

Magnet Programs



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

Principal: Lisa McCorkle, Interim Principal

School: Borton Elementary Magnet

Magnet Program: Project Based Learning/Systems Thinking

Region: Santa Cruz

Date Plan Revised:

Planning Team:

Name	Position	Name	Position
Lisa McCorkle	InterimPrincipal	Leslee Valencia	Magnet Coordinator
Kristin Meza	Master Teacher	Amanda Reed	Curriculum Service Provider

Sign Off:

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

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I. Magnet School Profile

A. Mission

Borton's mission is to provide an environment that promotes 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 the capacity for systems thinking with the use of systems tools, kinesthetic activities, and skillful discussion. Five years of action research by the Waters Foundation at Borton School reveal the following benefits of using systems tools: making thinking visible, making connections, solving problems, developing readers and writers, and increasing engagement. Project-based learning goes hand-in-hand with systems thinking with the intent to teach 1) significant content, 2) critical thinking and problem solving, 3) collaboration, 4) and communication. Project-based learning requires sustained inquiry organized around open-ended questions and creates a need-to-know of essential content and skills.

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

2018-19 Letter Grade	2021-2022 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)
11.8			56.5%	6.2%	16%

School Integration Profile (USP Ethnicity)													
2021-2022 40 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	73	28	12	5	161	61	10	4	0	0	6	2	262
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	43%	48%	44%	44%	47%	48%	46%	51%	52%
District ES Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Borton ES Avg	49.3%	33.8%	43.8%	42.4%	45.1%	50%	43.9%	47.1%	50%
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	47%	47%	47%	53%	47%	47%	51%	48%	46%
District ES Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Borton Avg	36.6%	33.8%	43.1%	54.5%	27.8%	39.1%	54%	42.3%	33.3%

*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	33.3	50		29.3	0		87.5	50	
Grade 4	33.3	100		37	27.8		86.7	57.1	
Grade 5	60	50		37.2	45.0		82.4	66.7	

Math

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

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

Overall 2018-19 AzMERIT Percent Proficiency by USP Ethnicity

USP Ethnicity	ELA	Math
White	85%	72%
African American	41%	29%
Hispanic	35%	34%
Native American	0%	0%
Asian-PI	100%	100%
Multi-Racial	60%	60%
All	47%	43%

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	
<p>There are multiple data points and key information to support the site gap analysis as it is related to integration. This information will help to identify needs to more effectively integrate the school. This includes:</p> <ul style="list-style-type: none"> • 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 to attract more families, resulting in increased enrollment. • The site is fully integrated, with the highest representation of an ethnicity/race being tied to Latino students. That representation currently sits at 61 %. This number has a marginal increase from SY 19-20. 	

Root Cause Analysis		
Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
Effective marketing and recruitment	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> • Targeted digital advertisements utilizing social media tools such as Facebook and Instagram • Building content rich social media 	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> • Lack of training related to effectively utilize digital tools to increase enrollment
Retention of early learning grades – Kinder and First	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> • COVID-19 created gaps in tours and community events that built a sense of community 	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> • Building a strong sense of community pride related to all grade levels.

Instructional effectiveness systems	There are surface gaps related to: <ul style="list-style-type: none"> • Effective instruction related to systems thinking and STEM related practices. • Observation feedback cycle 	Deep or root causes are related to: <ul style="list-style-type: none"> • 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 40 th day of the 2022 – 2023 academic school year, 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.	<ul style="list-style-type: none"> • TUSD Synergy Enrollment Data, disaggregated by race/ethnicity. • Recruitment and Enrollment Plan.
During the SY2022-2023, Borton will increase enrollment by increasing the incoming Kindergarten class by recruiting at least 30 new magnet and neighborhood Kindergarten students for SY 2022-2023, as measured by 40 th day enrollment reports.	<ul style="list-style-type: none"> • 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	
Strategies	Strengths and Obstacles
1. Marketing and Recruitment	<p>Supports:</p> <ul style="list-style-type: none"> • Integrated and diverse school population • Strong reputation in the community for inquiry and whole child-centered practices • Support from District Magnet Department, School Community Services and District Communications Department • Funding for added duty <p>Constraints:</p> <ul style="list-style-type: none"> • Covid-19 pandemic has negatively impacted school tours and in-person recruitment and enrollment events. Time
2. Targeted Retention of First Grade Students	<p>Support:</p> <ul style="list-style-type: none"> • Strong reputation in the community for inquiry and whole child-centered practices • Support from District Magnet Department, School Community Services and District Communications Department • Funding for Added Duty <p>Constrains:</p> <ul style="list-style-type: none"> • Covid-19 pandemic has negatively impacted school tours and in-person recruitment and enrollment events for the current year for Kindergarten students. • If Borton was a 2nd or 3rd choice school, families will sometimes enter the magnet lottery for another opportunity for their initial 1st choice school.

<p>3. Instructional Improvement</p>	<p>Supports:</p> <ul style="list-style-type: none"> • CSP and Magnet Coordinator • Skilled principal • District Web-Data <p>Constraints:</p> <ul style="list-style-type: none"> • Gaps in instructional observation/feedback cycle • PLC needs to effectively utilize data to drive instructional practice/interventions
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2. Action Steps to Implement Strategies

<p>Action Steps to Implement, Monitor, and Assess Improvement Strategies for Integration SMART Goal</p>					
<p>Strategy 1: Marketing and Recruitment</p>					
<p>Action Steps to Implement Strategy</p>	<p>Person(s) to Carry Out Tasks</p>	<p>Timeline/Target Dates</p>	<p>Resources Needed</p>	<p>Monitoring</p>	<p>Evidence of Assessment</p>
<p>1. Collaborate with school leadership to strategically identify areas of site-based recruitment that will help maintain whole school integration.</p>	<p>Magnet Coordinator, Leadership Team</p>	<p>May 2021 – Oct. 2022</p>	<p>Weekly team meetings with leadership</p>	<p>Quarterly progress monitoring reports</p>	<ul style="list-style-type: none"> • Marketing and Recruitment Plan and Log • Recruitment event attendance and contact data
<p>2. Develop and implement a marketing and recruitment plan that will focus on students that will support integration goals.</p>	<p>Magnet Coordinator</p>	<p>Nov. 2022</p>	<p>Marketing materials</p>	<p>Quarterly enrollment reports.</p>	<ul style="list-style-type: none"> • Marketing and Recruitment Plan and Log • Recruitment event attendance and contact data

3. Maintain partnerships with the district's communications department to create marketing materials that will support the school's branding and magnet theme for recruitment purposes. Materials will include banners, posters, brochures, and other school specific materials.	Magnet Coordinator, District	Ongoing, Aug. 2022 – May 2023	Marketing materials	Minutes from weekly minutes	Quarterly enrollment reports.
4. Provide campus tours for interested students and families to encourage enrollment.	Magnet Coordinator	Ongoing, Aug. 2022 – May 2023	Classroom teacher participation	<ul style="list-style-type: none"> • Quarterly Magnet Report • Partnership Letters • Magnet applications School Choice data	Family sign in logs

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

Strategy 2: Targeted Retaining Borton Families/ Targeted Retaining First Grade Students

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop a parent survey for current Kindergarten students to identify hopes and expectations for 1 st grade.	Magnet Coordinator, Leadership Team	May 2021 (Prior to SY 22-23)	Current Kindergarten enrollment data and contacts	Results from survey	Survey creation
2. Develop a retention plan that will focus on current Kindergarten students that will be entering 1 st grade for the 2021-2022 school year.	Magnet Coordinator, Leadership Team	Aug 2022	Current Kindergarten enrollment data	Quarterly progress monitoring reports	TUSD Synergy enrollment data

3. Collaborate to develop and implement magnet theme workshops for families K-5 to assist with retention.	Magnet Coordinator, Leadership Team, Specialist Teachers	Quarterly	Current and prospective families, enrollment data, Marketing materials	Event attendance	Survey Results Retention Event Attendance
4. Evaluate retention progress in magnet report three times per year.	Magnet Coordinator	Quarterly, Oct. 2022, Jan. 2022, May 2022	Event Attendance	Quarterly progress monitoring reports	TUSD Synergy enrollment data

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

Strategy 3: Instructional Improvement

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide job embedded coaching specific Project Based Learning and Systems Thinking.	Principal; Magnet Coordinator; Lead Teacher	Aug. 2022- May 2023	Updated Walkthrough Protocol for Montessori instruction	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Implement effective PLCs.	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Training for teachers related to effective PLC	Formative assessments and benchmark assessments related to ELA and SLA	Formative assessment data; benchmark data; guided reading observation log.
3. Implement additional Tier II and Tier III Academic Interventions.	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Training for teachers on scholastic guided reading; interventionists; after school tutoring	Formative assessments and benchmark assessments related to ELA and SLA	Academic intervention schedule

IV. Overall Student Achievement

A Gaps in Student Achievement

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

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

- From a grade level perspective, the site possesses the following data:
 - Mathematics Proficiency
 - 3rd Grade – 54%
 - 4th Grade – 42.3%
 - 5th Grade – 33.3%
 - ELA Proficiency
 - 3rd Grade – 43.9%
 - 4th Grade – 47.1%
 - 5th Grade – 50%

*Note that this data set is from SY 18-19, as this represents a valid data set – SY 20-21 did not capture enough assessment samples to ensure the highest level of validity. This of course was due to the COVID-19 virus that interrupted teaching, learning and assessment. Therefore goals and analysis were created SY 18-19.

Root Cause Analysis

Top Three Causes of these Gaps	Surface Causes	Deep Causes
Effective PLCs systems	There are surface gaps related to: <ul style="list-style-type: none"> • PLC cycle/rubric • PLC Agendas/minutes 	Deep or root causes are related to: <ul style="list-style-type: none"> • Daily job-embedded PLC structure for grade-level teams.
Instructional Effectiveness systems	There are surface gaps related to: <ul style="list-style-type: none"> • Observation feedback cycle • Effective intervention cycle • Effective intervention structures 	Deep or root causes are related to: <ul style="list-style-type: none"> • Job-embedded coaching needs for instructional staff • Increasing school day intervention staff
Lack of High Academic Expectations	There are surface gaps related to: <ul style="list-style-type: none"> • Different instructional abilities 	Deep or root causes are related to: <ul style="list-style-type: none"> • Lack of calibrated and understood expectations and intervention structures

B. SMART Goals for Overall Student Achievement

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<p style="text-align: center;">ELA</p> <p style="text-align: center;"><u>SMART Goals written from SY 18-19 Data</u></p> <ol style="list-style-type: none"> 1. By June 30th, 2023 3rd grade student achievement in ELA will increase proficiency from 44% to 47%, as measured by the AASA ELA test. 2. By June 30th, 2023 4th grade student achievement in ELA will increase proficiency from 47% to 50%, as measured by the AASA ELA test. 3. By June 30th, 2023 5th grade student achievement in ELA will increase proficiency from 50% to 53%, as measured by the AASA ELA test. <p style="text-align: center;">Math</p> <p style="text-align: center;"><u>SMART Goals written from SY 18-19 Data</u></p> <ol style="list-style-type: none"> 4. By June 30th, 2023 3rd grade student achievement in Math will increase proficiency from 54% to 47%, as measured by the AASA Math test. 5. By June 30th, 2023 4th grade student achievement in Math will increase proficiency from 42% to 45%, as measured by the AASA ELA test. 6. By June 30th, 2023 5th grade student achievement in Math will increase proficiency from 33% to 36%, as measured by the AASA ELA test. 	<p>AASA scores for 2022</p>

C. Goal Attainment

1. Strategies to Achieve SMART Goals.

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	Strengths and Obstacles
1. School Culture: High Academic Expectations for All Students	<p>Support</p> <ul style="list-style-type: none"> • Master Teacher targeting support to increase efficacy of instruction and implementation of curriculum. • Targeted interventions for ELA using guided reading groups • Targeted interventions for math using MPPs <p>Constraints:</p> <ul style="list-style-type: none"> • Varying degrees of support from teachers implementing curriculum and interventions • Professional development for math MPPs <p>Implementing MPPs without math specialist</p>
2. Project Based learning and Systems Thinking	<p>Supports:</p> <ul style="list-style-type: none"> • Professional Development scheduled from the Waters Foundation • There is a desire to implement Project Based Learning and Systems Thinking • Leveraging master teacher to improve Tier 1 instruction allowing for more meaningful project-based learning <p>Constraints:</p> <ul style="list-style-type: none"> • Teachers new to Borton, district and teaching • A sufficient number of teachers have not had formal Project Based Learning and Systems Thinking professional development and training <p>Difficult for teachers to balance magnet theme and district curriculum and expectations</p>

<p>3. Enhance Quality Tier 1 Instruction</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Weekly 90-minute grade level PLC time embedded into the master schedule to plan, monitor, adjust instruction and support magnet theme. • Master Teacher and CSP Support • Grade level paraprofessional support • Professional Development <p>Constraints:</p> <ul style="list-style-type: none"> • Teacher experience • Reluctance of teachers to participate in coaching/mentoring <p>Time to observe teachers and engage in meaningful feedback conversations</p>
<p>4. Time for teachers to collaborative to increase teacher and student learning. (Professional Learning Communities)</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Weekly 90-minute grade level PLC time embedded into the master schedule • Master Teacher to facilitate <p>Constraints:</p> <ul style="list-style-type: none"> • Teachers do not always come prepared to follow the PLC inquiry cycle • Helping all teachers see this process as being directly connected to improving student achievement and instruction <p>Moving through cycle quickly enough so that data is reviewed, and interventions are implemented in a timely manner (within 3 days of assessment)</p>
<p>5. Intervention and Supplemental Services at Tier 2 for Math and ELA</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Master Teacher • Curriculum Service Provider • Paraprofessionals <p>Constraints:</p> <p>Teacher training and experience to create appropriate interventions.</p>

6. Increase Family and Community Engagement	<p>Supports:</p> <ul style="list-style-type: none"> • Staff Participation and Support • Magnet Coordinator • PTA Collaboration • Added Duty available <p>Constraints:</p> <ul style="list-style-type: none"> • Parent and/or Family Attendance at Events <p>Language and/or transportation barriers</p>
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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 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.	Master Teacher, CSP	Ongoing and Quarterly Oct 2021, Jan 2022, Mar 2022	Quarterly benchmark data, grade level common formatives	<ul style="list-style-type: none"> • Quarterly Benchmark Data 	PLC Binders with Student Data; Lesson Plans; Academic and Behavior Goals
2. Allot Time will during PLCs for data analysis.	Master Teacher, CSP	Ongoing and Quarterly Oct 2021, Jan 2022, Mar 2022	Quarterly benchmark data, grade level common formatives	<ul style="list-style-type: none"> • Individual Student Data 	Quarterly Benchmark Data; Individual Student Data
3. Use data to assist students in setting academic goals for themselves so that they learn how to hold themselves accountable for their learning.	Teachers		Quarterly benchmark data, grade level common formatives	<ul style="list-style-type: none"> • Quarterly Benchmark Data 	Quarterly Benchmark Data; Individual Student Data

5. Support teachers in creating lesson plans that will show evidence of rigorous instruction in all classrooms.	Master Teacher, CSP	Ongoing	Quarterly benchmark data, observation, and reflection walkthrough data, PLC notes, PD	<ul style="list-style-type: none"> Individual Student Data 	PLC Binders with Student Data; Lesson Plans; Academic and Behavior Goals
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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 in creating lesson plans that will integrate Project Based Learning and Systems Thinking tools and habits.	Master Teacher, CSP, Magnet Coordinator	Ongoing	Borton Magnet theme experts	Lesson plans, observation, and reflection walkthrough data	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning Schedules; Teacher, student, and family surveys
2. Participate in ongoing professional development on Project Based Learning and Systems Thinking.	Principal, Master Teacher, CSP, Magnet Coordinator, All Teachers	Ongoing	Time during Wednesday PD and PLCs	Lesson plans, observation, and reflection walkthrough data	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning Schedules; Teacher, student, and family surveys

3. Provide staff needing additional assistance regular support to ensure the planning with the integration of PBL and Systems Thinking	Master Teacher, Magnet Coordinator	Ongoing	NA	Lesson plans, observation, and reflection walkthrough data	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning Schedules; Teacher, student, and family surveys
4. Align student projects to the standards and integrate content.	Classroom Teachers	At least twice a year by Dec. 2022 and May 2023	Standards, Scope and Sequence, Project Planner	Lesson plans, observation, and reflection walkthrough data	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning Schedules; Teacher, student, and family surveys
5. Engage every class in at least one project per semester.	Classroom Teacher	Twice a year by Dec. 2023 and May 2023		Lesson plans, observation, and reflection walkthrough data	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning Schedules; Teacher, student, and family surveys

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

Strategy 3: Enhance Quality Tier 1 Instruction

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop and follow a structured system for monitoring daily instruction through the observation and reflection cycle and meeting one on one with teachers to provide feedback and collaboratively determine bite-size ActionSteps to be implemented in the classroom.	Principal, Master Teacher, CSP	Aug 2022	Master schedule, time	<ul style="list-style-type: none"> • Lesson plans, observation, reflection walkthrough data • Quarterly benchmark data • PLC notes 	PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data
2. Develop and implement lesson plans aligned with the district scope and sequence that include the learning objective, one engaging learning activity and an exit ticket.	Teachers	Ongoing	Lesson Plans District Scope and Sequence	Lesson plans, observation, reflection walkthrough data Benchmark Data PLC Notes	PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data

3. Use pedagogical approaches that include Culturally Responsive Instruction.	Teachers	Ongoing	SPARKS, Character Strong Curriculum	Lesson plans, observation, reflection walkthrough data Benchmark Data	PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data
4. Coach teachers on including the integration of Project Based Learning and Systems Thinking into Tier 1 instruction.	Principal, Master Teacher, CSP, Magnet Coordinator	Ongoing	PD to develop Project Based Learning and Systems Thinking knowledge		PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data
5. Provide staff regular assistance and support to ensure planning and implementation of quality Tier 1 instruction.	Master Teacher, CSP	Ongoing	Observations Walkthrough Data		PLC Binders with Student Data; Lesson Plans; Grade Level PLC notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data

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

Strategy 4: Time for teachers to collaborative to increase teacher and student learning. (Collaborative Teacher Teams)

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Embed grade level PLCs in the school day for at least 90 minutes every week.	Principal, Leadership Team Specialist Teachers	Aug 2022	Master schedule	PLC notes and observations, PLC rubric	Grade Level PLC Schedules; Grade Level PLC Notes and Agendas; Quarterly Benchmark Data; Individual Student Data in PLC notebook; TUSD PLC Rubric; Quarterly Magnet Report Data
2. Share results from common formative assessments with grade level teams to develop effective instructional strategies and to plan for reteaching to ensure proficiency for all students.	Teachers	Ongoing, within a 2-week cycle	PLC schedule, common formative data	PLC notes and observations, PLC rubric	Grade Level PLC Schedules; Grade Level PLC Notes and Agendas; Quarterly Benchmark Data; Individual Student Data in PLC notebook; TUSD PLC Rubric; Quarterly Magnet Report Data
3. Use results from common formative assessments and benchmark data to identify students that require additional Tier 2 support and/or enrichments.	Teachers	Ongoing, within a 2-week cycle	Benchmark data, common formative data, TUSD web data	PLC notes and observations, PLC rubric	Grade Level PLC Schedules; Grade Level PLC Notes and Agendas; Quarterly Benchmark Data; Individual Student

					Data in PLC notebook; TUSD PLC Rubric; Quarterly Magnet Report Data
4. Share effective instructional strategies for re-teaching standards when students have not reached master.	Teachers	Ongoing	NA	PLC notes and observations, PLC rubric	Grade Level PLC Schedules; Grade Level PLC Notes and Agendas; Quarterly Benchmark Data; Individual Student Data in PLC notebook; TUSD PLC Rubric; Quarterly Magnet Report Data
5. Use district pacing guides and scope and sequence when planning units of instruction, common formatives, re-teaching lessons and extension lessons.	Teachers	Ongoing	District pacing guides, standards and scope and sequence	PLC notes and observations, PLC rubric	Grade Level PLC Schedules; Grade Level PLC Notes and Agendas; Quarterly Benchmark Data; Individual Student Data in PLC notebook; TUSD PLC Rubric; Quarterly Magnet Report Data

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 and suggest additional interventions to support student learning.	Principal, CSP, Master Teacher	Ongoing	Benchmark data, common formative data,	Lesson plans, observation, reflection walkthrough data Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based Intervention Data; Observation and Reflection Walkthrough Data
2. Review and document computer-based intervention data including usage.	CSP	Ongoing	IXL and Imagine Learning access	Lesson plans, observation, reflection walkthrough data Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based Intervention Data; Observation and Reflection Walkthrough Data
3. Review data and will set and/or adjust school-wide academic and behavioral goals to improve academic achievement and positive behavioral outcomes of students.	Principal, Leadership Team	Ongoing and at Quarterly Benchmarks; Oct 2022, Jan 2023, Mar 2023	Quarterly benchmark data, observation, and reflection walkthrough data	Lesson plans, observation, reflection walkthrough data Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based Intervention Data; Observation and

					Reflection Walkthrough Data
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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.	Teachers, Testing Coordinator	Jan 2023	School Quality Survey	Evaluate and report family engagement progress threetimes per year in Magnet Report	Family Engagement Events Attendance Sheets; Conference Attendance Sheets; School Quality Survey Data; Site Council and PTA Notes and Agendas; Quarterly Magnet Report; Title 1 Family Engagement Report
2. Communicate with families and the community about school programs and events using various methods such as newsletters, school website, social media, emails, and phone calls.	Principal, Teachers, Magnet Coordinator	Ongoing	Communication modes	Evaluate and report family engagement progress threetimes 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, or other site-based employees to coordinate efforts for parent, community, and partnership engagement.	Magnet Coordinator	Ongoing	Contact information	Evaluate and report family engagement progress threetimes per year in Magnet	Family Engagement Events Attendance Sheets; Conference Attendance Sheets;

				Report	School Quality Survey Data; Site Council and PTA Notes and Agendas; Quarterly Magnet Report; Title 1 Family Engagement Report
4. Provide Cafecitos to engage the families and encourage relationship building with the school community.	Principal, Magnet Coordinator	Monthly	Communication modes	Evaluate and report family engagement progress threetimes 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

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).
<p>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:</p> <ul style="list-style-type: none"> • White students outperformed Latinos students on the SY 18-19 ELA AZ Merit 85 % compared to 35% • White students outperformed African American students on the SY 18-19 ELA AZ Merit 85% to 41% • White students outperformed Latinos students on the SY 18-19 Math AZ Merit 72% to 34%. • White students outperformed African American students on the SY 18-19 Math AZ Merit 72% to 29%. <p>Data indicates that all White students outperformed African American and Latino students in each grade and in each content area in grades three through five.</p>

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
<ol style="list-style-type: none"> 1. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2023, the 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. 	<p>2023 AASA Scores</p>
<ol style="list-style-type: none"> 3. By June 2023, the mathematics achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 	
<ol style="list-style-type: none"> 4. By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in 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. Tier II and Tier III 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 using data informed interventions • Lack of Tier II and Tier III interventions
2. Culturally relevant, Project Based Learning and Systems Thinking instructional practice	<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

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 students – guided reading and math.	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 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 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.):

Personnel

- 3.4 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 1.0 FTE Master Teacher (910G, 202)
- 3.7578 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.25 FTE Math Interventionist (910G, 202)
- 1.0 FTE School Community Liaison (ESSER)
- 1.0 FTE RTI Teacher (ESSER)
- 1.4 FTE Reading Interventionist (ESSER)
- 0.5 FTE Guidance Counselor Intern (M&O) and 0.5 FTE Counselor Intern (ESSER)
- 1.0 FTE Teacher (Title 1)

Goal Focus: Integration and / or Student Achievement

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

#Site Magnet Budget 2022-23 SY

Description	Total	Purpose	MSA Pillar Alignment	Magnet Plan Essential Focus
Magnet Teachers	\$142,922	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	AA, PCI, PL, MT	<p>Integration: Goal 2: Strategy 2: Targeted retention of 1st grade students</p> <p>Student Achievement: Goal 1: Strategy 4: Time for teachers to collaborate to increase</p>
		teachers to have grade level CTTs for 90 minutes each week. While teachers are meeting, their students are with specialists. The third way is that they are part of the school wide intervention block. They take large groups of students 3-4 times a week for 30 minutes so that teachers can work with the most at risk students. Finally, the fourth way is that they support the Project Based Learning by giving students different options for the project products. For example, some students choose to create songs that show what they have learned.		<p>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</p>

CurriculumService Provider	\$49,014	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 workwith CTT groups to assess and utilize student academic data within their curriculums.	AA, PL, MT	Student Achievement: Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 3: Enhance Quality Tier 1 Instruction Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier2 for Math and ELA.
Master Teacher and Magnet Coordinator	\$110,099	Our benchmark and AzMERIT data show a substantial achievement gap between our white students and every other subgroup. The master teacher will work with teachers to identify the areas to best support students in those subgroups. This teacher will facilitate CTT meetings, model lessons, co-teach, and will work to build capacity.	AA, PL, MT	Student Achievement: Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 3:

				Enhance Quality Tier 1 Instruction
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				Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA.
Teaching Assistants	\$87,742	Teaching assistants will support Tier 1 instruction by assisting students while teacher works with small groups during guided reading. They will also support school wide intervention time by taking a whole class for an activity while the teacher works with a targeted intervention group. Project Based Learning is differentiation and TAs will provide support with the process and with student choice/voice.	AA,MT	Student Achievement: Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA.
Sick Leave/Sub	\$3,400	Sick leave for magnet teachers.	AA	Student Achievement
Added Duty-Tutoring (Certified)	\$9,000	Certified staff to provide supplemental Tier 2 and Tier 3 interventions before and after the school day.	AA	Student Achievement: Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA.
Added Duty-Tutoring (Classified)	\$9,000	Teacher assistants to support certified staff when implementing supplemental Tier 2 and Tier 3 instruction before school.	AA	Student Achievement: Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA.

Added Duty- PD	\$2,000	Borton teachers will engage in Learner Centered Professional Development opportunities using a Lesson Study model to strengthen Tier 1 instruction and theme integration.	AA, PL, MT	Student Achievement: Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 3: Enhance Quality Tier 1 Instruction
Added Duty- Recruitment	\$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
Employee Benefits	104,627.70			
Total Budget	<u>\$473,040.70</u>			
	Total FTE	9.43		

Non-Personnel

#Site Magnet Budget 2022-2023 SY				
Description	Amount	Purpose	MSA Pillar	Magnet Plan Principle #
Capital-Technology Under \$5,000	\$4000.00	Devices, ELA Subscriptions	AA	
Capital-Instructional Aides	\$10,000	Student Supplies PBL	AA	
Technology Supplies	\$500	Tech Accessories, earphones, mice, etc.	AA	
Employee Training and Registration	\$1,800	Borton will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration.	AA, PCI, PL, MT	<p>Integration: Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted retention of 1st grade students</p> <p>Student Achievement:</p>
Out of State Travel	\$6,000	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	AA, PCI, PL, MT	<p>Integration: Goal 1: Strategy 2: Marketing and Recruitment</p>

Supplies – Instructional	\$5,000	Supplies to support Project based work.	AA, MT	<p>Integration: Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted retention of 1st grade students</p> <p>Student Achievement: Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 6: Increase Family and Community Engagement</p>
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Employee Benefits		
Total Budget	\$27 300	

#Magnet Site Budget 2022-2023 SY	
Personnel Cost	<u>\$473,209.70</u>
Non-Personnel Cost	<u>\$27,300</u>
Total Budget	<u>\$500,590.70</u>

