

## Magnet Programs



**TUCSON UNIFIED**  
SCHOOL DISTRICT

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

**Principal:** Kirstin A. Bittel

**School:** Carrillo K-5 Communication and Creative Arts Magnet

**Magnet Program:** Communication and Creative Arts

**Region:** Santa Cruz (Region)

**Date Plan Revised:** 08/12/2022

#### **Planning Team:**

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Kirstin Bittel	Principal	Rebeca Stroup	Magnet Coordinator
Celina Morales	Kindergarten Teacher	Monique Peralta	4 <sup>th</sup> grade Teacher

#### **Sign Off:**

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

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

### **C. Vision**

At Carrillo K-5 Communication and Creative Arts Magnet School, students become 21st Century leaders in a diverse world, through the development of a strong academic core, communication skills and creative arts abilities. Carrillo works to create high academic expectations of all its students, both in the students themselves and in the teaching staff. We try always to inspire the success of every student, and work to provide equitable access to educational and extracurricular opportunities, and to meet all students' needs, particularly those who have special needs or other educational obstacles.

### **D. Core Values**

Life Skill Values: Students strive to be respectful, responsible, and kind in all settings.

Scholar Skill Values: At Carrillo all learning is done through the 21<sup>st</sup> Century Skills of Communication, Collaboration, Critical Thinking, and Creativity.

**E. School Profile**

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

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

School Integration Profile (USP Ethnicity)													
2021-22 40 <sup>th</sup> Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Carrillo Enrollment	57	19.3%	21	7.1%	196	66.2%	14	4.7%	2	0.7%	6	2.0%	296
Non-neighborhood %	9	17%	5	23.8%	56	28.6%	5	38.5%	0	0%	1	16.7%	NA
2020-21 Avg ES Enroll	20%		10%		60%		4%		2%		4%		
USP Integration Range + / - 15% District ES Avg													
	6-36%		0-25%		44-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District ES Avg													
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%		

**F. Achievement Data**

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

2019 = AZM2

**Three Year AZ Merit/AASA by Subgroup  
ELA**

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

**Math**

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

20-21= AZM2 test; 21-22 data = AASA.<sup>1</sup> Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

<b>Carrillo Overall 2022-2023 AzMERIT Percent Proficiency by USP Ethnicity</b>		
<b>USP Ethnicity</b>	<b>ELA</b>	<b>Math</b>
<b>White</b>	67%	65%
<b>African American</b>	50%	64%
<b>Hispanic</b>	47%	64%
<b>Native American</b>	50%	83%
<b>Asian-PI</b>	100%	100%
<b>Multi-Racial</b>	100%	100%
<b>All</b>	<b>52.9%</b>	<b>66.6%</b>

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

## II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

### 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 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 (2019-20 100<sup>th</sup> 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 Analyses

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

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

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

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

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

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

**B. SMART Goal for Integration**

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By the November 1 <sup>st</sup> of the 2022-2023 School Year, Carrillo will remain integrated, as measured by 40 <sup>th</sup> day enrollment reports.	<ul style="list-style-type: none"><li>• 40<sup>th</sup> day TUSD School Placement Report</li><li>• Quarterly Progress Monitoring</li></ul>

## C. Goal Attainment

### 1. Strategies to Achieve SMART Goal

Strategies that help Magnet School Achieve Integration SMART Goal	
Strategies	Strengths and Obstacles
1. Targeted recruitment at the entry level to African American and other subgroups, to ensure integration as defined by the USP.	<b>Strengths:</b> <ul style="list-style-type: none"><li>• Effective recruiting plan along with strong relationships with Pre/Day Schools within recruiting areas.</li><li>• Strong reputation within Pre/Day School communities</li></ul> <b>Obstacles:</b> <ul style="list-style-type: none"><li>• In person activities and school tours may be affected due to COVID pandemic.</li></ul>
2. Host a minimum of 1 quarterly curricular event to retain families, ensuring integration as defined in the USP.	<b>Strengths:</b> <ul style="list-style-type: none"><li>• Productive and effective partnership with TUSD magnet department in planning, promoting, and implementing Carrillo recruitment activities.</li></ul> <b>Obstacles:</b> <ul style="list-style-type: none"><li>• Not able to attend planned meetings due to time constraints or COVID pandemic</li></ul>

## 2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Integration SMART Goal					
<b>Strategy 1:</b> Targeted recruitment at the entry level to ensure integration as defined by the USP.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
1. Targeted outreach/recruiting to nearby local daycares who are integrated or whose demographics will contribute to the integration of the school: <ul style="list-style-type: none"> <li>Chinese Community Center</li> <li>African American Owned Businesses</li> </ul>	Magnet Coordinator	Ongoing Focused Semester 1	Site Information Tour Invitations to Community and Curriculum Nights	Use of surveys to determine how prospective families learned about Carrillo and what drew them to the school.	Outreach Calendar Tour Logs Survey results Recruitment Events
2. Participate in TUSD recruitment events: <ul style="list-style-type: none"> <li>School Choice Fair</li> <li>Boo at the Zoo</li> <li>Zoo Lights</li> <li>This is Tucson</li> </ul>	Magnet Coordinator	Ongoing Focused Semester 1	Site Information Tour Invitations to Community and Curriculum Nights	Collection/analysis of event sign-ins to identify/track outreach effectiveness	Event Calendar Tour Log Survey results
3. Host annual Kinder Kickoff Event in collaboration with kindergarten team (morning and evening event) that targets new students (continued enrollment) and siblings.	Kinder Team Magnet Coordinator	Mid-February		Collection/analysis of event sign-ins to identify/track outreach effectiveness	Event Calendar Sign-In sheets Application data
4. Facilitate campus tours for prospective families. The tours are usually scheduled by families after recruitment events/Carrillo Events/social media	Magnet Coordinator	Ongoing Focused Semester 1		Analysis of tour logs and application submission	Tour Log Log of tours vs. application submission

5. Implement social media/website posts that create a compelling narrative of academic/arts integration. Social Media posts that target potential families are posted on a weekly basis.	Magnet Coordinator	Ongoing	Creation of social media/website posts that create a compelling narrative of academic/arts integration	Tracking social media engagement to increase draw	Social Media posts engagement
6. Registration/Enrollment events to support families through the enrollment/acceptance process.	Magnet Coordinator Attendance Tech Community Liaison TUSD Family/Community Services Ambassador	February - March	Registration/Enrollment events to support families in follow through once accepted to school.	Monitoring of first choice applications every 2 weeks to ensure 15 or more applications that contribute to the integration of the school.	Outreach Calendar Event Calendar Sign-In sheets
7. Use an interest “listserv” to inform prospective families about school events and enrollment/registration deadlines. These are done on a regular basis depending on need.	Magnet Coordinator	Ongoing	Use of an interest “listserv” to inform prospective families about school events and enrollment/registration on deadlines	Collection/analysis of event sign-ins to identify/track outreach effectiveness	Listserv Sign-In sheets

### Action Steps to Implement Improvement Strategies for Improvement Goal 1

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

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
1. Host quarterly curriculum nights to include the following options. Teachers will run stations supporting the nightly theme and will be compensated for their time. <ul style="list-style-type: none"> <li>Literacy Night</li> <li>Math/Science Night</li> <li>Star Party (with Kinder)</li> <li>Culture Night</li> <li>Fitness Night</li> </ul>	Magnet Coordinator Administration Teachers	September November February April	Roster of Community Resources/Supports Added Duty Pay Materials for stations	Create a master calendar of events in July Create and analyze parent feedback after each event to ensure they meet the needs of the community Create and analyze sign in sheets to document which families are attending in order 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 85+ year tradition begun by Ms. Marguerite Collier shortly after the school was established	Administration Posadas Committee	Near December 16 pending TUSD calendar	Barricades Safety Support Food Permits Costumes Invitations		
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).
<p>In prior years, the school has consistently outperformed the respective district averages, and, in many grade/subject areas, outperformed the state averages. Although this plan presents AZM2 data for 20-21, there are substantial questions as to the reliability of the 20-21 data districtwide since test was actually taken by only a fraction of the student population. Continuity of measures is also an issue, since there have been three different tests administered by the state as its primary assessment tool over the last four years (AzMERIT, AZM2, and now this year, AASA).</p> <p>However, access to instruction and interventions during COVID widened the achievement gap that Carrillo has historically been successful in reducing. 75% of Anglo students school wide passed the new AZM2 (compared to the TUSD average of 39.6%), while only 37.6% of Hispanic students at Carrillo passed (compared to the TUSD average of 17.8%).</p> <p>PLCs will need a renewed focus on ensuring alignment between instruction and standards/assessed standards as we move into a new test this year, the AASA. Additionally, students in the lowest 25% will need targeted interventions to counter the effects of inequitable access to interventions during remote instruction.</p>

Root Cause Analysis		
Top Three Causes of these Gaps	Surface Causes	Deep Causes
1. From 2017 – 2019, Grade 3 Math was the only grade show a decrease in State testing pass rates. All other grades/content showed increases greater than both the state and district pass rates over the three years.	1. Instruction aligned to previous year's instruction, but not necessarily tightly aligned to new testing language/highly leveraged standards on AZM2.	1. Need to ensure that instruction is tightly aligned with both standards and assessed standards.
2. Change in testing from AZMerit to AZM2 Different cohort of students.	2. Item similarities looked slightly different	2. Deep analyses of item type and blueprint for the AZM2 to ensure instructional understanding of standards.
3. Remote instruction made learning difficult for most students.	3. There was a change in instructional style that students were not accustomed to; additionally, some students had interrupted learning that caused gaps.	3. Not all students had internet access causing equity issues related to learning; students were not provided effective academic interventions, nor guided reading to support literacy development.

## B. SMART Goals for Overall Student Achievement

SMART Goal Statements*	Evidence to Be Used to Assess Progress and Accomplishment
<p><b>ELA:</b></p> <ul style="list-style-type: none"><li>3<sup>rd</sup> grade student academic performance will increase by 3%, from 38% to 41%, as measured by the 22/23 AASA assessment.</li></ul> <p><b>Math:</b></p> <ul style="list-style-type: none"><li>3<sup>rd</sup> grade student academic performance will increase by 3%, from 62% to 65%, as measured by the 22/23 AASA assessment.</li></ul>	<ul style="list-style-type: none"><li>AASA Test Results</li><li>Quarterly Benchmark Exams District Pre-Post Exams</li><li>Simple Solutions</li></ul>

\* 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	
Strategies	Strengths and Obstacles
Data Driven Professional Learning Communities to support quality Tier 1 instruction	<b>Strengths:</b> Job-embedded PLC time weekly Access to disaggregated Benchmark/State testing data Consistent use of CFAs <b>Obstacles:</b> Limited cross-grade PLC time Benchmark data disaggregation can be slow
Specialist teachers to deliver high quality theme-based instruction supporting ELA/Math goals.	<b>Strengths:</b> Specialist classes have strong ties to ELA/Math Theme-based classes provide for application of ELA/Math content <b>Obstacles:</b> 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	<b>Strengths:</b> Grade level Teaching Assistants to support Tier 2 Instruction Robust tutoring program to support Tier 3 instruction <b>Obstacles:</b> Not all families can drop student early/pick-up students late
Professional Development Related to Theme	<b>Strengths:</b> Dedicated time each week for common Professional Development Strong expertise in building/across district <b>Obstacles:</b> Limited number of Wednesdays Difficulty is 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: <ul style="list-style-type: none"> <li>Analyze student data from CFAs</li> <li>Plan small group intervention</li> <li>Design effective lesson plans that align to the TUSD scope and sequence</li> </ul>	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	CTTS CSP	Weekly August – May	Lesson Plans Small group lessons CFA data	Analysis of growth data for students in intervention groups (growth should be greater than class average).	CFA Data Benchmark Data
3. Deliver at least 1 thematic unit with student project quarterly. <ul style="list-style-type: none"> <li>Embed standards that align to the TUSD scope and sequence</li> <li>Include ongoing formative assessments</li> <li>Involve community partnerships</li> <li>Incorporate a culminating presentation of learning to an authentic audience</li> </ul>	Magnet Coordinator CTTs	Quarterly August - May	PLC Time EQuIP Rubric	Unit s plans will be reviewed annually and submitted using a common template.	Unit Plans EQuIP Rubric notes

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

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

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

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

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
1. 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
2. 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
3. Use of library assistant to support enrichment for 4 <sup>th</sup> and 5 <sup>th</sup> 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
4. 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
5. 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
6. 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

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
1. Carrillo will provide Professional Development to staff at minimum quarterly that highlights techniques for fusing Communication and Creative Arts with ELA/Math.	Principal, Magnet Coordinator	SY 22-23	Financial resources for external PD; partnerships	Weekly post PD survey	PD Sign In-Sheets
2. Funds will be set aside annually to allow teacher teams to improve upon thematic units.	Principal, Magnet Coordinator	December		Events schedule	Sign In Sheets
3. 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
4. Carrillo will bring in engage with service of outside agencies/schools to expand and enrich theme integration.	Principal, Magnet Coordinator	Throughout School Year	Financial resources for external PD provider	Monitoring with post PD survey to determine engagement and effectiveness; post PD observations	Sign In Sheets
5. 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 share at an end of the year PD and with the site Magnet Oversight committee for planning purposes.	Principal, Magnet Coordinator	April	Financial resources for travel and registration	Schedule for attending conference	Travel documents and r

## V. Academic Performance for African American and Latino Students

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

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

During the 2018-19 school year, Carrillo was one of the highest performing elementary schools in TUSD. Students of all ethnic subgroups outperformed the respective district averages; however, AZ Merit data indicates a proficiency gap of 13% between Latino and White students in ELA. However, there was no proficiency gap between African American and White Students. On the contrary, African American students outperformed White students by 22%.

During the 2018-19 school year, Carrillo was also one of the highest performing elementary schools in TUSD (Mathematics). Students of all ethnic subgroups outperformed the respective district average. However, AZ Merit data indicates a proficiency gap of 31% between Latino and White students in mathematics. There was also a proficiency gap of 7% between African American and White students in mathematics.

Note that data is taken from SY 18-19 as SY data from 20-21 was not reflective of a valid data set due the global pandemic that caused COVID-19. Additionally, the African American, EL and ExEd subgroups at Carrillo (particularly in individual grades) are so small that there is not sufficient data from which to draw programmatic conclusions, coupled with wide variations from cohort to cohort that are not indicative of programmatic differences, but instead reflect only random individual variations from student to student.

However, access to instruction and interventions during COVID widened the achievement gap that Carrillo has historically been successful in reducing. This was due in large part to a lack of interventions for African American and Latino students that would have occurred after school or during the school day. This means that increased Tier II and Tier III interventions needs to occur for African American and Latino students in SY 22-23.

PLCs will need a renewed focus on ensuring alignment between instruction and standards/assessed standards as we move into a new test this year -- the AASA. Additionally, students in the lowest 25% will need targeted interventions to counter the effects of inequitable access to interventions during remote instruction. Note that many African American and Latino students comprise this bottom academic quartile.

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<p><b>1.</b> 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.</p>	<p><b>1.</b> Continues high expectations across grade levels. Data driven PLCs</p>	<p><b>1.</b> 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.</p>
<p><b>2.</b> 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%.</p>	<p><b>2.</b> This time frame includes incomplete data due to COVID. Students with different Socio-economic status came out of COVID with differing gaps. Decreased access to interventions Attendance difficult during COVID</p>	<p><b>2.</b> Remote and hybrid learning caused inequitable application of instruction/interventions, indicating a need to targeted interventions for students who demonstrate the most interrupted learning.</p>

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

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
<p><b><u>ELA:</u></b> By June 2023, 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.</p> <p><b><u>Math:</u></b> By June 2023, 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.</p> <p>By June 2023, 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).</p>	<p><i>E.g.: Examples of evidence could include:</i></p> <ul style="list-style-type: none"><li>● <i>AASA Test Results</i></li><li>● <i>Short Cycle Assessments</i></li><li>● <i>Quarterly Benchmark Exams</i></li><li>● <i>District Pre-Post Exams</i></li><li>● <i>Identify successful strategies and analyze assessment results that improve student learning.</i></li></ul>

## 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. Data Driven Professional Learning Communities to support quality Tier 1 instruction, with increased focus on monitoring for Latino and African American students.	<b>Strengths:</b> Job-embedded PLC time weekly Access to disaggregated Benchmark/State testing data Consistent use of CFAs <b>Obstacles:</b> 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	<b>Strengths:</b> Grade level Teaching Assistants to support Tier 2 Instruction Robust tutoring program to support Tier 3 instruction <b>Obstacles:</b> Not all families can drop student early/pick-up students late
3. MTSS for African American and Latino students	<b>Strengths:</b> Strong MTSS systems are in place to effectively identify students that need additional academic supports – including those students that are African American or Latino. <b>Obstacles:</b> 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
1. 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
2. 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

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
<ol style="list-style-type: none"> <li>Utilize small groups in ELA and Math to provide targeted intervention to African American and Latino students based on student data.</li> <li>These groups will be flexible and adjust regularly based on weekly CFA results.</li> </ol>	Administration Teachers	Aug – May	Benchmark and CFA Data; time for teacher collaboration	Semi-monthly CFAs	Data from semi-monthly CFAs and benchmark data.

Action Steps to Implement Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 3: MTSS for African American and Latino Students					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
1. 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.



## VI. MAGNET SCHOOL BUDGET

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

### Personnel

#Site Magnet Budget 2022-23 SY				
Description	Total	Purpose	MSA Pillar Alignment	Magnet Plan Essential Focus
<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>			
<b>Employee Benefits</b>	<i>\$44,880</i>			
<b>Total Budget</b>	<i>\$181,400</i>			
<b>Total FTE</b>	<i>3.0</i>			

**Non-Personnel**

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

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