

Magnet Programs



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

Principal: Frankie Schiavone

School: Bonillas

Magnet Program: Traditional

Region: Arcadia

Date Plan Revised: 4.8.22

Planning Team:

Name	Position	Name	Position
Frankie Schiavone	Principal	Melanie Derksen	Dean of Students
Karen Wilson	Magnet Coordinator	Michaela Moeykens	Counselor
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Sign Off:

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

C. Vision

A Traditional School Dedicated to Academic Excellence and Character Development

D. Core Values

- Learning
- Exploring
- Achieving
- Discovering Diversity
- Serving

E. School Profile

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

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
26.82%			50%	16.9%	11.7%

School Integration Profile (USP Ethnicity)													
2021-22 40 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	57	15%	38	10%	245	66%	10	3%	6	2%	13	4%	369
Non-neighborhood %													NA
USP Integration Range + / - 15% District ES Avg													
	6-36%		0-25%		44-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District ES Avg													
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%		

F. Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District ES Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Bonillas ES Avg	38%	36%	40%	36%	42%	54%	45%	28%	30%
3 Years of Math Percent Proficiency by Grade									
Math	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District ES Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Bonillas ES Avg	38%	27%	26%	40%	28%	29%	45%	29%	52%

*2017 – 2018 = AZMerit 2019 = AZM2

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50	50		46.3	25		37.5	0	
Grade 4	20	0		23.8	21.1		40	0	
Grade 5	55.6	33.3		45.7	29		60	37.5	
WS									

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40	75		43.9	17.1		50	0	
Grade 4	20	20		26.2	9.5		40	33.3	
Grade 5	11.1	0		32.4	25.8		20	12.5	
WS									

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

2018-19 AzMERIT Percent Proficiency by USP Ethnicity

USP Ethnicity	ELA	Math
White	44%	39%
African American	41%	24%
Hispanic	38%	34%
Native American	50%	50%
Asian-PI	75%	50%
Multi-Racial	57%	57%
All	41%	35%

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 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:

- 10% African American students,
- 15% White students,
- 66% Latino students.
- Remaining subgroups are: 3% Native American, 2% Asian American, and 4% Multi-Racial.
- Currently the school is integrated; however, the goal is to reduce the number of Latino students to 65% to further reduce racial isolation.
- Additionally, there is a slight gap at the kindergarten level, where Latino students represent 69% of the student population.

Root Cause Analysis

Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
1. Effective marketing, and recruitment	1. Need for increased methods of marketing and intention behind a retention plan.	1. Need to develop a strategic marketing plan and add a GATE that reflects targeted use of resources
2. Effective retention structure	2. Need for intention and systems that support the retention of non-Latino students	2. Add a GATE cluster to help retain students
3. Increased proximity of Latino families to Bonillas elementary	3. Need for alternative methods for students who do not live close to Bonillas to enroll.	3. Need for effective transportation and/or early drop off/late pick-up.

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
I. By November 1 st , of SY 2021-2022, Bonillas will remain integrated as measured by the USP, meeting the 70% and +/- 25% thresholds for an integrated school, as measured by 40 th day enrollment reports.	TUSD Web Data Reports, Synergy
2. During the 2021-2022 school year, Bonillas will increase enrollment by increasing the kindergarten class size by 30 students compared to the 2020-2021 school year, including neighborhood and magnet students, as measured by 40 th day enrollment reports.	TUSD Web Data Reports, Synergy

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal	
Strategies	Strengths and Obstacles
<p>I. Marketing, Recruitment and Retention</p>	<p>Supports: Assistance from staff Magnet Department Funding for added duty</p> <p>Constraints: Time Knowledge of Events Magnet Department Communication Building Community Relationships Charter Schools Covid</p>
<p>2. Establish an After-School program</p>	<p>Supports: Assistance from staff Funding for added duty</p> <p>Constraints: Need to Create After School Program Communication of New Program Limited Space Knowledge of Events</p>

2. Action 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	100 th 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 program

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
Create an after-school program for students that have working parents who need to pick up their child or children after dismissal.	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

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 achievement in ELA – 45%
- 4th grade achievement in ELA – 28%
- 5th grade achievement in ELA – 30%
- 3rd grade achievement in Math – 45%
- 4th grade achievement in Math – 29%
- 5th grade achievement in Math – 52%

Based on this data set, the most significant needs lie in the following areas: 4th grade ELA and 4th grade Math. In addition to 4th grade needs, there are also gaps in 5th grade ELA. *Note that this data set is from the AZ Merit in SY 18-19. Goals and root cause analysis will be taken from this information, as AZM2 data (State Standardized Test that Replaced AZ Merit) was not a valid assessment, as many students were not assessed due to the global pandemic that caused COVID-19.

Root Cause Analysis

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

B. SMART Goals for Overall Student Achievement

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<ol style="list-style-type: none"> 1. By June 2023, 3rd grade ELA proficiency will increase from 30.2 to 35.2%, as measured by AASA results. 2. By June 2023, 4th grade student achievement will increase 5.0% in ELA, moving from 28% proficiency in 2019 to a proficiency rate of 33%, as measured by AASA results. 3. By June 2023, 5th grade student achievement will increase 3.0% in ELA, moving from 30% proficiency in 2019 to a proficiency rate of 33%, as measured by AASA results. 	<p>AASA scores for 2022-2023 school year.</p>
<ol style="list-style-type: none"> 1. By June 2023, 3rd grade Math proficiency will increase from 45 to 48%, as measured by AASA results. 2. By June 2023, 4th grade student achievement will increase 5.0% in Math, moving from 29% proficiency in 2019 to a proficiency rate of 34%, as measured by AASA results. 3. By June 2023, 5th grade student achievement will increase 3.0% in ELA, moving from 52% proficiency in 2019 to a proficiency rate of 57%, as measured by AASA results. 	

C. Goal Attainment

1. Strategies to Achieve SMART Goals.

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	Strengths and Obstacles
<p>1. Expand Teacher Expertise with Quality Tier 1 Practices</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Weekly professional development time built into the schedule. • Grade level paraprofessional • Magnet teacher • Curriculum Service Provider • Finances for added duty for professional development • Instructional aids and programs • Instructional supplies • Professional development supplies • Professional developments • Improved interactive technology for teachers and interventionists to increase student participation • Improved professional development on use of technology resources in the classroom. <p>Constraints: Weekly time also has district information that needs to be covered so site does not get the full time for school specific needs. Several new teachers joining the team, two are brand new first year teachers.</p>

<p>2. Provide Teacher Collaboration Time for PLCs</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Weekly CTT built into the schedule. • Curriculum Service Provider • Guidance Counselor provides themed lessons during weekly CTTs <p>Constraints:</p> <ul style="list-style-type: none"> • Teachers do not come prepared. • All teachers in a different spot in the lesson.
<p>3. Provide Supplemental Support for Tier II and Tier III Intervention</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Additional magnet teacher • Curriculum Service Provider • Paraprofessionals for each grade level <p>Constraints:</p> <ul style="list-style-type: none"> • Time • Student engagement • Parent Support

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 PD on how to write and analyze exit tickets as a formative assessment at the end of each lesson to drive instructional needs for students.	Principal; Magnet Coordinator; Dean	August 2022 – May 2023	Targeted Professional development	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2022-2023 school year.
2. Provide Formative Assessment Training to support how to implement checks for understanding and how to write common formative assessments.	Principal; Magnet Coordinator; Dean	August 2022 – May 2023	Targeted Professional development	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2022-2023 school year.
3. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher on a weekly basis.	Principal; Magnet Coordinator; Dean	August 2022 – May 2023	Observation and Reflection Sheets, Weekly Trends log C/I meeting notes	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2022-2023 school year.

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

Strategy 2: Teacher Collaboration Time for PLCs

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Embed PLC Collaborative Teacher Teams (CTTs) in the school day for each week for at least 60 minutes.	Principal; Magnet Coordinator; Dean; Teachers	August 2022 – May 2023	Teacher Schedules TUSD Calendar Curriculum	PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis
2. Implement Lesson studies to allow PLC-CTTs to plan a common lesson based on standards and observe each other teach that lesson and provide feedback on strengths and reinforcements.	Principal; Magnet Coordinator; Dean; Teachers	August 2022 – May 2023	Lesson Plan Template	PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis
3. PLC-CTTs use the results from common formative assessments to share and develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.	Principal; Magnet Coordinator; Dean; Teachers	August 2022 – May 2023	Short cycle assessment data	PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis
4. Once the teachers have gone through the CTT process, the CORE team will observe the implementation of teaching strategies.	Principal; Magnet Coordinator; Dean; Teachers	August 2022 – May 2023	Classroom Observation Page, Notes	PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis

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

Strategy 3: Supplemental Support for Tier II and Tier III intervention

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Tier 2 and Tier 3 students will meet daily for guided reading lessons and small group targeted math instruction with teacher.	Classroom Teachers Core Team	August 2022- May 2023	Focused professional development on guided reading instruction Leveled and tiered reading materials	Small Groupings schedule in CTT folder, agenda notes	Common Formative Assessment scores improved for small groups
2. Teachers will use Guided Reading, small group instruction, and intervention programs (Imagine Math, Language and Literacy) to support math and ELA.	Classroom Teachers Core Team	August 2022- May 2023	Focused professional development on center-based instruction Waterford and IXL engagement and usage reports	Small Groupings schedule in CTT folder, agenda notes	Common Formative Assessment scores improved for small groups

<p>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.</p>	<p>Classroom Teachers Core Team</p>	<p>August 2022- May 2023</p>	<p>CTT norms CTT outlined process focused on standard based instruction and assessments.</p>	<p>Small Groupings schedule in CTT folder, agenda notes</p>	<p>Common Formative Assessment scores improved for small groups</p>
<p>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 group instruction and Tier 2 and Tier 3 interventions.</p>	<p>Classroom Teachers Core Team</p>	<p>August 2022- May 2023</p>	<p>Focused training for teaching assistants on Tier 2 interventions</p>	<p>Small Groupings schedule in CTT folder, agenda notes</p>	<p>Common Formative Assessment scores improved for small groups</p>

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 subgroup academic proficiency for African American and Latino students. This includes the following:

- White students outperformed African American students in ELA by 3% on the 18-19 AZ Merit
- White students outperformed Latino students in ELA by 6% on the 18-19 AZ Merit
- White students outperformed African American in Mathematics by 15% on the 18-19 AZ Merit
- White students outperformed Latino students in Mathematics by 5% on the 18-19 AZ Merit

Data indicates that academic focus areas need to be ELA for African American students and both ELA and Mathematics for Latino students.

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Need of multi-cultural text and additional guided reading supports for both African American and Latino students.	1. Need for access to multi-cultural texts and training related to guided reading.	1. Job embedded coaching related to multi-cultural text use and coaching for guided reading.
2. Need of RTI effectiveness (increased academic interventions) specific to African American and Latino students	2. Lack of interventions that directly supports African American and Latino students	2. PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
<ol style="list-style-type: none"> 1. By June 2023, the reading achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 	<p>2023 AASA Scores</p>
<ol style="list-style-type: none"> 3. By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 4. By June 2023, the mathematics achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 	

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students	
Strategies	Strengths and Obstacles
1. Ensure effective academic interventions for African American and Latino Students.	<p>Supports:</p> <ul style="list-style-type: none">• Benchmarking structure is in place• Access to formative assessment tools <p>Constraints:</p> <ul style="list-style-type: none">• Strong PLCs to support data informed interventions• Lack of Tier II academic interventions specific to African American and Latino students• Lack of Tier III academic support classes to African American and Latino students
2. Provide effective instruction that is culturally relevant and thematically aligned.	<p>Supports:</p> <ul style="list-style-type: none">• District supports for culturally relevant instruction• SPARKS <p>Constraints:</p> <ul style="list-style-type: none">• Gaps in instructional observation/feedback cycle specific to the SPARKS framework• Strong formative assessment model to inform instructional practice

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Ensure effective academic interventions for African American and Latino Students					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide professional development in Guided Reading to support academic performance for African American and Latino students.	Principal; Magnet Coordinators. Teachers	Weekly August – May	Scholastic tools for guided reading	Progress monitoring assessments	Guided reading logs
2. Create Tier II and Tier III intervention systems for African American Latino students.	Principal; Magnet Coordinators. Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
3. Provide after-school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators;	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data

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

Subgroup Strategy 2: Instructional effectiveness that is culturally relevant and thematically aligned

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide daily instructional observations with follow up feedback on SPARKS (culturally relevant) integration	Principal; Curriculum Service Provider; magnet coordinator	Aug. 2022- May 2023	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Provide job embedded coaching for teachers serving African American and Latino students	Principal; Curriculum Service Provider; magnet coordinator	Aug. 2022- May 2023	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

VI. Magnet School Budget

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assigned to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

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

Magnet School Budget

Goal Focus: Integration and / or Student Achievement

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

Personnel

#Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Areas	Goal Focus
Magnet Teacher	\$75,000	1.5	Reduce class size in 4 th grade, to less than 25 students, which is significantly lower than the district 1 to 30 ratio. Data analysis shows the need to strengthen ELA and Math instruction overall at these grade levels and the need to support 5 th graders in math. Research shows that significantly reducing class size reduces achievement gaps in Black and Hispanic subgroups. The lower classes sizes will also support our guided instruction plan for the 2022-2023 SY. Teachers are receiving professional development on guided instruction.	AA, PL, MT	Student Achievement, Integration
Curriculum Service Provider	\$45,000.00	1	The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT regarding the meaningful work that supports student achievement.	In, AA, PL	Student Achievement, Integration
Magnet Coordinator	\$45,000.00	1	The Magnet Coordinator (MC) works in collaboration with the principal to support integration and student achieved. Task include overseeing recruitment efforts, supporting family engagement, promoting and marketing the school's magnet program through community outreach activities, , organize magnet celebrations, and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of PLC- Collaborative Teacher Teams.	IN, AA, PCI, PL, MT	Integration
Teaching Assistants	\$76,000	3.75	Our focus is on strengthening Tier 1 instruction in the classroom. The certified teacher will be teaching in small groups for differentiated instruction while the teaching assistant supports students with learning independently.	AA, MT	Student Achievement
Guidance Counselor	\$30,000	.5	The guidance counselor will implement the TUSD Comprehensive Competency Based Guidance program/American School Counselor Association National Model. The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance	AA, PCI, MT	Student Achievement, Integration

			their effectiveness in helping students and provides support to other educational programs at the school.		
Added Duty- Professional Development	\$13,000		Provide Added Duty pay for teachers participating in off contract PD that is targeted on improving student achievement. Professional development is based around classroom observations completed by the principal and CSP. With said information as well as teacher survey, the school receives targeted professional development based on need. Several professional developments occur on weekends.	PL, AA, MT	Student Achievement, Integration
Added Duty – Recruitment and Family Engagement	\$10,000		Certified teachers will attend recruitment and family engagement events. Outcomes of these events support positive school culture, retention of students and student integration.	PCI, PL, MT	Student Achievement, Integration
Employee Benefits	\$49,900				
Total Budget	343,900				
	Total FTE	7.75			

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus:
Registration - MSA	\$2,000	More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA’s annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Bonillas will send the Magnet Coordinator and one Administrator to the MSA National Conference. Conference registration.	MT, PL	Integration
Out of State Travel – MSA	\$7,000	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	MT, PL	Integration
Total Budget	\$9,000			

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Personnel Cost	343,900
Non-Personnel Cost	\$9,000
Total Budget	352,900