

Magnet Programs



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

Principal: TBD

School: Roskruge

Magnet Program: Two-Way Dual Language

Region: Santa Cruz

Date Plan Revised: 4/8/22

Planning Team:

Name	Position	Name	Position
Magnet Coordinator	Clarinda Rubio	Assistant Principal	TBD
Principal	TBD	Curriculum Service Provider	Deborah Roche

Sign Off:

Position	Name	Signature	Date
Principal	TBD		4/16/2022
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kinasha Brown		

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I. Magnet School Profile

A. Mission

Roskruge, the heart of bilingual learning; A community of biliterate and multicultural learners.

B. School Summary

Roskruge is a K-8 school with a focus on Two-Way Dual Language. The mission of the school is to produce bilingual, bi-literate and bi-cultural students with a seal of bi-literacy at graduation on their high school diploma. All students are immersed in the Two-Way Dual Language program at all grade levels. Our program balances the number of native English speakers and Spanish native speakers into one class and is integrated for instruction so that both groups of students serve in the role of language models and language learners.

We are committed to the Two-Way Dual Language program for all our students at Roskruge. Our immersion program begins in kindergarten with a 90% Spanish and 10% English instruction with the Spanish portion decreasing by 10% and English portion increasing by 10% in 2nd through 5th grade. In middle school, the program is taught 50% in English and 50% in Spanish. This is met by the number of core-content class periods with three (3) out of seven (7) classes taught in Spanish and all other classes taught in English. Our school provides students the opportunity to earn three (3) high school credits in Spanish with a pathway to take AP classes in high school.

Roskruge is a unique school in that we are the only school that services 100% of our students in the Two-Way Dual Language program. Our school is showing academic growth more and more each year. We strive daily toward the commitment of excellence in two languages.

C. Vision

Roskruge Bilingual K-8 Magnet will prepare our students for academic success now and in the future by emphasizing a two-way dual language learning environment that fosters the skills to be critical thinkers, open-minded citizens, and independent learners who embrace diversity.

D. Core Values

- We value the participation in staff development opportunities that align with the Mission and Vision of the school.
- We value the implementation of research-based methods to promote, model and practice the expectations of an exceptional two-way dual language program.
- We value the need to meet the differentiated academic needs of all students by integrating bilingual and multicultural instruction.
- We value the utilization of best practices to promote higher order thinking strategies by providing culturally relevant lessons that create high quality academic outcomes.

E. School Profile

2018-19 Letter Grade	2021-22 Integration Status	Magnet Theme
C	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)

School Integration Profile (USP Ethnicity)													
2021-22 40 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	32	6	12	2%	484	85%	33	6%	4	1%	6	1%	571
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

II. 3 Years of AzMERIT/AZM2 TUSD K-8 Schools Math Grades 3-8																			
Math	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg. I	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8
District Avg	43%	36%	37%	24%	20%	21%	42%	36%	36%	23%	22%	18%	62%	13%	13%	15%	5%	11%	7%
State Avg	53%	47%	47%	43%	36%	31%	51%	48%	46%	41%	38%	32%	44%	35%	45%	45%	37%	37%	35%
Roskruge	68%	38%	52%	14%	25%	23%	50%	40%	41%	18%	17%	41%		13%	29%	20%	10%	18%	0%

3 Years of AzMERIT/AZM2 TUSD K-8 Schools ELA Grades 3-8																			
ELA	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	
District Avg	35%	38%	37%	23%	31%	24%	38%	40%	43%	27%	26%	24%	19%	24%	31%	13%	18%	13%	
State Avg	44%	47%	48%	39%	45%	39%	46%	51%	52%	42%	41%	38%	36%	35%	32%	30%	30%	27%	
Roskruge	38%	35%	55%	24%	39%	23%	32%	41%	57%	32%	24%	30%	26%	29%	48%	19%	31%	9%	

*2017 – 2018 = AZMerit 2019 = AZM2

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.1	No Students Assessed		33.3	27.8		33.1	No Students Assessed	
Grade 4	No Students Assessed	No Students Assessed		43.2	25		40	No Students Assessed	
Grade 5	No Students Assessed	50		58.1	50		75	No Students Assessed	
Grade 6	50	No Students Assessed		30.5	17.6		50	100	
Grade 7	25	No Students Assessed		24.7	28.9		20	66.7	
Grade 8	50	No Students Assessed		23.3	6.9		10	No Students Assessed	

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	66.7	No Students Assessed		48.5	13		66.7	No Students Assessed	
Grade 4	No Students Assessed	No Students Assessed		39.5	30		40	No Students Assessed	
Grade 5	No Students Assessed	0		41.9	20		50	0	
Grade 6	50	No Students Assessed		11	10.5		70	0	
Grade 7	50	No Students Assessed		17.2	17.1		28.6	33.3	
Grade 8	85.7	No Students Assessed		40.5	No Students Assessed		46.2	No Students Assessed	

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		
USPEthnicity	ELA	Math
White	35	49
African American	40	47
Hispanic	32	26
Native American	13	16
Asian-PI	0	0
Multi-Racial	50	38
All	31	28

II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated School. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

3. Academic Performance (African American and Latino Students)

- a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.
- b. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.
- c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.
- d. Improving Performance. Improvement in proficiency rates for African American and Latino students**III**.

III. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis

There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate the school. This includes:

- The site currently has a “C” label as measured by the Arizona Department of Education, A-F accountability model. Having a label of “A” or “B” would inherently attract more families who want to enroll at the site. Therefore, one need is to increase overall student academic performance to achieve an “A” or “B” label to attract more families.
- SY 21-22 40th day enrollment data indicates Roskruge is Racially Concentrated.

Root Cause Analysis

Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
Instructional effectiveness systems	There are surface gaps related to: <ul style="list-style-type: none"> • Effective instructional practice • Effective MTSS structures • High rates of absenteeism 	Deep or root causes are related to: <ul style="list-style-type: none"> • Strong and frequent observation/feedback cycle • Rich, differentiated professional development • Strong short cycle assessment structure that informs instructional practice and academic interventions
Effective Marketing and Recruitment	There are surface gaps related to: <ul style="list-style-type: none"> • Targeted digital advertisements • Social media leveraging 	Deep or root causes are related to: <ul style="list-style-type: none"> • Lack of training related to effective utilize digital tools to target enrollment audiences

Effective Communication Supports	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> • Creating ongoing content on social media • Site seeking stronger relationship with media to highlight 	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> • Lack of understanding of how to create effective social media content. • Lack of understanding with effectively leveraging media to highlight site based activities.
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B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By November 1st, SY 2022-23, Roskruge will increase non-Latino enrollment by 5% in Kindergarten and First Grade, as measured by the 40th Day Enrollment Reports.</p>	<ul style="list-style-type: none"> • Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings • Magnet Enrollment Plan • Smart Choice
<p>2. By the February 15th, 2022-23 SY, Roskruge will retain 95% of enrolled Kinder and 1st grade students to ensure continuous integration efforts year after year, as measured by 100th enrollment reports.</p>	<ul style="list-style-type: none"> • Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal 1	
Strategies	Strengths and Obstacles
1. Marketing and Recruitment	<p>Supports:</p> <ul style="list-style-type: none"> • District Recruitment Events • School Community Services (TUSD) • District Communication Department District Media Department • District Community Services Open Enrollment Lottery District Transportation Department • District Pre-Schools • District and Out-of- District Daycare and Preschool Maps <p>Constraints:</p> <ul style="list-style-type: none"> • Access to non-district parent contact information for communication. • Training related to targeted social media use • Content on social media
2. Improvement	<p>Supports:</p> <ul style="list-style-type: none"> • Language Acquisition TWDL program model • Teacher trained in GLAD strategies Leveled guided reading groups School-City • District Web-Data <p>Constraints:</p> <ul style="list-style-type: none"> • Delayed data results • Gaps in instructional observation/feedback cycle • Strong formative assessment model to inform instructional practice

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement 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"> • Stark card • Posters • Banners Order additional supplies as necessary.	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. Update Roskruge stark card with most current: <ul style="list-style-type: none"> • Mission • Vision • Student photos • Appealing language for enrollment 	Magnet Coordinator	Aug. 2022- May 2023	District support & funding Family Engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Revised stark card with new mission, photos and marketing based language
3. Attend TUSD marketing and recruitment activities and events.	Magnet Coordinator; Principal; Assistant 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.
4. Create two posts per week on the site Facebook page highlighting: <ul style="list-style-type: none"> • Kindergarten students • First grade students • “Specials,” i.e. Mariachi and Folklorico 	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:

- In regards to school wide academic data, it also important to note that there is a decline at the middle school level (grades six through eight) in terms of proficiency in both ELA and Mathematics. In SY 18-19, that data was as follows:
 - 6th Grade ELA Proficiency – 32.1%
 - 6th Grade Math Proficiency – 18.3%
 - 7th Grade ELA Proficiency – 24%
 - 7th Grade Math Proficiency – 16.9
 - 8th Grade ELA Proficiency – 21.9
 - 8th Grade Math Proficiency – 41.2
 - Grades 3-5 Average ELA Proficiency – 43.4%
 - Grades 3-5 Average Math Proficiency – 43.8

Root Cause Analysis

Top Three Causes of these Gaps	Surface Causes	Deep Causes
<ul style="list-style-type: none"> • Need of instructional effectiveness at the middle school level. 	<ul style="list-style-type: none"> • Lack of frequent instructional observations with follow up feedback and job embedded coaching 	<ul style="list-style-type: none"> • Lack of time for job embedded instructional coaching
<ul style="list-style-type: none"> • Need of RTI effectiveness (increased academic interventions) 	<ul style="list-style-type: none"> • Lack of a master schedule that supports academic interventions at the Tier II and Tier II level 	<ul style="list-style-type: none"> • Lack of academic interventionists to support Tier II and Tier III classes
<ul style="list-style-type: none"> • Need to ensure a positive school culture and climate 	<ul style="list-style-type: none"> • Need to “Revamp” the existing PBIS structures to support a positive school environment. 	<ul style="list-style-type: none"> • Lack of PBIS “buy-in”

B. SMART Goals Student Achievement

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

C. Goal Attainment

The following has been developed for each identified improvement goal:

- Strategies that help Magnet School achieve Smart Goal
- Action Steps to Implement and Monitor Improvement Strategies

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	Strengths and Obstacles
<ol style="list-style-type: none"> Instructional Improvement 	<p>Supports:</p> <ul style="list-style-type: none"> • Language Acquisition TWDL program model • Teacher trained in GLAD strategies Leveled guided reading groups School-City • District Web-Data <p>Constraints:</p> <ul style="list-style-type: none"> • Delayed data results • Gaps in instructional observation/feedback cycle • Strong formative assessment model to inform instructional practice

<p>2. Creation of Effective Academic RTI Systems (Academic Interventions)</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Benchmarking structure is in place • Access to formative assessment tools <p>Constraints:</p> <ul style="list-style-type: none"> • Strong PLCs to support data informed interventions • Lack of Tier II academic support classes • Lack of Tier III academic support classes
<p>3. Revision of site PBIS structure to help create a positive school culture and climate</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Benchmarking structure is in place • Access to formative assessment tools <p>Constraints:</p> <ul style="list-style-type: none"> • Strong PLCs to support data informed interventions • Lack of Tier II academic support classes
<p>4. Family and Community Engagement</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Family and Community Engagement Liaison in our school • Community Partnerships Established • Magnet Coordinator • PTA • District-Provided conference days, events and activities <p>Constraints:</p> <ul style="list-style-type: none"> • Time to reconnect for lost time during and post-Pandemic. • Need more theme-based partnerships. • Family member availability • Time limitations due to work

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: Instructional Improvement					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide daily instructional observations with follow up feedback	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
2. Implement guided reading in grades three through eight; note that in middle grades, this will occur in Spanish Language Arts and Language Arts.	Principal; Assistant 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.
1. Adopt of site based instructional protocol	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 Effective RTI Systems (academic interventions)

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Utilize small groups in ELA and Math to provide targeted intervention based on student need.	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Use 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: Revision of site PBIS structure to help create a positive school culture and climate

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide PBIS training for all staff (instructional and non-instructional)	Principal; Magnet Coordinator; Teachers; Curriculum Service Provider	July 15th	EDI team members; existing PBIS systems	Observations specific to PBIS implementation	Guidance lesson plan submission related to school wide PBIS; discipline and attendance reports
2. Provide PBIS Job Embedded Coaching	Principal; Magnet Coordinator; Teachers; Curriculum Service Provider	July 15th	PBIS Implementation Protocol	Observations specific to PBIS implementation	Coaching logs related to PBIS

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

Strategy 4. Family and Community Engagement

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Communicate with families and about school programs and student academic achievement using reliable and effective methods.	Principal Asst. Principal Family Community Liaison Magnet Coordinator	Throughout the school year Aug. 2022- May	Principal Monthly Newsletter School Website Updates District Support Media & Communication	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
2. Use social media to communicate frequently and effectively with families.	Family Comm. Liaison Principal Asst. Principal	Throughout the school year Aug. 2022- May 2023	District Calendar of Events Social Media District Media Dept.	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
3. Schedule, plan and execute academic training for families 2-3 times to support academic achievement in reading/math: <ul style="list-style-type: none"> • Math Night • Literacy Night • TWDL Night. 	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 Subgroup Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).
<p>There are multiple data points and key information to support the site academic gap analysis 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"> • White students outperform Latino students in ELA by 3% • White students outperform Latino students in Mathematics by 23% • White students outperform African American in Mathematics by 2% • African American students outperform White students in ELA by 5% • Latino students especially struggle in sixth and seventh grade, which indicates needs for priority focus,.

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

B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
<ol style="list-style-type: none">1. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment.2. <i>Note that there is no SMART goal for African American students as African American students outperform White students in ELA on the 18-19 AzMerit Assessment.</i>	2023 AASA Scores
<ol style="list-style-type: none">3. By June 2023, the mathematics achievement gap between Latino students and White students will be closed by three percentage point 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 two percentage points as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores

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

2. 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 culturally relevant instructional practice specific to African American and Latino Students.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide professional development on SPARKS (Culturally relevant) framework for Middle School Teachers	Principal; Assistant Principal; CSP	August 2022	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Provide daily instructional observations with follow up feedback on SPARK (Culturally relevant) integration	Principal; Assistant Principal; CSP	Aug. 2022- May 2023	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOP Strategies	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

Action Steps to Implement Improvement, Monitor and Assess Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: 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. Utilize targeted, 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 st CCLC Coordinator	Weekly August – May	Lesson Plans ELA/Math connection	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

#Deseg Budget 2022-2023 SY					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Math Bilingual Teachers		1.4	Offer math lessons in our Two-Way Dual Language model/program required in Spanish language development for any students with/out prior dual language experience. This also provides an opportunity for students to take Algebra (an Advanced Learning Experiences course) in 8 th grade for high school credit.	In AA MT	Student Academic Achievement
Spanish Teachers		3.0	All 6 th -8 th grade students are enrolled in Spanish as a core class to fulfill the TWDL program requirements in progress of the pathway. This also increases the number of students that participate in Advanced Learning Experiences (ALE) for opportunities to be promoted from Roskruge with Spanish high school credits.	In AA MT	Student Academic Achievement
Technology Teacher	46,200	1.0	Supports our Professional Learning Communities and Collaborative Teacher Teams by providing time for teachers to review data and support students with Tier 2 interventions in our elementary grades (K-5). Computer science classes provide real-world 21 st Century skills that support the TWDL program and the global digital world.	PL In AA	Student Academic Achievement
Mariachi Teachers		2.0	Supports magnet theme program by presenting and performing music in Spanish. Also supports our Professional Learning Communities and Collaborative Teacher Teams by providing time for teachers to review data and support students with Tier 2 interventions in our elementary grades (K-5).	PL MT	Magnet Theme-Based Integration
Folklorico Teacher		1.0	Supports our TWDL program by increasing oral reinforcement of Spanish language development through fine arts experiences, especially in music and dance.	PL MT	Magnet Theme-Based Elective Support

Bilingual Teacher Assistants	30,300	1.5	Support our TWDL program by serving as language models for students in the process of learning Spanish as a second language. Assistants will be used in the classroom to provide support to classroom teachers by working with students on assignments, tasks or projects while teachers work with struggling students and provide small group interventions.	In AA MT	Student Academic Achievement
Curriculum Service Provider	40,902	1.0	CSP provides curriculum and instructional support for teachers and school leaders, supports district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement and links teachers with resources they need to help students with academic growth and achievement.	AA PL MT	Student Academic Achievement
Magnet Site Coordinator	48,900	1.0	Coordinate all the components of the SAAP with MSA Pillars to assure all goals and strategies are monitored throughout the school year. Coordinator will also promote the magnet theme program and recruit the necessary students to meet (make progress towards) the USP recruitment requirements.	In AA PCI PL MT	School Integration
Librarian	34,441	0.75	Support skills and strategies in our TWDL program and technology in all classes with direct instruction on reading, research and writing skills to support all students, while targeting the lower 25% academic population. Provide Spanish materials for dual language integration within the classrooms.	In AA	Student Academic Achievement
Sick Leave for Magnet Teachers	7,400	0.0	Substitute coverage pay for magnet teachers on sick leave.		
Employee Benefits	169,413.70				
Total	733,800.30	12.65			

Non-Personnel

Description	Amount	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Recruitment Added Duty	1,000.00	Student recruitment efforts for student selection are designed to ensure equal access for all students and reduce minority group isolation.	In	School Integration
Supplies for Family Engagement	6,762.41	Provide family with supplies that support school academic events for student growth and achievement.	In PCI	Family Engagement

Magnet School of America Registration	1,800.00	Attend MSA conference for access to resources and training that foster our magnet program to promote choice equity, diversity, and academic excellence for all students at Roskruge.	In AA PCI PL MT	Student Academic Achievement School Integration Family Engagement
Magnet School of America Out of State Travel	6,000.00	Covered expenses for MSA conference attendance.	In AA PCI PL MT	Student Academic Achievement School Integration Family Engagement
Total Budget	15,562.41			

#Deseg Budget 2022-2023 SY	
Personnel Cost	\$733,800.30
Non-Personnel Cost	\$15,562.41
Total Budget	\$749,362.71