benchmark assessments tied to African American and Latino students	benchmark assessments tied to African American and Latino students

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

²⁵ Student Achievement; MSA Standard 6

²⁶ Student Achievement; MSA Standard 6

²⁷ Student Achievement; MSA Standard 6

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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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 2024-2025 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

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
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					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 2024-2025 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 2025-2026

Principal: Eric Brock

School: Palo Verde High Magnet School

Magnet Program: STEAM

Region: Arcadia

Date Plan Revised: 5/1/2025

Planning Team:

Name	Position	Name	Position
Jennifer Maynard	Magnet Coordinator	Eric Brock	Principal
Damon Lovato	Assistant Principal	Megan Hughes	Instructional Data Interventionist
No CSP for 2024-2025	CSP		

Sign Off:

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

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1. Magnet School Profile

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

2024-2025 State Letter Grade	2024-2025 Integration Status	Magnet Theme
B	Integrated	STEAM

Student Profile 2024-2025 – Day 40 Enrollment					
Mobility Rate	Absenteeism Rate	Promotion Rate	F&RL	EL Students	ExEd Students
46.18%	20%	87%	98%	24.37%	29%

School Integration Profile (Federal Ethnicity) 2024-2025 - Day 40 Enrollment												
White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-Racial		Total
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
162	20.56%	133	16.88%	390	49.49%	16	2.03%	48	6.09%	39	4.95%	788

Federal Integration Range +/- 15% District HS Average						
White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	
4%-34%	0%-22%	48%-70%	0%-18%	0%-18%	0%-19%	

Future Integration Range +/- 25% District HS Average						
White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	
0%-44%	0%-32%	38%-70%	0%-28%	0%-28%	0%-29%	

Previous Year Information

2023-2024 State Letter Grade	2023-2024 Integration Status	Magnet Theme
D	Integrated	STEAM

Student Profile 2023-2024 – Day 40 Enrollment					
Mobility Rate	Absenteeism Rate	Promotion Rate	F&RL	EL Students	ExEd Students
53.67%	20%	87%	69%	19.97%	29%

School Integration Profile (Federal Ethnicity) 2023-2024 - Day 40 Enrollment												
White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-Racial		Total
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
168	24.6%	87	12.74%	365	53.44%	17	2.49%	1	2.3%	30	4.39%	683

Federal Integration Range +/- 15% District HS Average						
White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	
4%-34%	0%-22%	48%-70%	0%-18%	0%-18%	0%-19%	

Future Integration Range +/- 25% District HS Average						
White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	
0%-44%	0%-32%	38%-70%	0%-28%	0%-28%	0%-29%	

F. Achievement Data

OVERALL ACT DATA			
ACT Test Scores 2025-2026 (Spring 2026)		ACT Test Scores 2024-2025 (Spring 2025)	
Composite for PV		Composite for PV	
Composite for TUSD		Composite for TUSD	
English subtest		English subtest	
Reading subtest		Reading subtest	
Math subtest		Math subtest	
Science subtest		Science subtest	

Scores not available as of May 1, 2025

OVERALL ACT DATA (HISTORICAL)			
ACT Test Scores 2023-2024 (Spring 2024)		ACT Test Scores 2022-2023 (Spring 2023)	
Composite for PV	16.19	Composite for PV	15.36
Composite for TUSD	16.66	Composite for TUSD	16.74
English subtest	15.93	English subtest	14.32
Reading subtest	16.35	Reading subtest	15.56
Math subtest	15.98	Math subtest	15.46
Science subtest	16.30	Science subtest	15.73

*green indicates an improvement from previous year.

OVERALL ACT DATA (HISTORICAL)

ACT Test Scores 2021-2022 (Spring 2022)		ACT Test Scores 2020-2021 (Spring 2021)	
Composite for PV	16.32	Composite for PV	16.01
Composite for TUSD	16.86	Composite for TUSD	17.61
English subtest	15.91	English subtest	14.89
Reading subtest	16.08	Reading subtest	15.99
Math subtest	16.42	Math subtest	16.61
Science subtest	16.42	Science subtest	16.10

Average Scale Scores Spring 2026	Average Scale Scores Spring 2025 Palo Verde High Magnet School ranked
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Scores not available as of May 1, 2025

Average Scale Scores Spring 2024 Palo Verde High Magnet School ranked 5 th overall						Average Scale Scores Spring 2023 Palo Verde High Magnet School ranked 7 th					
Average Scale Scores						School Name	Composite	English	Math	Reading	Science
School Name	Composite	English	Math	Reading	Science						
Alternative 2 (TAP)	11.75	9.50	14.25	10.75	12.25	Alternative 2 (TAP)	13.27	11.91	14.55	12.64	13.64
Catalina	15.06	13.66	15.05	15.14	15.95	C.O.L.E. Online (AGAVE)	15.09	14.70	15.78	16.00	15.96
Cholla	14.91	14.19	14.74	14.68	15.62	Catalina	13.93	13.22	14.45	13.62	14.69
Innovation Tech	16.84	16.57	15.94	17.35	16.83	Cholla	14.24	13.08	14.44	13.86	15.11
Palo Verde Magnet	16.19	15.93	15.98	16.35	16.30	Innovation Tech	16.88	16.30	16.23	17.20	17.28
Project MORE	13.14	11.93	13.79	12.57	14.14	Meredith	7.00	9.00	14.00	6.60	8.60
Pueblo	14.72	13.73	14.76	14.35	15.51	Palo Verde Magnet	15.36	14.32	15.46	15.56	15.73
Rincon	16.54	15.93	16.26	16.67	16.85	Project MORE	13.55	12.09	14.36	12.73	14.36
Sabino	18.49	18.33	18.83	18.44	18.09	Pueblo	14.69	13.89	15.10	14.22	15.41
Sahuaro	16.05	15.63	15.54	16.34	16.18	Rincon	16.40	16.24	16.10	16.33	16.46
Santa Rita	14.37	13.36	14.48	14.32	15.09	Sabino	17.41	17.53	17.58	17.13	17.05
Tucson Magnet	16.10	15.25	16.18	16.08	16.50	Sahuaro	15.67	15.47	15.58	15.51	16.06
TUVA	15.27	14.83	14.73	15.20	16.00	Santa Rita	14.20	12.95	14.39	13.62	15.35
University	27.75	27.57	28.23	27.75	26.95	Tucson Magnet	16.37	15.78	16.07	16.63	16.75
Total	16.66	15.98	16.60	16.62	16.99	TUVA	15.10	15.32	15.11	14.59	15.19
						University	27.59	27.62	27.70	28.21	26.33
						Total	16.74	16.23	16.78	16.69	17.01

Average Scale Scores Spring 2022	Average Scale Scores Spring 2021
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Palo Verde High Magnet School ranked 3 rd (with a tie)						Palo Verde High Magnet School ranked 4 th					
School Name	Composite	English	Math	Reading	Science	School Name	Composite	English	Math	Reading	Science
Alternative 2 (TAP)	12.71	11.43	13.14	12.43	13.29	Alternative 2 (TAP)	12.71	11.43	13.14	12.43	13.29
C.O.L.E. Online (AGAVE)	15.30	14.22	15.30	15.41	16.00	C.O.L.E. Online (AGAVE)	14.48	13.30	14.52	14.44	15.44
Catalina	14.01	13.10	14.78	13.74	14.15	Catalina	14.01	13.10	14.78	13.74	14.15
Cholla	14.69	14.07	14.95	14.45	15.12	Cholla	14.73	14.13	14.97	14.53	15.14
Innovation Tech	17.04	16.20	15.78	18.14	17.43	Innovation Tech	17.14	16.32	15.84	18.28	17.50
Meredith	12.33	9.33	12.33	12.33	14.67	Meredith	12.33	9.33	12.33	12.33	14.67
Palo Verde Magnet	16.32	15.91	16.42	16.08	16.42	Palo Verde Magnet	16.39	16.03	16.44	16.21	16.45
Project MORE	15.50	15.25	15.00	15.25	16.00	Project MORE	15.50	15.25	15.00	15.25	16.00
Pueblo	14.62	13.84	14.92	14.79	14.91	Pueblo	14.65	13.90	14.94	14.81	14.92
Rincon	15.30	14.72	15.59	15.14	15.60	Rincon	15.35	14.76	15.63	15.21	15.61
Sabino	17.91	17.19	17.88	18.26	17.89	Sabino	17.90	17.18	17.87	18.27	17.88
Sahuaro	15.98	15.21	16.06	15.98	16.23	Sahuaro	15.98	15.20	16.09	15.97	16.21
Santa Rita	14.28	13.24	14.64	14.13	14.70	Santa Rita	14.29	13.27	14.63	14.14	14.71
Tucson Magnet	16.32	15.74	16.08	16.57	16.46	Tucson Magnet	16.35	15.77	16.10	16.61	16.49
TUVA	15.42	14.31	15.15	16.05	15.51	TUVA	14.92	13.90	14.96	15.03	15.34
Total	16.86	16.24	16.93	16.96	16.99	Total	16.86	16.23	16.93	16.95	16.98

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%

Ethnicity Comparison

Palo Verde High Magnet School 2023-2024 (Spring 2024 ACT) Average Scale Score by USP Ethnicity				
USP Ethnicity	English	Math	Reading	Science
ALL	15.93	15.98	16.35	16.30
African American	13.82	14.75	15.14	14.75
Hispanic	15.63	15.91	16.27	16.30
Asian-PI	9.67	14.33	11.67	15.67
Multi	13.33	14.33	12.00	14.50
Native American	16.00	16.40	17.00	16.40
White	20.00	17.89	19.15	18.37

Ethnicity Comparison 2023-2024 (Spring 2024 ACT)

Average Scale Scores by USP Ethnicity					
Ethnicity (USP)	Composite	English	Math	Reading	Science
African American	14.57	13.82	14.75	15.14	14.75
Asian American	13.00	9.67	14.33	11.67	15.67
Hispanic	16.09	15.63	15.91	16.27	16.30
Multiracial	13.50	13.33	14.33	12.00	14.50
Native American	16.40	16.00	16.40	17.00	16.40
White/Anglo	19.00	20.00	17.89	19.15	18.37
Total	16.19	15.93	15.98	16.35	16.30

2022-2023 (Spring 2023 ACT) Average Scale Score by USP Ethnicity				
USP Ethnicity	English	Math	Reading	Science
ALL	14.31	15.44	15.59	15.74
African American	12.05	14.05	14.75	13.40
Hispanic	14.53	15.58	15.02	15.80
Asian-PI	19.67	20.00	18.67	17.33
Multi	13.00	15.29	14.57	15.14
Native American	9.00	11.33	14.00	15.00
White	15.80	16.13	17.10	17.27

Palo Verde High Magnet School 2021-2022 (Spring 2022 ACT) Average Scale Score by USP Ethnicity				
USP Ethnicity	English	Math	Reading	Science
ALL	15.8	16.4	16.1	16.4
African American	13.4	13.2	14.0	15.0
Hispanic	14.7	16.2	15.0	15.5
Asian-PI	18.3	17.2	17.2	17.0
Multi	18.6	17.3	17.8	19.0
Native American	13.3	15.7	13.7	15.7
White	17.7	17.8	18.2	17.8

Palo Verde High Magnet School 2018-2019 (Spring 2019ACT)				
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Average Scale Score by USP Ethnicity				
USP Ethnicity	English	Math	Reading	Science
ALL	14.99	17.00	16.04	16.43
African American	13.38	15.77	14.30	14.34
Hispanic	14.64	16.82	15.73	16.74
Asian-PI	13.50	15.25	16.25	16.00
Multi	12.30	16.20	14.40	16.00
Native American	13.67	16.11	13.78	15.56
White	17.98	18.91	18.89	17.81

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

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.

2. 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.

3. 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 “B” label as measured by the Arizona Department of Education, A-F accountability model. It would be in the best interest to continue to have a focus on ways to support academic achievement. Maintaining a B or higher will likely contribute to an increase in overall enrollment, which will help to also maintain integration status. **Note that goal, strategies, and action steps outlined in increasing overall student achievement will support this need.*
- More students have begun to seek out Palo Verde High Magnet School, due to our positive community feel, diverse population, Magnet offerings, extra-curricular activities, AP options, AVID, Dual Credit, and CTE programs.
- SY 24-25, 40th day enrollment data indicates school integration.

Root Cause Analysis

Identify Top Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
1. 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: • A large percentage of Palo Verde families don’t utilize technology.

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the 40 th day of SY 2025-2026, Palo Verde will remain integrated as measured by the 40 th day enrollment reports: +/- 25% thresholds for an integrated school.	Synergy Enrollment records on day 40 and day 100
2. By the 40 th day of SY 2025-2026, overall enrollment of Freshman will near 225, as measured by 40 th 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. ¹	Supports: Full-time Magnet Coordinator, Community Liaison, District Communications Department, Dropout Prevention Specialist, MTSS Facilitator, Counselors, & Student Support Services. The Magnet Budget supports students by providing some supplies they use in their Magnet courses. The Budget also provides the Magnet Coordinator, Data Instructional Coach, two teachers, an onsite Technology Liaison, and continuing for SY 25-26 will support 1.8 FTE for the 8th Grade Accelerated Academic Academy. Constraints: Main feeder schools declining in enrollment, aging

¹ Diversity; MSA Standard 1: Student Recruitment and Selection

	population in school boundaries, negative stereotypes about PV still exist, 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.
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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. Continue to utilize partnership with Communications Department to send targeted mailers based on zip code to ensure targeted areas of Tucson are receiving school information. ²	- Magnet Coordinator - Community Liaison	August 2025-May 2026	- Postage - Zip code information	- Recruitment logs - Parent sign-in sheets - Leadership team meeting minutes - Survey results	40 th Day Enrollment Reports
2. Continue to provide campus tours to familiarize families with our school and our programming. ³	- Magnet Coordinator - Community Liaison	August 2025-May 2026	- 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 reach out directly to 8 th grade families via Parent Link. ³	Magnet Coordinator	August 2025-May 2026	Access to middle school Parent Link systems	Parent Link reports	Parent Link reports Family surveys
4. Continue to hold an informational ‘Future Titan Night’ to provide families with information about the programming at Palo Verde, and to	- Magnet Coordinator - Administration - Teachers - Communication	November/December of 2025	- Postcards - Advertising on social media outlets including FB, and	- Recruitment logs - Parent sign-in sheets	Attendance Logs

² Leadership; MSA Standard 8: District and Magnet Relations

³ Student Recruitment and Selection; MSA Standard 1

maintain a diverse community outreach. ⁴	- Dept (for mailers) - MTSS Facilitator - Community Liaison - AVID Teacher	And March/April 2026	- Instagram - Parent Link.	- Leadership team meeting minutes - Survey results	
5. Continue retention and 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. ⁵	- Counselors - Teachers Gen Ed & ExEd - Administration - IDI - Community Liaison	August 2025-May of 2026	- Parent Link communication - Invitations - Website - Newsletters - Social media posts	- Recruitment logs - Parent sign-in sheets - Leadership team meeting minutes - Survey results	Attendance Logs
6. Continue partnerships with Booth-Fickett, Dietz, Naylor, Borman, Alice Vail families in order to retain integrated neighborhood students. ⁶	Magnet Coordinator	Monthly communication, plus in-person visits, as needed	Marketing Materials	- Recruitment logs - Parent sign-in sheets - Leadership team meeting minutes - Survey results	40 th Day and 100 th Day Enrollment Reports
7. Implement on-site Accelerated Academic Academy (PV-A ³) for advanced 8 th Grade Students from Dietz, Naylor, Vail, and Fickett	- Administration - Magnet Coordinator 1.8 FTE Teachers - Dean - Counselors	Daily, August 2025 – May of 2026	1.8 FTE Teachers - Transportation for students		Summative Unit Assessments Credits earned

⁴ Family and Community Partnerships; MSA Standard 9: Community Engagement and Partnerships

⁵ Family and Community Partnerships; MSA Standard 10: Family Engagement and Communication

⁶ Diversity; MSA Standard 1: Student Retention and Selection

Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (begins on page 5).	
There are multiple data points and key information to support the site’s 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 “B.” This suggests overall academic proficiency is in need of improvement, with some gaps that are outlined below.	
School wide academic data, ACT data for SY23-24: ALL SUBJECTS IMPROVED FROM SPRING 2023 TO SPRING 2024!	
English	15.93 Points
Reading	16.35 Points
Math	15.98 Points
School wide academic data, ACT data for SY22-23:	
English	14.3 Points
Reading	15.6 Points
Math	15.5 Points
School wide academic data, ACT data for SY21-22:	
English	15 Points
Reading	16 Points
Math	17 Points
School wide academic data, ACT data for SY18-19 ² :	
English	15 Points
Reading	16 Points
Math	17 Points

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

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<u>Overall Student Achievement</u> English By June 2025, student achievement will increase by 2 points, from 2024's Composite Score of 15.93 to 17.93, as measured by end of year State Assessment (ACT 2025). Math By June 2025, student achievement will increase by 2 points, from 2024's Composite Score of 15.98 to 17.98, as measured by end of year State Assessment (ACT 2025).	• 2024 ACT Scores • 2025 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 • 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 conduct 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 remediation materials adequate for high school levels (we continue to build remediation programs, based on need), lack of parental support
3. Continue improvement with the 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
Retain 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. ⁷	- Administration - Magnet Coordinator - TUSD Communications Dept	August 2025 – May 2026	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
Establish a PLC/CTT calendar that is shared schoolwide. Create a meaningful, weekly PLC/CTT form for PLCs/CTTs to complete and submit. ⁸	- Admin - Leadership Team - Teachers - Support Staff	August 2025 – May 2026	TUSD's Scope and Sequence	- CFA scores - Benchmark scores	- CFA's and summative data - Titan Lesson Plan - Observation and Reflection Cycle notes

⁷ Academic Excellence: MSA Standard 5 Instructional Fidelity

⁸ Innovative Curriculum and Professional Development: MSA Standard 4: Professional Development

Use short cycle assessment data regularly and analyze summative data to develop instructional practices that can be implemented to benefit all students. PLC time will occasionally be used, as well as PD time. ⁹	• Teachers • CSP	August 2025 – May 2026	Formative/ Summative data	• CFA scores • Benchmark scores	• CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes
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⁹ Academic Excellence: MSA Standard 5: Instructional Fidelity

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. ¹⁰	• Teachers • CSP • Administrators	August 2025 – May 2026	Titan Lesson Plan template, submitted to administration on an as-needed basis.	• CFA scores • Benchmark scores • PBIS submissions	• CFA's and summative data • Titan Lesson Plan • Observation and Reflection Cycle notes
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¹⁰ Academic Excellence; MSA Standard 5: Instructional Fidelity

8. Conduct continuous walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction. ¹¹	• Administration • Leadership Team • Teachers • Support Staff • CSP • Magnet Coordinator	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 Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager, on an as-needed basis. ¹²	• Principal • Magnet Coordinator • Magnet Dept	As needed, but quarterly at a minimum	Magnet Dept	• Instructional Walkthrough data	• Instructional Walkthrough data • Quarterly Benchmark assessments

¹¹ The walkthrough framework is based on Solution Tree Research with Mike Mattos.

¹² Leadership; MSA Standard 7: Leadership and Educator Development

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. Continue the system for quarterly credit checks – to take place during the Advisement Period. ¹³	- Teachers - MTSS - Counselors - CCRC	August 2025 – May 2026	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 2025 – May 2026	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

¹³ Academic Excellence; Standard 6: Student Achievement

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 ¹⁴	• PLC-CTTs • CSP	August 2025 – May 2026	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. ¹⁵	• Math Interventionist • Reading Interventionist	August 2025 – May 2026	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
6. Provide student data chats after the school's standards-based pre-assessment and the district's benchmark testing.	• IDI • MTSS • Dean • Dropout Prevention	August 2025 – May 2026		• PLC-CTT sign in sheets and notes • Protocol document for identifying students in need of Tier 3 Interventions	Academic performance scores to determine growth

¹⁴ Interventions and RTI classes are embedded in the culture; The National Center on Response to Intervention, [RTI in Secondary Schools; Is It on Your Radar Screen?](#)

¹⁵ Interventions and RTI classes are embedded in the culture; The National Center on Response to Intervention, [RTI in Secondary Schools; Is It on Your Radar Screen?](#)

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. Four people attended in 2023, and 6 will attend in summer of 2024.	- Teachers - ALE Dept. - CSP	Once per year	ALE funding	Staff Registration	AVID Implementation - lesson plans
2. Present AVID PD 4 times per year. ¹⁶	- 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. ¹⁷	- 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).	- 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					

¹⁶ Innovative Curriculum and Professional Development; MSA Standard 4: Professional Development

¹⁷ Innovative Curriculum and Professional Development; MSA Standard 4: Professional Development

4. 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 LatinX students. This information will help to identify needs to increase overall school academic performance. This data summary includes English, Reading, and Math scores from ACT 2022 to ACT 2023. We have lessened the achievement gap on all three tests between our White/Anglo population and African American population, as well as the gap between our White/Anglo population and Hispanic/LatinX population, as shown below.

Based on SY 2022-2023 ACT data

	White	Hispanic	Gap
English	15.80	14.53	1.27
Reading	17.10	15.02	2.08
Math	16.13	15.58	0.55

Based on SY 2021-2022 ACT data

	White	Hispanic	Gap
English	17.7	14.7	3.0
Reading	18.2	15.0	3.2
Math	17.8	16.2	1.6

**WHITE /
LATINX
GAP**

**ALL GAPS
LOWERED
FROM
ACT22 TO
ACT23!**

Based on SY 2022-2023 ACT data

	White	African American	Gap
English	15.80	12.05	3.03
Reading	17.10	14.75	2.35
Math	16.13	14.05	2.08

Based on SY 2021-2022 ACT data

	White	African American	Gap
English	17.7	13.4	4.3
Reading	18.2	14.0	4.2
Math	17.8	13.2	4.6

**WHITE /
AFRICAN
AMERICAN
GAP**

**ALL GAPS
LOWERED
FROM
ACT22 TO
ACT23!**

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 2026, the English and Reading achievement gap between Latino students and White students will be closed by 1 point as measured by end of year ACT assessment reports. 2. By June 2026, the English and Reading achievement gap between African American students and White students will be closed by 1 point as measured by end of year ACT assessment reports.	2024 and 2025 Assessment Scores
3. By June 2026, the Math achievement gap between Latino students and White students will be closed by 1 point as measured by end of year ACT assessment reports.	

4. By June 2026, the Math achievement gap between African American students and White students will be closed by 1 point as measured by end of year ACT assessment reports.	
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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. Provide professional development and job embedded coaching related to culturally relevant instructional strategies.	Supports: • District supports for culturally relevant instruction • SPARKS Constraints: • Gaps in instructional observation/feedback cycle specific to the SPARKS framework
2. Create after-school tutoring and school day Tier II and Tier III interventions.	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

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. ¹⁸	Principal; Curriculum Service Provider	August 2025	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. ¹⁹	Principal; Curriculum Service Provider	Aug. 2025- May 2026	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 Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager, as needed.	Principal Magnet Coordinator Magnet Dept	As needed, quarterly at a minimum	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

¹⁸ Innovative Curriculum and Professional Development; MSA Standard 4: Professional Development

¹⁹ Academic Excellence; MSA Standard 6: Student Achievement

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 ²⁰	Principal Teachers	Weekly August 2025 – May 2026	Lesson Plans ELA/Math connection; Interventionist FTEs	formative 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 Teachers	Weekly August 2025 - May 2025	Lesson Plans ELA/Math connection; added duty	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).					

²⁰ Academic Excellence; MSA Standard 6: Student Achievement

5. MAGNET SCHOOL BUDGET 2025-2026

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 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 24-25

Personnel

Deseg Budget 2024-2025 SY					
Description	Amount	FTE	Purpose	MSA Focus Area	Goal Focus
Teacher Math Specialist (Interventionist)	\$46,740.00 \$47,139.17	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 and successes and challenges.	AA	Student Achievement
Benefits	\$14,022.00 \$15,084.53				
Teacher Reading Specialist (Interventionist)	\$47,080.00	1.0	A Reading Specialist will assist L25 recovery program. The Reading Specialist will assist in developing strategies to improve classroom instruction and collaboratively with a team to plan instruction for continuous learning.	AA	Student Achievement
Benefits	\$14,124.00				
8 th Grade Academy Teachers	\$96,420.00 \$64,080.00	1.8	Three teachers, at .6 FTE each are needed to teach in the Palo Verde Accelerated Academic Academy (PV-A ³). Eighth grade students who love learning and being challenged in the classroom now have the chance to fully immerse themselves in accelerated 8th grade coursework at Palo Verde Academic Acceleration Academy. PV-A3 opened at Palo Verde High Magnet School in the 2024-2025 school year and will continue for the 2025-2026 school year. In launching this accelerated program, Tucson Unified School District increased student access to rigorous courses, while also connecting eighth graders with high school faculty and staff. Students enrolled in PV-A3 will develop a five-year plan, where they can take the lead in building their educational experience through high school graduation. Students will also learn leadership skills, time management skills, organizational skills, and many others which will prepare them for their future.	IN AA	Integration Student Achievement
	\$28,945.00 \$20,500.00				

This position cannot be found on Budget? We don't know who removed it. It has been replaced with a Music Teacher position.

Magnet Site Coordinator	\$52,900.00 \$54,900.00	1.0	The Magnet Coordinator will communicate essential information and highlight significant news about Magnet teachers, students, and events through the school newsletter, school website, social media, and marque. They will assist in maintaining technology infrastructure, as needed. The Magnet Coordinator will participate in recruitment events, and schedule presentations/events to showcase magnet programs and the site. The Magnet Coordinator supports all curriculum and instruction initiatives and efforts, which includes coaching teachers on an “as needed” basis.	IN AA PCI PL MT	Integration Student Achievement
Benefits	\$15,870.00				
Instructional Data and Intervention Specialist	\$46,020.00 \$61,600.00	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	\$13,806.00 \$19,712.00	ESTIMATED BENEFITS			
Classified Network Tech	\$58,000.00 \$54,556.73	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	\$17,400.00 \$17,458.15				
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	\$1600.00				
Certified Added Duty	\$1500.00	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	\$300.00				
Added Duty: Recruitment	\$1500.00	0.00	Magnet Coordinator, along with some teachers will work at district and site-based recruiting events.	In PCI	Integration

Benefits	\$300.00				
Employee Salary					
Employee Benefits					
Total Personnel Budget					
Total FTE		6.8			

Non-Personnel

Description	Amount	Purpose	MSA Focus Area	Goal Focus:
Supplies: Instructional	\$1500.00	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	\$4000.00	Promotional materials will be purchased to advertise the school and its accomplishments. Front facing signage will be updated and/or wrapped. This includes sign by main entrance and marquee along 22 nd Street. Both are faded and difficult to read.	In	Integration
Mileage	\$100.00	PV magnet coordinator and teachers will attend district recruitment events and recruit students at feeder middle schools.	In	Integration
Supplies: PD	\$600.00	PD supplies will be purchased to support teacher learning and development.	PL	Student Achievement
Furniture under \$5,000	\$2000.00	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	\$4000.00	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	\$1000.00	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	\$1500.00	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	\$.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	\$.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	\$14,700.00			

Deseg Budget 2024-2025 SY	
Personnel Cost	
Non-Personnel Cost	\$ 14,700.00
<i>Total from this list</i>	
<i>Total Budget according to Magnet</i>	