

**Magnet Programs**



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

**Principal:** TBD

**School:** Davis Bilingual Magnet School

**Magnet Program:** Two-Way Dual Language

**Region:** Santa Cruz

**Date Plan Revised:** 4/8/22

**Planning Team:**

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Magnet Coordinator	TBD	Anel Green	Exceptional Education Resource
Principal	TBD	Curriculum Service Provider	Cate Arnquist
3 <sup>rd</sup> Grade	Karina Sanchez	Community Liaison	Community Liaison
Davis Parent	Ashley Ali-Osman	2 <sup>nd</sup> Grade	Stephanie Alvarez

**Sign Off:**

<b>Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Principal	TBD		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kinasha Brown		

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## **I. Magnet School Profile**

### **A. Mission**

Davis Dual Language Magnet exists to celebrate the diversity of our students' cultures and languages. We empower our students with the tools to be lifelong biliterate and multicultural learners.

### **B. School Summary**

Davis is a bilingual elementary school that engages learners in a Two-Way Dual Language. The focus of the school is to produce bilingual, bi-literate and bi-cultural students who are ready for Middle School. All students are immersed in the Two-Way Dual Language program at all grade levels. The aim of the program is to balance the number of native English speakers and Spanish native speakers into one class so that there is model proficiency in both languages. Davis prides itself on the arts (Mariachi) and a strong sense of community.

### **C. Vision**

Davis Dual Language Magnet: Inspiring and empowering our students to become thoughtful, productive, biliterate communal global citizens (as measured by TUSD Dual Language Assessments) who work for global justice.

### **D. Core Values**

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

**E. School Profile**

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

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

School Integration Profile (USP Ethnicity)													
2021-2022 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
Enrollment	80	30	22	8%	152	54%	9	3%	1	0%	12	4%	280
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**

<b>3 Years of ELA Percent Proficiency by Grade</b>									
ELA	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5
State ES Avg	44%	47%	48%	46%	51%	52%			
District ES Avg	35%	38%	37%	38%	40%	43%	19%	18%	17%
Davis Avg							17%	15%	16%
<b>3 Years of Math Percent Proficiency by Grade</b>									
Math	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5
State ES Avg	53%	47%	47%	51%	48%	46%			
District ES Avg	43%	36%	37%	42%	36%	36%	22%	31%	32%
Davis Avg				49%	58%	74%	17%	15%	

\*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
<b>Grade 3</b>	75	50					70	60	
<b>Grade 4</b>	50	No students assessed					72.7	60	
<b>Grade 5</b>	100	50					100	50	

**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>	25	0					70	23.1	
<b>Grade 4</b>	100	No students assessed					81.8	16.7	
<b>Grade 5</b>	100	50					100	50	

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	76	80
African American	81.8	72.7
Hispanic	57.1	55.4
Native American	0	50
Asian-PI	N/A	N/A
Multi-Racial	40	40

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

<b>Interpretive Summary - Integration Gap Analysis</b>
<p>There are multiple data points and key information to support the site integration gap analysis. However, the site is currently integrated based on SY 21-22 enrollment. This is due in large part to:</p> <ul style="list-style-type: none"> <li>The site currently has an “A” label as measured by the Arizona Department of Education, A-F accountability model. Having a label of “A” inherently attracts more families who want to enroll at the site. The site is historically a sought after school with large numbers of students on the waiting list post lottery.</li> </ul>

<b>Root Cause Analysis</b>		
<b>Identify Top Three Causes of these Gaps</b>	<b>Identify the Surface Causes</b>	<b>Identify Deep Causes</b>
Effective Marketing and Recruitment	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> <li>Targeted digital advertisements</li> <li>Social media leveraging</li> </ul>	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> <li>Lack of training related to effective utilize digital tools to target enrollment audiences</li> </ul>

**B. SMART Goal for Integration**

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By the November 1<sup>st</sup>, of SY 2022– 2023, Davis will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40<sup>th</sup> day enrollment reports.</p>	<ul style="list-style-type: none"> <li>• Synergy Records/Reports</li> <li>• Quarterly Magnet Progress Monitoring Meetings</li> <li>• Magnet Enrollment Plan</li> <li>• Smart Choice</li> </ul>

**C. Goal Attainment**

Strategies that help Magnet School Achieve Integration SMART Goal 1	
Strategies	Strengths and Obstacles
<p>1. Marketing and Recruitment</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• District Recruitment Events</li> <li>• School Community Services (TUSD)</li> <li>• District Communication Department District Media Department</li> <li>• District Community Services Open Enrollment Lottery District Transportation Department</li> <li>• District Pre-Schools</li> <li>• District and Out-of- District Daycare and Preschool Maps</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Access to non-district parent contact information for communication.</li> <li>• Training related to targeted social media use</li> <li>• Content on social media</li> </ul>

## 2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for Integration SMART Goal					
Strategy 1: Marketing and Recruitment					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Create an inventory of marketing materials, including: <ul style="list-style-type: none"> <li>• Stark card</li> <li>• Posters</li> <li>• Banners</li> </ul> Order additional supplies as necessary to give away at recruitment events.	Magnet Coordinator	Aug. 2022-May 2023	District support and funding District Communications Dept.	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Inventory in excel document.
2. Attend targeted recruitment activities and events; inclusive of Davis Elementary tours	Magnet Coordinator; Principal;	Aug. 2022-May 2023	District support & funding Family Engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Calendar of district and school events, attendance documentation and agendas, meeting notes, open house logs, virtual and in-person tour logs.
3. Create two posts per week on the site Facebook page highlighting: <ul style="list-style-type: none"> <li>• Kindergarten students</li> <li>• First grade students</li> <li>• “Specials,” i.e. Mariachi and Art</li> </ul>	Magnet Coordinator; Principal; Assistant Principal	Aug. 2022-May 2023	Access to the site Facebook page	During quarterly progress monitoring reports to the Magnet Department, include information Social Media Analytics	Facebook analytic reports

#### IV. Overall Student Achievement

##### A Gaps in Student Achievement

###### Interpretive Summary of Overall Student Achievement Data (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 content/subject perspective, Davis students outperformed the district and state average grade by considerable amounts.
- In ELA, Davis outperformed the district average by 14% at the 3<sup>rd</sup> grade level.
- In ELA, Davis outperformed the district average by 18% at the 4<sup>th</sup> grade level.
- In ELA, Davis outperformed the district average by 31% at the 5<sup>th</sup> grade level.
- In Math, Davis outperformed the district average by 3% at the 3<sup>rd</sup> grade level.
- In Math, Davis outperformed the district average by 32% at the 4<sup>th</sup> grade level.
- In Math, Davis outperformed the district average by 34% at the 5<sup>th</sup> grade level.

It is important to note that this data set is for SY 18-19 as this was a more valid form a data compared to SY 20-21, where many students had interrupted learning; many students also did not take the AZM2 assesment causing reliability issues.

###### Root Cause Analysis

Top Causes of these Gaps	Surface Causes	Deep Causes
1. Need of instructional effectiveness at the 3 <sup>rd</sup> grade level.	1. Lack of frequent instructional observations with follow up feedback and job embedded coaching	1. Lack of time for job embedded instructional coaching
2. Need for academic interventions at the 3 <sup>rd</sup> grade level	2. Lack of a master schedule that supports academic interventions at the Tier II and Tier II level	2. Lack of academic interventionists to support Tier II and Tier III classes

**B. SMART Goals Student Achievement**

<b>SMART Goal Statements</b>	<b>Evidence to Be Used to Assess Progress and Accomplishment</b>
<p><b><u>Overall Student Achievement</u></b></p> <ol style="list-style-type: none"><li>1. By June, 2023, ELA proficiency levels in grades three through five will have increased by 3% per grade level, as measured by AASA reports.</li><li>2. By June, 2023, Mathematics proficiency levels in grades three through five will have increased by 3% per grade level, as measured by AASA reports.</li><li>3. By June, 2023, ELA proficiency levels in third grade will have increased by 9%, as measured by AASA reports.</li></ol>	2023 AASA Scores

**C. Goal Attainment**

<b>Strategies to Achieve SMART Goals for Overall Student Achievement</b>	
<b>Strategies</b>	<b>Strengths and Obstacles</b>
<p>1. Instructional Improvement at the 3<sup>rd</sup> grade level</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Language Acquisition TWDL program model</li> <li>• Teacher trained in GLAD strategies Leveled guided reading groups</li> <li>• District Web-Data</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Delayed data results</li> <li>• Gaps in instructional observation/feedback cycle</li> <li>• Strong formative assessment model to inform instructional practice</li> </ul>
<p>2. Creation of targeted academic interventions</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Benchmarking structure is in place</li> <li>• Access to formative assessment tools</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Strong PLCs to support data informed interventions</li> <li>• Lack of Tier II academic support classes</li> <li>• Lack of Tier III academic support classes</li> </ul>

3. Family and Community Engagement	<p><b>Supports:</b> families at Davis have positive feelings about the school</p> <p><b>Constraints:</b> families are busy and don't always have time to participate</p>
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**2. Action Steps to Implement Strategies.**

<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1</b>					
<b>Strategy 1: Instructional Improvement</b>					
<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 of Assessment</b>
1. Utilize daily instructional observations with follow up feedback at the 3 <sup>rd</sup> grade level.	Principal; Curriculum Service Provider	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. Implement guided reading in grades three through five.	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Training for teachers on scholastic guided reading; Adelante guided reading; training for progress monitoring	Formative assessments and benchmark assessments related to ELA and SLA	Formative assessment data; benchmark data; guided reading observation log.
3. Adopt site based instructional protocols.	Principal; Assistant Principal; Curriculum Service Provider	Aug. 2022	Training for teachers on scholastic guided reading; Adelante guided reading; training for progress monitoring	Formative assessments and benchmark assessments related to ELA and SLA	Instructional protocol; minutes from instructional committee

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

**Strategy 2:** Creation of academic interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop schedule- determine time for push in/ pull t out support. Reading interventionist has been working throughout Sem 1 with groups of at risk students <b>(L25 based on EDL)</b> in Kinder- 2 <sup>nd</sup> grade. Goal to master phonemic skills using <i>El Camino del Exito</i> (TWDL intervention program as directed by Language Acquisition Department)	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Use teaching assistants (one per grade teacher in grades three through five) to deliver interventions in math ELA and Mathematics.	Principal Teachers	Weekly August – May	Data to inform small groups	Formative assessment and benchmark data	Formative assessment and benchmark data
3. Redesign the master schedule to allow for whole group, Tier II interventions.	Principal	July 15th	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data



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

**Strategy 3. Family and Community Engagement**

<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 of Assessment</b>
1. Implement Cafecito- Monthly	Principal Family Community	Throughout the school year Aug. 2022- May	Principal Monthly Newsletter School Website Updates District Support Media & Communication	Attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, meeting agendas and notes
2. Schedule, plan and execute academic training for families 2-3 times to support academic achievement in reading/math: <ul style="list-style-type: none"> <li>• Math Night</li> <li>• Literacy Night</li> <li>• TWDL Night.</li> </ul>	Principal Asst. Principal Family Community Liaison	2-3 times a year, Quarters 1, 2 and 3	Teachers and TWDL staff	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, meeting agendas and notes

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

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

<b>Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).</b>
<p>There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. This data summary includes:</p> <ul style="list-style-type: none"> <li>• Latino students have academic gaps in both ELA and Mathematics               <ul style="list-style-type: none"> <li>○ White students outperform Latino students in ELA by 19%</li> <li>○ White students outperform Latino students in Mathematics by 25%</li> </ul> </li> <li>• African American students have academic gaps in Math only               <ul style="list-style-type: none"> <li>○ White students outperform African American in Mathematics by 7%</li> <li>○ African American students outperform White students in ELA by 6 %</li> </ul> </li> </ul>

<b>Root Cause Analysis</b>		
<b>Identify Top Causes of these Gaps</b>	<b>Identify the Root of these Causes</b>	<b>Identify Foundational Causes</b>
<ul style="list-style-type: none"> <li>• Need of instructional effectiveness that supports the SPARKS (Cultural Relevance) framework.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of frequent instructional observations with follow up feedback and job embedded coaching related to SPARKS (Cultural Relevance)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of structure that supports SPARKS (Cultural Relevance) on site</li> </ul>
<ul style="list-style-type: none"> <li>• Need of academic interventions specific to African American and Latino students</li> </ul>	<ul style="list-style-type: none"> <li>• Increased subgroup analysis that results in interventions, which supports African American and Latino students</li> </ul>	<ul style="list-style-type: none"> <li>• PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.</li> </ul>

**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"> <li>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.</li> <li>2. <i>Note that there is no ELA SMART goal for African American students as African American students outperform White students on the 18-19 AzMerit Assessment.</i></li> </ol>	<p>2023 AASA Scores</p>
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	<p>2023 AASA Scores</p>

**C. Goal Attainment:**

**1. Strategies to Achieve SMART Goals**

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

## 2. Action Steps to Implement Strategies

<b>Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students</b>					
<b>Subgroup Strategy 1: Increase culturally relevant instructional practice specific to African American and Latino Students.</b>					
<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 of Assessment</b>
1. Provide professional development on SPARKS (Culturally relevant) framework for Middle School Teachers	Principal; Assistant Principal; Curriculum Service Provider	August 2022	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Utilize Daily instructional observations with follow up feedback on SPARK (Culturally relevant) integration	Principal; Assistant Principal; Curriculum Service Provider	Aug. 2022- May 2023	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOP Strategies Checklist	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

<b>Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students</b>					
<b>Subgroup Strategy 2: Ensure effective academic interventions for African American and Latino Students</b>					
<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 interventions to African American and Latino students.	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data

2. Provide after school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators; 21 <sup>st</sup> CCLC Coordinator	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
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## VI. MAGNET SCHOOL BUDGET

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

List other school FTE to support the MSP Goals for integration and student achievement. Include 910(G) or non-910(G) FTE and other support staff that are assign to your school by the District (e.g., Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 2.0 FTE Teacher (910G, 202)
- 1.0 FTE Reading Interventionist (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 4.0025 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Librarian (910G, 202)
- 5.50 FTE Teaching Assistants (910G, other (504))
- 0.75 FTE Instructional Tech Liaison (Title I)
- 1.251.25 FTE Teaching Assistants (Title 1)
- 1.0 FTE School Community Liaison (Title 1)
- 0.5 FTE Library Assistant (M&O)

## Magnet School Budget

**Goal Focus:** Integration and / or Student Achievement

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

### Personnel

Deseg Budget 2022-231-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Magnet Plan Strategy
Teacher- Art	\$49,200	1.0	<p>Support PLC/CTT schedule Support Magnet theme implementation- Art classes are in Spanish.</p> <p>PLC-CTT time is embedded in the school day so that staff can meet weekly for at least 1 1/2-hour blocks. Staff will address achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed.</p> <p>Specialist teachers support the scheduled to allow for PLC-CTT time.</p> <p>Specialist also teaches in Spanish to support implementation of the Magnet theme.</p>	PL, MT, AA	Student Achievement

Teacher- Music	\$45,200	1.0	<p>Support PLC/CTT schedule Support Magnet theme implementation- Music classes are in Spanish.</p> <p>PLC-CTT time is embedded in the school day so that staff can meet weekly for at least 1 1/2-hour blocks. Staff will address achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed.</p> <p>Specialist teachers support the scheduled to allow for PLC-CTT time. Specialist also teaches in Spanish to support implementation of the magnet theme.</p>	PL, MT, AA	Student Achievement
Teacher – Reading Interventionist	\$51,601	1.0	Reading Interventionist will model interventions and pull out/ push in to support struggling early readers in Spanish Language Arts	AA	Student Achievement
Teacher Assistants	\$78,815	4.0025	While certified teachers provide intervention, teacher assistants will be used to provide support for all students. Bilingual para- professionals support in dual language classrooms is critical as language models, assist in district/state required assessments and help teachers manage workloads which double when learning /teaching in two languages. Bilingual paraprofessionals are language role models and are guided by teachers to support students as teacher directs learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement.	AA, MT	
Library Media Specialist	\$34,475	1.0	<p>To allow teachers to meet in PLC-CTT groups, Davis will fund a full-time librarian who creates multi-cultural learning opportunities and materials for all K-5 students.</p> <p>Teachers will meet in PLC- CTTs 1 1/2 hours weekly to analyze student data and implement action plans for Tier I/II differentiated instructional groups, common assessments, and planning.</p>	AA, PL, MT	Student Achievement



Magnet Site Coordinator	\$38,400	1.0	Magnet Coordinator will focus on all pillars- student achievement and integration: PLC –CTT coordinator, quarterly PLC-CTT units, student progress monitoring data, family event coordinator, and recruitment.	IN, AA, PCI, PL, MT	Integration and Student Achievement
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Substitutes for Magnet teachers	\$2,000		Substitute pay magnet teacher sick leave.	AA	Student Achievement
Certified Added Duty	\$5,000		Before and After School Tutoring will	AA	Student Achievement
Classified Hourly	\$3,000		Support before and after school tutoring- supervise approved computer-based platform use while teacher provides interventions.	AA	Student Achievement
Certified Hourly Added Duty	\$25005,800		Added Duty for certified staff to participate in parent training session at school. Work with families to support family engagement and provide training sessions in reading and mathematics for parents.	PCI	Student Achievement
Certified Added Duty -	\$17,5009,500		Summer PD- Focus on Strategies to support language development (TWDL Magnet Theme- such as SIOP strategies, GLAD strategies, Thinking Maps), also building capacity to use authentic experiences to build language.	AA, PL, MT	Student Achievement

Certified Added Duty/ Hourly	\$20001,200	Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information cards, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large-targeted populations). Maintain high parent participation in PTA, Site Council and school- wide functions, and train parents as school recruiters. Pursue partnerships with the U of A, Pima College, South Tucson, Hispanic Chamber of Commerce, Mariachi clubs, and other agencies that embrace Hispanic culture to enhance the current program.	In, PL, AA	Integration
Classified Temporary	\$5,000			
Total	\$329,191.00			
Employee	\$95,607.00			
Benefits				
Total Budget	\$424,798.00			
Total FTE	9.25			

**Non-Personnel**

Description	Amount	Purpose	Magnet Focus Area	Goal Focus
MSA Registration	\$1800	Davis will send the Magnet Coordinator and one Administrator to the MSA National Conference. Conference registration.	In, AA, PCI, PL, MT	Integration and Student Achievement
MSA Out of State Travel	\$6000	Travel, lodging, transfers and per diem will be provided for the 2 people travelling out of state to the MSA National Conference.	In, AA, PCI, PL, MT	Integration and Student Achievement
Total Budget	\$7800			

<b>Deseg Budget 2021-2022 SY</b>	
Personnel Cost	\$424,798.00
Non-Personnel Cost	\$7,800.00
Total Budget	\$432,598.00