Magnet Programs

TUCSON UNIFIED SCHOOL DISTRICT

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

Principal: Luke van Schie

School: Mansfeld STEM Plus Middle School

Magnet Program: STEM Plus

Region: Arroyo Chico

Date Plan Revised: 8/11/2022

Planning Team:

Name	Position	Name	Position
Luke van Schie	Principal	Sara Sultan	Assistant Principal
Jennifer Flagg	Magnet Coordinator	Patricia Croaker	Instructional Coach-Innovative Learning
Lisa Bradford	Teacher, Fine Arts	Dean Holbrook	Teacher, Science
Amanda Falk	Teacher, Math	Leticia Lozano	Teacher, Engineering
Carolyn Mosconi	School Community Liaison	Donna Bowser	Office Manager
Mary Wnek	Teacher/Parent, 8th grade	Ariela T.	Student, 6th grade
Susan W.	Parent, 6th grade	Anthony E.	Student, 8th grade
Jazmine W.	Parent, 8th grade	Wilde S.	Student, 7th grade
Jen C.	Parent, 6th grade	Valentina G.	Student, 7th grade

Sign Off:

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

Magnet Plan Table of Contents

I. Magnet School Profile

A. Mission

Mansfeld is a community dedicated to student academic and personal success, for today, and the future, through STEM education, with an emphasis on diversity and inclusivity.

B. School Summary

Mansfeld STEM Plus Middle Magnet School is currently a B-rated, integrated school. Mansfeld is also a nationally recognized Magnet School of Excellence (Magnet Schools of America) and a nationally certified Demonstration Magnet School (Magnet Schools of America). Mansfeld's programmatic theme is STEM (Science, Technology, Engineering, and Math). In order to best prepare the diverse student population for a variety of educational opportunities and career choices, Mansfeld has selected 17 STEM practices to embed into the curriculum. Students engage in these STEM practices in every lesson in every class, including electives. Students also engage in quarterly integrated STEM units in all classes, so students apply STEM thinking across subject areas. Mansfeld is proud to offer a 7-period school day, which allows all students to take a STEM core class, plus two electives of their choice, along with the core classes of Language Arts, Math, Social Studies, and Science. As a STEM Plus school, Mansfeld offers a variety of electives, including Physical Education, Visual Arts, Band, Orchestra, Guitar, Spanish, and Science Olympiad. Throughout all of these classes, students utilize practices of scientists, technicians, engineers, and mathematicians (STEM) to work through all types of problems creatively. These foundational processes teach analytical thinking and problem solving that will make all students successful in furthering their future educational, vocational, and professional pursuits.

C. Mansfeld was the recipient of a new Verizon Innovative Learning (VILS) Lab grant in the 2020-2021 SY. This grant built a new Immersive Media Lab on campus that allows students to engage in 3D modeling and printing and virtual and augmented reality. In addition, Mansfeld received an extension grant to extend our VILs one-to-one iPad program through 2024, which provides all students and teachers with an iPad. It also provides coaching support and professional development for Mansfeld teachers in the areas of technology integration and project-based learning (PBL).

D. Vision

Mansfeld will be an A-rated, nationally recognized and certified STEM magnet school and state-recognized A+ School of Excellence that attracts racially, economically, and culturally diverse students who are challenged and supported to achieve academic excellence. All students have the support they need to succeed, and all students engage in rigorous STEM thinking in each class throughout every day at Mansfeld. Technology is deeply and richly integrated throughout the curriculum, so that students experience innovative opportunities to build technology skills. Families feel deeply connected to the school and are valuable partners in their children's education. Community STEM partners, including academic institutions, STEM-related nonprofit organizations, local businesses, and industry groups, enhance the educational opportunities available to students and expand students' vision for college and career. When students leave Mansfeld, they are curious, innovative problem-solvers who are ready to tackle the demands of high-performing high schools throughout Southern Arizona.

D. **Core Values:** Mansfeld's Collective Commitments are:

- We will create a culture of success with consistent policies and scaffolding in order to encourage perseverance and independence by:
    - Allowing students to reflect on their classwork and make necessary improvements to show mastery
    - Allowing students to reflect on their assessments and make the necessary corrections to demonstrate mastery
    - Accepting late work/alternative assignments so students can show mastery (cut off at teacher discretion)
- We will hold ourselves and our students to high expectations by providing clear rubrics so that students can produce quality work by:
    - Creating rubrics for projects and major assignments
    - Using concrete and specific language in rubrics
    - Including descriptions to levels of performance for criteria
- We will provide a culturally relevant curriculum by utilizing real world, interdisciplinary, and STEM connections to prepare students for high school and beyond by:
    - Creating and implementing lessons and units that allow students to see the "WiiFM"
    - Creating and implementing 4+ STEM units
    - Embedding the STEM practices into daily lessons
- We will increase complexity by providing open-ended opportunities to show mastery by:
    - Gradually increasing complexity of tasks
    - Using project menus to allow for student choice
    - Using open ended questions to encourage student thinking
- We will encourage students to become intrinsically motivated and take ownership of their academic success by providing a variety of formative assessment tools so both teachers and students can reflect and analyze their progress by:
    - Using projects, essays, tests, etc. to assess mastery
    - Encouraging students to become self-reflective and focus on a growth mindset

E. School Profile

2018-19 Letter Grade	2021-22 Integration Status	Magnet Theme
B	Integrated	STEM Plus

Student Profile					
Mobility (Rate)	**Absenteeism (Rate)**	**Promotion (Rate)**	**F&RL (% of FRL Students)**	**EL (% of EL Students)**	**Ex Ed (% of Ex Ed Students)**
8.71			63.4%	7.8%	11.3%

School Integration Profile (USP Ethnicity)

2021-22 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	142	16%	93	10%	594	65%	27	3%	20	2%	31	3%	907
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 AzMERIT/AASA TUSD Middle Schools ELA Grades 6 - 8 Broken out by School and Grade 2018-19 to 2021-22 (no state test in 2019-20)

*Note: The 'Grand Average' is simply an unofficial, unweighted average for the school for the selected grades below and should be used only as a means to rank the relative performance of schools. Additionally, an * indicates that less than 5 students were tested.*

** DL=Dual Language, G=GATE, M=Magnet, T=TransitionMagnet*

Region	Prog*	2017 ADE Ltr Gr	2018 ADE Ltr Gr	2019 ADE Ltr Gr	School	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8		*2019 Grand Av.*	*2021 Grand Av.*	*2022 Grand Av.*	Diff Bet 2019 (preCOVID) and 2022	Diff Bet 2021 and 20222
					District Avg	27%	26%	24%	19%	19%	17%	24%	26%	23%		*26%*	*18%*	*24%*	**-2%**	**6%**
					State Avg	42%	41%	38%	35%	38%	35%	39%	43%	36%		*40%*	*36%*	*39%*	**-1%**	**3%**
3	M	B	B	B	Mansfeld	38%	37%	39%	29%	26%	22%	32%	36%	25%		*38%*	*26%*	*31%*	**-7%**	**5%**

3 Years of AzMERIT/AASA TUSD Middle School Math Grades 6 - 8 Broken out by School and Grade 2018-19 to 2021-22 (no state test in 2019-20)

*Note: The 'Grand Average' is simply an unofficial, unweighted average for the school for the selected grades below and should be used only as a means to rank the relative performance of schools. Additionally, an * indicates that less than 5 students were tested. An ^ indicated <10 students in Alg 1 or Geometry were tested from Grade 8*

** DL=Dual Language, G=GATE, M=Magnet, T=TransitionMagnet*

Region	Prog*	2017 ADE Ltr Gr	2018 ADE Ltr Gr	2019 ADE Ltr Gr	School	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg I	2019 Geom	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8		*2019 Grand Av.*	*2021 Grand Av.*	*2022 Grand Av.*	Diff Bet 2019 (preCOVID) and 2022	Diff Bet 2021 and 2022
					District Avg	23%	22%	18%	62%		8%	12%	9%	13%	11%	12%		*31%*	*10%*	*12%*	**-19%**	**2%**
					State Avg	41%	38%	32%	44%		29%	30%	26%	31%	27%	27%		*39%*	*28%*	*28%*	**-11%**	**0%**
3	M	B	B	B	Mansfeld	41%	35%	43%	98%		14%	17%	11%	20%	21%	22%		*54%*	*14%*	*21%*	**-33%**	**7%**

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 6	22.9	31	0	30.8	31.9	24	65.1	76.9	60
Grade 7	32.1	24.3	16	45.3	33	21	65	69.4	52
Grade 8	18.5	33.3	0	31.1	38.6	20	43.3	51.2	47

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	22.9	34.5	0	36.5	35.6	10	78.1	74.4	36
Grade 7	32.1	21.1	16	35.8	29.5	11	51.2	68.3	38
Grade 8	27.6	48.1	0	43.4	49.6	9	55.3	68.4	27
WS									

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

	ELA	Math
USP Ethnicity	2021-AASA	2021-AASA
White	60%	50%
African American	16%	11%
Hispanic	25%	16%
Native American	10%	5%
Asian-PI	50%	25%
Multi-Racial	31%	17%
ALL	31%	21%

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^{th} 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

Interpretive Summary - Integration Gap Analysis
There are data points and key information to support the site gap analysis. This information will help to identify needs to continue integrating the school. This includes: • The site currently has a "B" label as measured by the Arizona Department of Education, A-F accountability model. Having a label of "A" or "B" inherently attracts more families who want to enroll at the site. Therefore, one need is to continue increasing overall student academic performance to achieve an "A" label to attract more families and **secure** existing families. • Mansfeld is fully integrated overall. Digging deeper into each grade level, all grade levels are within **25%** of the district percentage for that grade level.

Root Cause Analysis		
Identify Top Three Causes of these Gaps	**Identify the Surface Causes**	**Identify Deep Causes**
1. The student achievement gap among ethnic groups has not been narrowed or eliminated.	1. Lack of district SEL curriculum per grade level to facilitate teacher's implementation in alignment with student achievement. Lack of master teachers/instructional coaches training the staff effectively that includes job-embedded professional development, coaching, follow-up, and evaluation of the curriculum and instruction implementation.	1. The growth and performance of students of color are not being accelerated.
2. Hispanic student enrollment is above 70% in 8th grade and is approaching 70% in 6th grade.	2. The diversity of neighborhood students who enroll and the number of magnet seats available was not increased.	2. Lack of advocating for the number of magnet seats available.
3. Gaps in performance persist on benchmark and end-of-year assessments between White/Caucasian students and African American, Hispanic/Latino, and Native American students.	3. Mansfeld is not proactively recruiting and supporting underrepresented students to enroll in ALES.	3. The enrollment of underrepresented students is not correlate with the total enrollment threshold.

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Goal 1: By November 1st, 2023, Mansfeld will remain an integrated school.	• Enrollment data, disaggregated by race/ethnicity • Recruitment plan • Magnet seat allocations

C. Goal Attainment

1. Strategies to Achieve SMART Goal

Strategies that help Magnet School Achieve Integration SMART Goal	
Strategies	**Strengths and Obstacles**
1 Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.	**Strengths**: 1. Strong school reputation and popularity, full enrollment, integrated school 2. Strong relationships in magnet department and School Community Services department 3. Targeted recruitment plan and existing relationships with targeted elementary schools 4. Academic excellence and theme recognition 5. Additional magnet department support to eliminate the tension between GATE school choice and magnet school choice **Constraints:** 1.The allotment of magnet seat available to improve integration has steadily been declining 2. School tours and in-person recruitment events have temporarily been negatively impacted by the Covid pandemic 3. School choice decisions ultimately rest with families

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1.Magnet Coordinator, in collaboration with school leadership, will identify decision-makers and hold initial conversations to understand constraints and explore possible options to increase enrollment of students who support integration goals	Magnet Coordinator, with school leadership team	May 2023	Personnel contacts	Quarterly enrollment reports	Sign in sheets from meetings
2.Magnet Coordinator, in collaboration with school leadership, will brainstorm and evaluate possible steps to increase enrollment of students who support integration goals	Magnet Coordinator, with school leadership team	May 2022-October 2023	Personnel contacts	Quarterly enrollment reports	Sign in sheets from meetings
4.Magnet coordinator will develop and implement marketing and recruitment plan that emphasizes neighborhood students who will support integration goals, continuing partnership and outreach to Same Hughes, Tully, Carrillo, Lineweaver, and Fruchthendler.	Magnet Coordinator	July-October 2022	Recruitment materials, mileage, time off campus	Quarterly enrollment reports	Sign in sheets from meetings
5.Magnet coordinator will attend recruitment events at neighborhood schools and targeted non-neighborhood schools, including middle school nights, literacy nights, Love of Reading events, and district recruitment events.	Magnet Coordinator	July-December 2022	Recruitment materials, mileage, time off campus	Quarterly enrollment reports	Sign in sheets from meetings

6.Magnet Coordinator will collaborate with principal and leadership team to strategically identify areas for school-based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship].	Magnet Coordinator	July 2022-May 2023	Marketing materials	Quarterly enrollment reports	Sign in sheets from meetings
8.Magnet coordinator will provide campus tours and shadowing opportunities for interested students and registered neighborhood students to encourage matriculation.	Magnet Coordinator	January-April 2023	Teacher participation	Quarterly enrollment reports	Sign in sheets from meetings
10.The Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.	District	July 2022-May 2023	Marketing materials	Quarterly enrollment reports	Sign in sheets from meetings

IV. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-8).

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:

18-19 AZM2

- 6th Grade ELA Proficiency – 38%
- 7th Grade ELA Proficiency – 37%
- 8th Grade ELA Proficiency – 39%
- 6th Grade Math Proficiency – 41%
- 7th Grade Math Proficiency – 35%
- 8th Grade Math Proficiency – 43%

Note that all student outcomes above are from the 18-19 AZ Merit. This data set was used to ensure validity and effective goal setting as the AZM2 assessment from 20-21 did not reflect enough student testers to ensure the upmost validity. That said, this data indicates similar needs in both ELA and Mathematics. From a grade level perspective, there is a more pronounced need in 7th grade.

21-22 AASA

- 6th Grade ELA Proficiency – 32%
- 7th Grade ELA Proficiency – 36%
- 8th Grade ELA Proficiency – 25%
- 6th Grade Math Proficiency – 20%
- 7th Grade Math Proficiency – 21%
- 8th Grade Math Proficiency – 22%

This data reflects learning loss associated with the COVID pandemic. It demonstrates a significant need to rebuild student proficiency, especially in math and 8th grade ELA.

Root Cause Analysis		
Top Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. Need of instructional effectiveness	1. Need for increased instructional observations with follow up feedback and job embedded coaching	1. Lack of time for job embedded instructional coaching
2. Need of academic interventions	2. Need for academic interventions at the Tier II and Tier III in math	2. Lack of academic interventionists to support Tier II and Tier III classes; need for increase FTE

B. SMART Goals for Overall Student Achievement *

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, 6th grade student ELA Proficiency will rebound to pre-pandemic levels, from 32% to 38%, as measured by the AASA assessment. 2. By June 2023, 7th grade student ELA Proficiency will surpass pre-pandemic levels, from 36% to 40%, as measured by the AASA assessment. 3. By June 2023, 8th grade student ELA Proficiency will rebound to pre-pandemic levels, from 25% to 39%, as measured by the AASA assessment.	• AASA assessment data, disaggregated by race/ethnicity • Monitored by quarterly Benchmark assessment data
1. By June 2023, 6th grade student Math Proficiency will rebound to pre-pandemic levels, from 20% to 41%, as measured by the AASA assessment. 2. By June 2023, 7th grade student Math Proficiency will surpass pre-pandemic levels, from 21% to 38%, as measured by the AASA assessment. 3. By June 2023, 8th grade student Math Proficiency will rebound to pre-pandemic levels, from 22% to 43% as measured by the AASA assessment.	• AASA assessment data, disaggregated by race/ethnicity • Monitored by quarterly Benchmark assessment data

* *Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. In addition, the COVID pandemic significantly disrupted learning from March 2020 through May 2021. Therefore, Mansfeld has set a very ambitious goal of recovering proficiency that was lost during the pandemic.*

C. Goal Attainment

1. Strategies to Achieve SMART Goals.

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	**Strengths and Obstacles**
1. Strengthen consistency of high-quality Tier 1 instruction through job-embedded coaching and professional development.	**Supports**: • 7-period day provides daily PLC time to plan, monitor, and adjust instruction • Instructional Coach-Innovative Learning provides theme-aligned technology integration coaching and professional development for teachers • Curriculum Service Provider provides job-embedded coaching, instructional support, professional development, and data analysis for teachers • Magnet Coordinator provides job-embedded theme-aligned professional development for teachers • Culture of excellence and theme integration • Existing coaching cycle, observation protocol, and peer observation structure • Coaching support through district's monthly CIPDA Academy • Integrated and articulated STEM curriculum, including quarterly STEM units **Constraints**: • Reluctance or hesitation among teachers to participate in coaching • Time to observe teachers and engage in meaningful feedback conversations • Teachers who are new to Mansfeld need time and training to build STEM context

2. Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment.	**Supports:** ▪ Existing program of diverse before- and after-school STEM-related intervention and enrichment opportunities ▪ Culture of academic excellence and existing tiered interventions ▪ New dedicated MTSS role will be added in 2022-2023, to more strategically and comprehensively identify and meet the academic and behavioral needs of struggling students ▪ Part-Time Native American Student Support Specialist housed at Mansfeld. ▪ Full-Time Behavioral Support Specialist works closely with students who are struggling to meet expectations in the classroom ▪ Full-Time In-School Interventionist will be filled in 2022-2023 to support students' academic progress when they are in the Responsibility Room **Constraints**: ▪ Teacher participation ▪ Historically limited strategic targeting of students for interventions

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1: Strengthen consistency of high-quality Tier 1 instruction.[1]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Mansfeld School Reform Model will implement STEM (Science, Technology, Engineering, and Math) practices across the curriculum and use of the Reteach/Enrich Model.[2]	Leadership Team, Staff, Faculty	July 2022-May 2023	MSA Pillars, STEM Handbook, STEM Curriculum, Marketing Materials	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
2. Weekly Wednesday Professional Development will be provided for all Certified Staff (PLC's, Theme-Based Curriculum, Restorative Practices, Cultural Relevancy, SchoolCity, and GATE-Aligned Instruction).	Principal	July 2022-May 2023	District PD Calendar & Trainings	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
3. The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources) and theme integration.	Principal	July 2022-May 2023	District PD Calendar & Initiatives Training	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations

[1] Focusing on Tier 1 instruction is supported by research. Research shows that "When Tier 1 is implemented with a high degree of integrity and by trained educators, a majority of learners will show proficiency on curricular assessments consistent with the grade-level benchmarks" (Swanson, et al, 2007).

[2] Using magnet theme as an instructional reform model is supported by research. Research shows that students in magnet schools outperform students in traditional public schools, likely because of the strong academic focus and cohesion created in a magnet school environment (Gamoran, ASCD, 1996).

4. The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.	Principal & Evaluation Designees	July 2022-May 2023	Danielson Framework, Training & Materials, Online Evaluation System	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
5. The leadership team (principal, Magnet Coordinator, Instructional Coach-Innovative, CSP, MTSS Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.	Leadership Team	July 2022-May 2023	Magnet Plan	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
6. CSP will provide coaching and support in PLCs for level 3 teachers to evaluate and strengthen their instruction based on student performance data.[3]	Curriculum Service Provider	July 2022-May 2023	Protected Daily PLC Time	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations

[3] Research suggests that teachers most improve through instructional coaching that is positive in tone; specific, detailed, and timely feedback; and opportunities to practice strategies (Hammond, L. & Moore, W. M., 2018).

7. Magnet coordinator will work collaboratively with school leadership team to revise the magnet department walkthrough tool to reflect STEM theme.[4]	Magnet Coordinator & Leadership Team	July-September 2022	Magnet Walkthrough Tool, Leadership Team Meeting	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
8. The principal will support instruction through professional Development, observations with feedback, and coaching in specific math strategies as aligned to the TUSD Math Curriculum and magnet theme.	Principal	July 2022-May 2023	TUSD Math Curriculum, STEM Curriculum	Quarterly progress monitoring reports; Instructional; observation log; CFAs; Benchmarks	Quarterly benchmark assessment; observations

[4] Classroom walkthrough tools are supported by research. Research suggests that classroom walkthroughs help support both instructional practices and relationships that improve student performance (Rouleau & Corner, 2020).

9. All lessons in all classes will integrate student application of STEM practices as a thinking and problem-solving strategy.	Teachers	July 2022-May 2023	STEM Practices, STEM Curriculum, STEM Units	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
10. PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day and teams meet daily, creating common formative assessments, analyzing data, and developing action plans for students.	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers	July 2022-May 2023	7-period bell schedule, weekly PLC calendar	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
11. STEM focused PLC-CTTs, facilitated by Magnet Coordinator and Instructional Coach-Innovative Learning, will meet weekly to review and analyze STEM curriculum and revise STEM units based on student past performances and the EQuIP (Educators Evaluating the Quality of Instructional Products) Rubric.[5]	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers	July 2022-May 2023	7-period bell schedule, weekly, PLC calendar, STEM Curriculum, STEM Units, EQuIP Rubrics	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly Benchmark; assessment; sign in logs; observations

[5] The EQuIP rubric was created by Achieve and Next Generation Science Standards to support teachers' self-reflection to improve instructional planning.

12. Principal and school leadership team will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/course teamwork (mutually developed with teachers, structured systems for PLC team support).	Principal	July 2022-May 2023	PLC Agendas, Signin Sheets, Notes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
13. Language opportunities providing Sheltered English Language development and visual models will be provided to support all students including recently reclassified ELD strategies through delivery of quality Tier 1 instruction.	Teachers	July 2022-May 2023	ELD Materials & Training	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations
14. Mansfeld will use Positive Behavior Supports (PBIS) to support a healthy school climate conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.[6]	All Faculty & Staff	July 2022-May 2023	Bulldoggers, LiveSchool App, Prizes	Quarterly progress monitoring reports; Instructional observation logs, Benchmarks	Quarterly benchmark; observation logs

[6] PBIS is supported by research. Research shows that comprehensive Positive Behavior Intervention Systems increase positive student behaviors and academic performance, reduce classroom and school disruptions, and improve school climate (Bradshaw, Waasdorp, & Leaf, 2012).

15. Teachers who are new to Mansfeld will participate in summer training to build context and skills around the STEM curriculum and instructional approach.	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers New to Mansfeld	July-August 2022	STEM Curriculum	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks	Quarterly benchmark assessment; sign in logs; observations

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment.[7]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Teachers will use data to plan embedded interventions and enrichments to support instructional needs for all students at the Tier 1 level.	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers	July 2022-May 2023	TUSD WebData, PLC Calendar	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks
2. Mansfeld will use data to plan embedded interventions to support instruction of students who are identified to be below proficient with learning standards.	Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers	July 2022-May 2023	TUSD WebData, PLC Calendar, MTSS	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks

[7] Tier 2 and Tier 3 interventions through RTI and MTSS are supported by research. Research shows that when students are placed in fluid interventions based on valid and reliable performance data, student performance improves (Higgins & Rinaldi, 2013).

3. MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, subgroup, or individual student level).	MTSS Facilitator, Student Success Specialist, Dean of Students, Community Liaison, Teachers	July 2022-May 2023	TUSD WebData, PLC Calendar, MTSS	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks
4. Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.	MTSS Facilitator, Student Success Specialist, Dean of Students, Community Liaison, Teachers	July 2022-May 2023	MTSS, UA Tutors, Intervention Classes	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks
5. Supplemental Tier 2 instruction, including tutoring, will be embedded in the school day for students who do not reach mastery on Tier 1 level formal formative assessments, including tutoring.	MTSS Facilitator, Student Success Specialist, Dean of Students, Community Liaison, Teachers	July 2022-May 2023	MTSS, UA Tutors, Intervention Classes	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks

6. Math & Reading Intervention Classes: Students who do not master standards as measured by District benchmark or AzMERIT will be enrolled in math/reading intervention classes. That focus on text connections and argumentation from evidence (reading) and mastery of gap standards (math).	Intervention Teachers, CSP, Counselors	July 2022-May 2023	Student Achievement Data, Student Schedules, Master Calendar	MTSS Meeting Minutes; PLC Minutes	Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks

V. Academic Performance for African American and Latino Students

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

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

There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. This data summary includes:
 	
• Latino students have academic gaps in both ELA and Mathematics
  • White students outperform Latino students in ELA by 31%
  • White students outperform Latino students in Mathematics by 31%
• African American students have academic gaps in both ELA and Math
  • White students outperform African American in ELA by 38%
  • White students outperform African American students in Mathematics by 31%

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
2. Need of instructional effectiveness that supports the SPARKS (Cultural Relevance) framework.	• Lack of frequent instructional observations with follow up feedback and job embedded coaching related to SPARKS (Cultural Relevance)	• Lack of structure that supports SPARKS (Cultural Relevance) on site
2. Need of Academic Interventions specific to African American and Latino students	• Lack of school day interventions for African American and Latino students	• PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment. **2.** By June 2023, the reading achievement gap between African American students and White students will be closed by three percentage points at each grade level in sixth through eighth grade, as measured by the Arizona Academic Standards Assessment.	• AASA assessment data, disaggregated by race/ethnicity • Monitored by quarterly Benchmark assessment data
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 six through eighth grade, as measured by the Arizona Academic Standards Assessment. 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 six through eighth 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. Increase family involvement and communication regarding community events (STEM Nights), academically oriented events (Open House, Parent-Teacher Conferences), and student progress.	**Supports**: 1. Family and community participation in quarterly STEM Nights 2. Strong STEM-related community partnerships 3. Culture of academic excellence 4. Existing tier 2 interventions and personnel, including tutoring, family liaison, student support specialist, and MTSS **Constraints**: 1. Time for teachers to collaborate with families 2. Difficulty engaging some families/caregivers 3. Language/transportation barriers
2. Increase culturally relevant instructional practice specific to African American and Latino Students.	**Supports:** • District supports for culturally relevant instruction • SPARKS **Constraints:** • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Strong formative assessment model to inform instructional practice

3. Ensure effective academic interventions for African American and Latino Students	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Strong PLCs to support data informed interventions • Lack of Tier II academic interventions specific to African American and Latino students • Lack of Tier III academic support classes to African American and Latino students

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Increase family involvement and communication regarding community events (STEM Nights), academically-oriented events (Open House, Parent-Teacher Conferences), and student progress[8]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. The Magnet Coordinator will organize semester STEM Academic Family Nights with community STEM partners.	Magnet Coordinator	July 2022-May 2023	Community Partners, Volunteers	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
2. The Leadership Team will support teachers in developing and implementing structures for Student-Led Conferences.	Leadership Team	July 2022-May 2023	Leadership Team, Teachers	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
3. The School Community Liaison and Magnet Coordinator will plan, implement, and oversee all family and community engagement activities and assist families with resources and to encourage them to be active participants in their child's educational experience, including method for giving input on interventions that are likely to be successful for their child.	School Community Liaison, Magnet Coordinator	July 2022-May 2023	Community Engagement Plan	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data

[8] Family engagement is a research-supported strategy for improving student performance. Research shows that family involvement in a student's education is a top factor in student achievement (Garbacz, et al, 2017).

4. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activates implemented.	School Community Liaison	July 2022-May 2023	Community Engagement Plan	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
5. Mansfeld will continue partnerships with community stakeholders who are currently established and support the school mission and vision. (Arizona Trail Association, Sky School, Women in Science and Engineering, STEMAZing Project, etc...)	Magnet Coordinator	July 2022-May 2023	Community Partner Interest Form & Log	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
6. Mansfeld will establish additional lines of communication to families, community members, and organizations.	Principal	July 2022-May 2023	Newsletters, Website, ParentLink	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
7. Mansfeld will continue to use social media structures to connect with students and families.	Magnet Coordinator	July 2022-May 2023	Facebook Page & Instagram	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
8. Mansfeld will publicize and host Open House and Parent/Teacher conferences.	Principal, Teachers	August 2022, October 2022, February 2023	Marketing Materials, Volunteers, Family Contacts, Communication Tools	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data
9. Mansfeld will host quarterly Bulldog Saturdays for student discipline, volunteer opportunities, campus beautification, and parent professional development.	Leadership Team	August 2022-May 2023	Volunteers, Staff, Community Resources	Quarterly progress monitoring related to family and community partnership survey	Sign in logs from stakeholder groups; school quality survey data

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Increase culturally relevant instructional practice specific to African American and Latino Students.[9]					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. The Principal will schedule professional development with TUSD's Culturally Relevant Curriculum department and outside vendors to increase cultural competencies among staff and strengthen culturally relevant instructional practices.	Principal	July 2022-May 2023	TUSD's CRC Department	Instructional observations	CFAs and Benchmark results for subgroups
2 Teachers will use pedagogical approaches that include culturally responsive instruction in addition to theme-based instruction.	Teachers	July 2022-May 2023	CR Training & STEM Training/Curriculum	Teachers will use pedagogical approaches that include culturally responsive instruction in addition to theme-based instruction.	Instructional observations

[9] Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 3 Ensure effective academic interventions for African American and Latino Students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide school day Tier III academic interventions for African American and Latino students.	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection; interventionist FTE	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Provide after school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators; 21st CCLC Coordinator	Weekly August – May	Lesson Plans ELA/Math connection; added duty	Formative assessment and benchmark data	Formative assessment and benchmark data

VI. MAGNET SCHOOL BUDGET

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

Personnel

#Site Magnet Budget 2022-23 SY				
Description	**Total**	**Purpose**	**MSA Pillar Alignment**	**Magnet Plan Essential Focus**
Magnet Teachers	$300,000	In order to maintain and strengthen our focus on the STEM Practices, our program requires continued support of the 7-period day allowing for PLC-CTT time during the school day. During this time, PLC-CTTs participate in STEM related lesson/unit design, data analysis of benchmark results as part of the continuous school improvement model, as well as planning interventions for students with academic gaps. Magnet teachers support STEM practices in related courses and the ability to run a 7-period day for PLC-CTTs to meet daily.	AA, PL	Student Achievement
Other Certified (Curriculum Service Provider & Magnet Coordinator)	$85,891	The Curriculum Service Provider supports Tier 1 and Tier 2 instruction through professional development, job-embedded coaching, and student data analysis. In order to maintain and strengthen our focus on the STEM Practices our program requires continued support from our	AA, PL	Student Achievement & Integration

		Magnet Coordinator who stays up to date on ways to integrate STEM into content areas while supporting the AZCCRS with a specific emphasis on standards not being mastered by students. Magnet Coordinator will continue to provide PD to staff and facilitate PLC-CTTs that inform staff and allow them to make connections across content. One of the primary duties of the Magnet Coordinator will be to continue to recruit students from across the city in order to integrate Mansfeld's student body. Magnet Coordinator will also assist the principal with the work and support of Tier 1 instruction and PLC- Collaborative Teacher Teams		
Added Duty – Tutoring	$27,000	Tutoring will be made available to all students. Tutors will be made up of interested Mansfeld faculty and augmented by outside vendors as needed so that all students can receive the necessary academic support to be successful in all classes, pass benchmark and state assessments, and be college and career ready. 9 teachers x $25/hr x 4 hrs/wk x 30 wks	AA, PL	Student Achievement
Added Duty – Family Engagement	$1,500	Facilitation of family 4 STEM Nights that allow students and their families to learn and apply STEM practices and STEM concepts outside school hours.	PCI	Student Achievement
Added Duty – Recruitment	$3,000	Recruiting students from across the city requires our Magnet Coordinator to facilitate and attend school and community functions both on and off campus. These events are often after contract hours so that potential students and parents can learn about Mansfeld's STEM Program.	In	Integration

Mileage	$300	To reimburse Magnet Coordinator and Magnet counselor for attending recruiting events and targeted elementary schools during the year, as well as to attend all district sponsored Magnet recruiting fairs.	In	Integration
Employee Benefits	$127,235			
Total Budget	**$550,926**			
Total FTE	*8.0*			

Non-Personnel

#Site Magnet Budget 2022-2023 SY				
Description	**Amount**	**Purpose**	**MSA Pillar**	**Magnet Plan Principle #**
Registration – MSA	$1,800	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	In, AA, PCI, PL, MT	Integration & Academic Achievement
Out of State Travel – MSA	$6,000	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	In, AA, PCI, PL, MT	Integration & Academic Achievement
Instructional Aides	$9,500	Instructional aides will enhance our STEM curriculum. Teachers will purchase instructional supplies that facilitate STEM-based Problem-Based and Project-Based Learning, including quarterly STEM units.	AA, MT	Academic Achievement
Technology Supplies	$1,000	Technology supplies will support technology integration in our STEM theme, including our Verizon Innovative Learning one-to-one iPad program. These supplies, such as chargers and cables, are necessary to ensure we can maintain our one-to-one iPad program.	AA, MT	Academic Achievement
District Supplies	$4,000	Purchase STEM supplies and materials to supports STEM classes.	AA, MT	Academic Achievement
UA Sky School	$4,400	20 - 7th and 8th grade students will participate in off-campus learning activities with U of A Sky School in the Sky Island Survey program.	AA, MT	Academic Achievement
Technology – Under $5000	$7,000	To repair/replace several computers in our STEM core class computer labs and replace laptops that were removed from our campus and distributed to students at other sites for remote learning during the 2020-2021 school year.	AA, MT	Academic Achievement
Field Trips	$3,600	To provide transportation for students attending our Summer School bridge program (summer school funded in Title 1) and Sky School.	In, AA	Integration & Academic Achievement

Employee Benefits		
Total Budget	**$37,300**	

#Magnet Site Budget 2022-2023 SY	
Personnel Cost	$550,926
Non-Personnel Cost	$37,300
Total Budget	**$588,226**