

Magnet Programs



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

Principal: *Elizabeth Rivera (Starting July 1, 2022)

School: Tucson High Magnet School

Magnet Program: Science and Fine arts

Region: Santa Cruz

Date Plan Revised: 4/8/22

Planning Team:

Name	Position	Name	Position
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Sign Off:

Position	Name	Signature	Date
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I. Magnet School Profile

A. Mission

Tucson High Magnet School exists to provide high quality instruction in all curricular areas; foster understanding of the world through the arts, sciences, mathematics and humanities; and develop good citizens so that students demonstrate academic and inter-cultural proficiency, as well as career preparedness.

B School Summary

Tucson High Magnet School is proud to be a Nationally Certified Magnet school with two successful magnet strands. With a current total student enrollment of 3,213, magnet student enrollment totals 54% of our student population. Tucson High is a “program within a school” magnet school with two successful magnet strands: Fine and Performing Arts; and Natural Sciences.

The Tucson High Magnet School Fine and Performing Arts magnet strand consists of 4 Visual Arts teachers, 3 Drama teachers, 10 music teachers, and 4 dance teachers. Our highly qualified and professionally affiliated Fine Arts faculty affords students opportunities to explore self-definition and self-validation. Presently 1,068 students attend THMS (Tucson High Magnet School) as Fine Arts magnet students.

The Tucson High Magnet School Science strand consists of 20 teachers, offering the traditional high school Science classes, and further offers Science classes not offered elsewhere. The THMS Science strand includes numerous Advanced Placement, Honors, and college dual-enrollment offerings as well as multiple partnerships with the University of Arizona, Raytheon Engineering, Banner Hospital, etc. These classes provide students opportunities to address eternal and evolving questions. Presently 671 students attend THMS as Science magnet students.

In 2019, Magnet Schools of America awarded Tucson High Magnet School the award of “Magnet School of Excellence”. Also in 2019, this same national organization, after a yearlong application process, named Tucson High a Nationally Certified Magnet School. In 2016, Tucson High was recognized as a “Magnet School of Distinction”, also by MSA (Magnet Schools of America). These awards were determined by Tucson High’s academic achievement, innovative curriculum, community and family partnerships, college and career readiness, and its integrated status.

C. Vision

Tucson High Magnet School is a learning community in which student success is the priority of all endeavors. Values are the attitudes, beliefs and commitments we make in school.

D. Core Values

The Tucson High Magnet community will:

- R Respect and appreciate cultural diversity.
- E Exhibit creativity, personal courage, and risk taking to reach potential.
- S Successfully realize attainable goals and master essential skills.

- P Preserve tradition.
- E Ensure an environment for equal opportunity.
- C Continue interaction with the community.
- T Take responsibility seriously.

E. School Profile

2018-19 Letter Grade		2020-21 Integration Status				Magnet Theme								
B		Integrated				Science and Fine/Performing Arts								
Student Profile														
Mobility (Rate)		Absenteeism (Rate)		Promotion (Rate)		F&RL Students		EL Students		Ex Ed Students)				
13.05%						56.75%		4.35%		9.8%				
School Integration Profile (USP Ethnicity)														
Enrollment		White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
2021-22 Enrollment		493	15%	289	9%	2218	67%	146	4	52	2%	95	3%	3293
2021-22 HS Dist. Avg		22%		9%		60%	3%	3%	3%					
USP Integration Range + / - 15% District HS Avg														
		6-37%		0-24%		45-70%	0-18%	0-18%	0-18%					
Future Integration Range + / - 25% District HS Avg														
		0-47%		0-34%		35-70%	0-28%	0-28%	0-28%					

F. Achievement Data

2 Years of AzMERIT TUSD Math Data Grades 9-11						
Math	2017 Alg. I	2017 Geom	2017 Alg. II	2018 Alg. I	2018 Geom	2018 Alg. II
District Avg	29%	22%	17%	29%	27%	22%
State Avg	39%	34%	34%	39%	37%	34%
Tucson High	32.1%	10.8%	6.2%	29.4%	19.4%	12.5%

2 Years of AzMERIT TUSD ELA Data Grades 9-11						
ELA	2017 Gr. 9	2017 Gr. 10	2017 Gr. 11	2018 Gr. 9	2018 Gr. 10	2018 Gr. 11
District Avg.	26%	24%	21%	31%	28%	26%
State Avg.	36%	31%	26%	41%	33%	29%
Tucson High	29%	18%	20%	33%	23%	18%

THMS 2018-19 ACT Average¹ Scale Score by USP Ethnicity				
USP Ethnicity	English	Math	Reading	Science
White	20.8	20.9	21.6	20.6
African American	15.4	17.0	17.2	16.5
Hispanic	15.9	17.0	15.73	16.9
Native American	14.5	16.2	15.6	16.3
Asian-PI	16.6	18.20	17.7	18.5

¹ In 2016, the Arizona state legislature enacted A.R.S. 15-741.02, which required the state Department of Education to offer a menu of alternative assessments in addition to the statewide achievement test (at that time, AzMERIT). For high schools, the alternative measures adopted by the state pursuant to the new statute included the ACT, the SAT, and others of less universal applicability. Simultaneously, the state Department of Education reported that it intended to revise the AzMERIT test, and that the new contract for the test would be for only two years with the plan thereafter to transition all high school testing to a national test such as the ACT or SAT. This plan raised the prospect that the new state administered achievement test would include national test choices or AzMERIT in 2018-19, and then change again two years later. Accordingly, beginning in 2018-19 year, the District elected to move to the ACT test, in the hopes that this change would provide a continuously available measure which is carefully normed on a national basis to compare year-over-year, to allow meaningful analysis of achievement data over time, for purposes of measuring gaps, trends, and improvements.

However, in 2019, the federal Department of Education notified the state that the menu of alternative measures did not comply with the federal Every Student Succeeds Act (ESSA) law that requires all schools to take the same statewide assessment for academic accountability, and denied Arizona's request for a waiver. Thus, in 2019-20, all districts would have been required to return to the current statewide achievement test, which by then had switched from AzMERIT to AzM2. However, in 2019-20, no statewide achievement test was administered by the state. In 2020-21, AzM2 testing was offered but voluntary, and only 26% of eligible high school students district-wide took the test because of the state requirement of in-person testing during the pandemic (low participation was also a statewide issue). For 2021-22, the state has adopted the ACT Aspire for 9th grade and the ACT for 11th grade as required state tests. Accordingly, the District has no reliable way to compare achievement year over year, as there is no way to compare test results across AzMERIT (administered spring 2018), ACT (11th grade only, administered spring 2019), the voluntary but low participation AzM2 administered in spring 2021(10th grade only), and the ACT Aspire (9th grade only) and ACT (11th grade only) administered in 2022. The different test types and different grades assessed makes measurement of gaps, trends, setting goals, and results across these time periods effectively impossible in any meaningful way, through no fault of the District.

Multi-Racial	18.9	18.5	17.9	17.8
All	16.8	17.00	18.0	17.6

Three Year AZ Merit/AASA by Subgroup: ELA

	African American			Hispanic			Anglo		
	16-17	17-18	21-22	16-17	17-18	21-22	16-17	17-18	21-22
Grade 9	22.2	23.0		23.5	29.8		62.6	60.2	
Grade 10	30	14.5		12.9	16.7		36.7	51.9	
Grade 11	25	17.9		16.2	12.5		50.9	36.4	

Three Year AZ Merit/AASA by Subgroup: Math

	African American			Hispanic			Anglo		
	16-17	17-18	21-22	16-17	17-18	21-22	16-17	17-18	21-22
Grade 9	20.3	15.1		28.3	25.9		56.6	50.4	
Grade 10	21.7	19		13.4	15.0		18.7	46.8	
Grade 11	12	18.8		10.1	16.0		18.9	25.9	

18-19 and 20-21= AZM2 test; 21-22 data = AASA.

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 "Magnet-Merit B" grade. A magnet school that receives a state letter grade "C" may still receive a Magnet-Merit B grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

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

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

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

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

3. Academic Performance (African American and Latino Students)

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

III. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis

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 “B” label as measured by the Arizona Department of Education, A-F accountability model. Having a label of “B” inherently attracts more families who want to enroll at the site. The site also is historically known in the Tucson community as a higher performing school and is frequently sought after by families.

Root Cause Analysis

Identify Top Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
1. Effective Marketing and Recruitment	1. There are surface gaps related to: <ul style="list-style-type: none"> • Targeted digital advertisements to African American communities • Social media leveraging 	1. Deep or root causes are related to: <ul style="list-style-type: none"> • Lack of training related to effectively utilize digital tools to target enrollment audiences
2. Effective Communication Supports	2. There are surface gaps related to: <ul style="list-style-type: none"> • Creating ongoing content on social media • Site seeking stronger relationship with media to highlight 	3. Deep or root causes are related to: <ul style="list-style-type: none"> • Lack of understanding of how to create effective visually appealing social media content.

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>By the November 1st, of SY 2022– 2023, Tucson High Magnet School will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40th day enrollment reports.</p>	<p>Integration Measure: a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).</p> <ul style="list-style-type: none"> • 40TH AND 100TH day data • Magnet report documentation • Magnet Coordinator and Magnet Counselor data with Family emails and Zoom Appointments for intervention and retention.

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal 1	
Strategies	Strengths and Obstacles
<p>Continue to retain and recruit all students, with a focus on increasing the number of students of targeted USP ethnicities.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Tucson High Magnet School has been labeled “integrated” by the Unitary Status Plan since the 2018-19 school year. • This was achieved by recruiting at targeted TUSD middle schools containing ethnic demographics to assist Tucson High Magnet School with their integration goals, and further achieved by targeted recruiting at charter and private schools. • These actions result in achieving integration goals: 54% of the Tucson High Magnet School enrollment of magnet students, 15% of those magnet students are from out of the TUSD district boundaries. • Tucson High Magnet School’s recruiting efforts are returning and acquiring taxpayer dollars to Tucson Unified School District. • The 2022-23 integration actions include continuing these efforts as well as expanding and strengthening Tucson High Magnet

School's relationship with ethnically targeted TUSD middle schools as well as charter and private schools.

- The District Magnet budget supports a Magnet Counselor, an assistant curator, a SSS, coordinator, CSP, Data Instructional Coach, and the majority of our magnet teachers
- The District Magnet budget supports students by providing supplies they use in their Magnet courses
- The District Magnet budget supports Magnet endorsement recognition for students
- The District Communication Department assists with the Magnet Newsletter to stay in communication with Families

- Due to the high enrollment of Tucson High Magnet School, an Assistant Curator supports recruitment and retention by maintaining the 3,500 square foot gallery and 60 display case. The Assistant Curator further increases theme visibility by keeping magnet themed student work relevant and current.
- Certified Web Developer Stipend is to keep THMS website ADA and OCR compliant along with supporting recruitment, retention and family engagement through the enhancement of communication with our newsletter, Facebook and website.
- Magnet Open House will be held in fall, 2021 and advertised to all TUSD and non-TUSD 8th grade families, teachers, counselors, student leaders and administration on site. This event is arranged and implemented by Magnet Coordinator and Magnet Counselor.
- New Student Information Night for incoming students to assist with course selection, teachers, student leaders, counselors and administration on site. This event will be held in February 2023 and is arranged and implemented by Magnet Coordinator and Magnet Counselor.
- Magnet Coordinator and Magnet Counselor will attend TUSD middle and K-8 High School Information Nights (emphasis on targeted middle schools that will assist in USP integration goals).

- Magnet Coordinator and Magnet Counselor will attend private and charter K-8 schools High School Information Nights (emphasis on targeted charters and private schools that will assist in USP integration goals).
- Magnet Coordinator and Magnet Counselor will give tours to all families interested in a private or small group tour of Tucson High Magnet School
- Magnet Coordinator and Magnet Counselor will schedule classroom workshops at targeted middle schools conducted by Fine Arts and Science teachers.

Constraints:

- Current and future families express concerns about the large student enrollment.
- Geographic location can be far from recruitment and retention student populations
- Funding is never adequate for the demands of our student coursework
- The vast majority of our Magnet budget goes towards teacher salaries and does not go directly into student spending.
- Our Magnet Student enrollment is 50% of our total enrollment, which can cause it to be challenging to communicate with individual families on a regular basis

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Continue to recruit and retain all students, with a focus on increasing the number of students of targeted USP ethnicities.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Continue to provide campus tours are given throughout the entire school year to familiarize families with the school and to witness the numerous magnet classes in action. The majority of tours are given to non-TUSD families.	Magnet Coordinator and Magnet Counselor	Aug. 2022- May 2023	Recruiting folders with brochures, freshman electives, sports and clubs list, etc.	Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events	Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events ; 40 th and 100 th day ethnicity data
2. Offer fall Magnet Open House will be held to showcase all programs and to maintain a diverse community. Current 8 th grade families from within and without the TUSD boundaries are invited.	Magnet Coordinator and Magnet Counselor	Aug. 2022- May 2023	Invitational postcards to be sent to over 3,000 families by the TUSD Communications department. Advertisement is conducted on all social media platforms. Recruiting folders distributed. Parent-links will be sent electronically.	Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events	Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events ; 40 th and 100 th day ethnicity data

<p>3. Retain a Tucson High Magnet presence at School Information nights held at TUSD and non-TUSD middle schools.</p>	<p>Magnet Coordinator and Magnet Counselor</p>	<p>Aug. 2022-December 2023</p>	<p>Recruiting folders with pertinent information</p>	<p>Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events</p>	<p>Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events ; 40th and 100th day ethnicity data</p>
<p>4. Hold Middle school workshops at targeted middle schools. These include science, dance, drama and visual arts workshops brought to the middle school site.</p>	<p>Magnet Coordinator, Magnet Counselor, Magnet teachers.</p>	<p>Aug. 2022-December 2023</p>	<p>Science and Fine Arts manipulatives used by 8th grade students</p>	<p>Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events</p>	<p>Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events ; 40th and 100th day ethnicity data</p>
<p>5. Hold a New Student Information Night during the 3rd quarter to provide all incoming families with information regarding their course selection choices for the following school year.</p>	<p>Magnet Coordinator, Magnet Counselor, THMS department chairs, TUSD Communications department.</p>	<p>February 2023</p>	<p>Invitational postcards will be sent to all neighborhood families as well as accepted and prospective magnet families. Magnet Coordinator and Magnet Counselor email all families accepted from first round lottery. Parent-links will be sent electronically. Course selection sheets are distributed electronically and in person.</p>	<p>Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events</p>	<p>Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events ; 40th and 100th day ethnicity data</p>

<p>6. Provide Retention events such as THMS Open House, Curriculum Night, Parent Teacher Conferences, Senior Awards night throughout the year to support families</p>	<p>Magnet Coordinator and Magnet Counselor and Web Developer</p>	<p>Aug. 2022- May 2023</p>	<p>Parent-links will be sent electronically, Website, Newsletter, and social media platforms will continue to inform families of upcoming events.</p>	<p>Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events</p>	<p>Magnet Quarterly reports, Sign in sheets for Recruiting and Retention events ; 40th and 100th day ethnicity data</p>
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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 A-F accountability model, Tucson High Magnet School carries a letter grade of “B.” This suggests overall academic proficiency is effective, with some gaps that will be outlined below.
- ACT data for SY18-19²

English 17 Points
 Reading 18 Points
 Math 17 Points

Root Cause Analysis

Top Causes of these Gaps	Surface Causes	Deep Causes
1. Teachers implement evidence-based, rigorous, and relevant instruction.	1. Need for increased instructional observations with follow up feedback and job embedded coaching	1. Lack of time for job embedded instructional coaching
2. Effective teacher lesson planning with rigorous goals.	2. Need for academic interventions at the Tier II and Tier III in 7 th grade.	2. Lack of academic interventionists to support Tier II and Tier III classes; need for increase FTE
3. Collaboration with other teachers, administrators, parents, and education professionals to ensure the success of all students.	3. Needed PLC structures to support data disaggregation	3. PLC professional development and coaching

² ACT scores range between 1 – 36.

B. SMART Goals Student Achievement

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<p><u>Overall Student Achievement</u></p> <p><u>ELA:</u></p> <p>1. By June, 2023, 9th grade and 11th grade student achievement will increase 3% as measured by end of year State Assessments (ACT).</p> <p><u>Math</u></p> <p>2. By June, 2023, 9th grade and 11th grade student achievement will increase 3% as measured by end of year State Assessments (ACT).</p>	<p>2023 ACT Scores</p>

C. Goal Attainment

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	Strengths and Obstacles
<p>1. Teachers will intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction.</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Tucson Unified 2021-2022 School Year Multicultural Curriculum • CIPD Academy • SPARKS Framework • Coaching training at monthly Magnet meetings • Magnet and Title 1 walkthroughs • Magnet conference workshops • Title 1 monies for Response to Intervention (RTI) classes • Math Pathways and Pitfalls trainings <p>Constraints:</p>

	<ul style="list-style-type: none"> • PLC (Professional Learning Communities) time competes with district PD's which inhibits the PLC data driven instruction cycle • Teachers feel pressured by the pacing calendar • Attendance issues • Participating students receive more instructional feedback than under-participators
<p>2. Teachers implement evidence-based, rigorous, and relevant instruction.</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Curriculum Service Providers will continue to partake in CIPDA and return to campus to provide PD for teachers in addition to classroom observations ensuring these strategies are being implemented • Culturally Responsive Practices Training to continue and be embedded within lesson plans and instructional practices (SPARKS). • Exceptional Education and ELL Trainings incorporated at least 1x a month (at ILA) to ensure IEP (Individual Education Plan) and ELL accommodations are being met and implemented into lesson plans • Meetings with teacher mentors and evaluator to reinforce teacher expectations of goals and objectives • Allocations for Professional Development and Consultants with emphasis on narrowing the achievement gap • Summer Professional Opportunities during June will form CTTs to develop Lesson Plans that are culturally responsive including Magnet Themes. In addition, formative assessments will be outlined. Teachers will continue to integrate the Magnet Themes within their units of study and lesson plans. This is supported through the work of the PLC-CTTs and professional development. • Funding for more RTI classes; addition of more sections to ELA

	<p>Constraints:</p> <ul style="list-style-type: none">• Need more time for consistent walk-throughs performed by Administration and ILT members with calibration• Lack of monitoring system for Instructional Focus Calendar w/assigned personnel• PD alignment to match needs of specific subgroups• Teachers lack differentiated instruction & student-centered instruction = Culturally Responsive Strategies & Instruction• More time for PD and alignment to match the needs of specific subgroups• Lack of effective instructional frameworks and monitoring system for frameworks•
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3. Collaboration with other teachers, administrators, parents, and education professionals to ensure the success of all students.

Supports:

- PLC infrastructure that monitors the efficacy of the PLC cycle
- PLC focuses on data, student work, and student achievement
- District walkthroughs and Magnet visits
- Teachers collaborate on Magnet themed lesson plans (across content) (Summer PD).
- Assignment of tutors in ELA and Math
- Continuous instructional coaching and collaboration with district mentors
- Continue peer observations with accountability measures for consistency
- Increased PD of teachers on MTSS (Multi-Tiered System of Supports) process and Tier II interventions and documentation

Constraints:

- Contact information isn't always updated promptly.
- Parent-teacher conferences, parent nights and other family engagement opportunities at times have low turn-out
- Constraints of master schedule and bell schedule limit
- Peer observations cause difficulty in follow-through (accountability)
- Data is accessible, but levels of use of data are variable
- PLC Cycle to incorporate data digs and analysis= collaboration w/other teachers
- MTSS process & Tier II intervention support has difficulty in consistent use.

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: Teachers will intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop instructional focus calendars that are not "one size fits all"- the IFC (Instructional Focus Calendar) template will be provided for teachers and accessible to them on the Public Folder. Teaching will identify the highest cognitive demand in the IFC and will create an aligned assessment of standards and learning objectives that must include verbs/actions of student engagement along with magnet practices to highlight theme integration.	Evaluating Admin & Instructional Leadership Team (ILT) – ELA & Math Curriculum CSP, Magnet Coordinator	Aug. 2022- May 2023	Lesson Plans and Classroom Observations and walk-throughs templates	Instructional Support team will review Instructional focus calendars checking for cognitive demand	Instructional Focus Calendars. Alignment of standards and leaning objectives Use of verbs/actions of student engagement
2. Train teachers to identify the elements of lessons with the highest cognitive demand, which are to be communicated to students, and to document this lesson planning on the IFC. Train teachers to plan differentiation within lessons and document these on the IFC.	CSP, IDIS, Magnet Coordinator, Magnet Department Heads	Aug. 2022- May 2023	Lesson Plans and Classroom Observations and walk-throughs templates	Periodic checks on lesson plans for high cognitive demand Classroom observations lesson plan differentiation	Lesson Plans Classroom observations

3. Utilize classroom observations and walk-throughs will be performed at least four hours per week and conducted by Admin Team, ILT, and in accordance with District walkthroughs (Title I and Magnet).	Admin & Instructional Leadership Team (ILT) – ELA & Math Curriculum CSP and Data Instructional Coach.	Aug. 2022- May 2023	Walk-through templates, feedback sheets, calendar invites for scheduling	Classroom Observations by administration and Walk-Throughs and Lesson Plans	Appropriate Walk-through classroom observation forms
4. Collect and analyze formal and informal student assessments data Teachers will give at least 2 formative and summative assessments per week. Student data will then be analyzed for student mastery and determination for success.	Teachers, Evaluating Admin and ILT Team	Aug. 2022- May 2023	CFA (Common Formative Assessment) and Benchmark in School City	Monitor data in School City, IFC's are turned in and monitored bi-weekly with feedback provided by CSPs and Administration.	Student formative and summative assessments and data analysis PLC observations

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Teachers implement evidence-based, rigorous, and relevant instruction.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Conduct Classroom Observations and Walk-throughs	CSPs, Magnet Coordinator, Administration and District Personnel	4x a week at least 4hours a day	Timely feedback	Pre- and Post-Teacher Conferences	Appropriate Walk-through classroom observation forms

2. Provide Timely feedback with action steps for adjustment and improvement for teacher	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Mondays and Wednesdays	Timely feedback	Pre- and Post-Teacher Conferences	Appropriate feedback forms with dates
3. Provide PD and individual coaching on enhancement of theme integration.	CSPs, AP for Teacher learning and PD, Magnet Coordinator, Data Instructional Coach	Mondays and Wednesdays	Depending on PD and Data needed	Pre- and Post-Teacher Conferences	Professional and coaching schedules

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 3. Collaboration with other teachers, administrators, parents, and education professionals to ensure the success of all students.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Meet with PLCs (Professional Learning Communities) at least once a week for the entire school year according to the school calendar	ILT and Admin	Throughout the Year	Time, technology, outside dept presentations form	PLC observations and PLC Minutes and Notes	Admin/ILT PLC drop-ins or walk-throughs
2. Perform daily/weekly Walk-throughs w/prompt feedback. May include District Walkthroughs	CSPs, Data Instructional Coach and Administration Team	Daily and Weekly	Time, Template, and feedback to teachers. Danielson Framework/Rubric	Conduct Walkthroughs	Walkthrough Calendars and Evidence of Feedback documentation
3. Provide Data Digs & Training for Core Teachers including after CFA and Benchmarks	Data instructional Coach	Promptly after each assessment	Time, Anthony Lizardi, School City, and Data	Periodic review of CFAs.. Attend Trainings..	Benchmark Data and CFA progress monitoring

				Admin/ILT PLC drop-ins or walk-throughs	
4. Identify students identified as “CUSP” students per A&E and from Data Instructional Coach will be required to enroll in Targeted Learning Sessions (TLSs), expected to attend Badger Power Hour and conference period, and meet with counselors to devise an academic intervention plan to address identified deficiencies.	ILT, Admin, and A&E Data (CUSP)	Throughout the Year	Time, technology, outside Dept presentations from District as relative-School City, and access to A&E	Review lists of identified students Drop-in on Learning sessions Review academic intervention plans	Benchmark Data and CFA progress monitoring,
5. Utilize CSP and Data Instructional Coach School City and IXL to develop supplemental support including online resources to address deficiencies in content area classes including ACT assessment for our juniors.	Coach and TTLs if needed	Throughout the Year	Time, technology, outside Dept presentations from District as relative-School City, and access to A&E	Monthly check-in meetings with CSP and Data Coaches	Benchmark Data and CFA progress monitoring
6. Enroll students identified on “F” List or lower 25% in 21 st Century After-School Program and refer to Tier II MTSS Intervention Team and RTI classes at the start of the year	MTSS coordinator, Data Instruc. Coach, CSPs, & Admin	Throughout the Year	Time, technology, outside Dept presentations from District as relative-School City, and access to A&E	Attendance and feedback from MTSS Intervention Team	Benchmark Data and CFA progress monitoring, Admin/ILT PLC drop-ins or walk-throughs

V. Academic Performance for African American and Latino Students

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

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).
<p>There are multiple data points and key information to support the site academic gap analysis 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. Based on SY 2018-19 ACT data:</p> <ul style="list-style-type: none"> • Latino students have academic gaps in both ELA (English and Reading) and Math <ul style="list-style-type: none"> ○ White students outperform Latino students in English by 5 Points ○ White students outperform Latino students in Reading by 6 Points ○ White students outperform Latino students in Math by 4 Points • African American students have academic gaps in both ELA (English and Reading) and Math <ul style="list-style-type: none"> ○ White students outperform African American students in English by 6 Points ○ White students outperform African American students in Reading by 5 Points ○ White students outperform African American students in Math by 4 Points

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Lack of culturally relevant pedagogical strategies employed across all content areas.	1. Coaching around the SPARKS framework to support culturally relevant instructional practice.	1. Deep professional development and job embedded coaching relate to cultural relevance – possible need for external PD provider
2. Lack of academic interventions for African American and Latino students	2. Need overall PLC structure to support in class academic interventions and differentiated instruction	2. Need for effective PLCs to discuss differentiated instructional practice and planning that use data to inform interventions.
3. Need for rich after school programming to	3. Allocating resources for targeted	3. Need for financial allocation to pay

support academic interventions	academic interventions that can occur after school	added duty for teachers or for a tutoring company to provide targeted, data driven interventions.
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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"> By June 2023, the English and Reading achievement gap between Latino students and White students will be closed by three percentage points as measured by end of year State Standardized assessment. By June 2023, the English and Reading achievement gap between African American students and White students will be closed by three percentage points as measured by end of year State Standardized assessment. 	2023 Assessment Scores
<ol style="list-style-type: none"> By June 2023, the Math achievement gap between Latino students and White students will be closed by three percentage points as measured by end of year State Standardized assessment. By June 2023, the Math achievement gap between African American students and White students will be closed by three percentage points as measured by end of year State Standardized 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. Provide professional development and job embedded coaching related to culturally relevant instructional strategies.	<p>Supports:</p> <ul style="list-style-type: none"> • District supports for culturally relevant instruction • SPARKS <p>Constraints:</p> <ul style="list-style-type: none"> • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Strong formative assessment model to inform instructional practice
2. Create after school tutoring and school day academic interventions.	<p>Supports:</p> <ul style="list-style-type: none"> • Benchmark and CFA structures are in place • Strong PLCs <p>Constraints:</p> <ul style="list-style-type: none"> • 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: Provide professional development and job embedded coaching related to culturally relevant instructional strategies.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide Professional development and job embedded coaching related to SPARKS (Culturally relevant) framework.	Principal; Curriculum Service Provider	August 2022	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
	Principal;	Aug. 2022- May 2023	SPARKS instructional	Formative assessments;	Formative assessments;

2. Utilize daily instructional observations that looks for employed SPARKS strategies across the curriculum.	Curriculum Service Provider		protocol	benchmark assessments tied to African American and Latino students	benchmark assessments tied to African American and Latino students
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Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students

Subgroup Strategy 2: Create after school tutoring and school day academic interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide school day interventions that are targeted via data and subgroup – 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 to support academic performance for African American and Latino subgroups.	Principal; Magnet Coordinators; teachers	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.):

- 23.3 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.5 FTE Assistant Curator (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Magnet Counselor (910G, 202)
- 5.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.4 FTE College and Career Readiness Coordinator (910G, other)
- 0.6 FTE College and Career Readiness Coordinator (CTE (Career and Technology Education))
- 1.0 FTE Student Success Specialist (Title 1)
- 3.0 FTE Teachers (Title 1)
- 1.0 FTE Guidance Counselor (Title I)
- 1.0 FTE Dean of Students (Title 1)
- 1.0 FTE Curriculum Service Provider (Title 1)
- 1.0 FTE MTSSF (910G, other)
- 1.0 FTE RPPF (910G, other)
- 1.0 FTE Social Worker (910G, other)

Magnet School Budget

Personnel

#Deseg Budget 2022-2023 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Magnet Teachers	\$1,110,949	23.3	To maintain a wide range of course offerings that attract students to THMS, continue to fund 23 FTE in Fine/Performing Arts and Science	In, AA, PCI, PL, MT	Student Achievement
Instructional Data & Intervention Specialist	\$48,900	1.0	A Data Coach will work with school leaders and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Data Coach will also work with teams to align curriculum with assessments.	AA, PL, MT	Student Achievement
Magnet Coordinator	\$50,400	1.0	According to the requirements of the USP, each magnet school must have a magnet coordinator. Recruitment events and academic achievement.	In, AA, PCI, PL, MT	Integration and Student Achievement
Assistant Curator	\$10,060	.5	To increase theme visibility, an assistant curator will oversee keeping display cases current, increasing signage, and maintaining the gallery. This could be an individual or extended contractual day for multiple individuals.	In, PCI, MT	Integration and Student Achievement
Curriculum Service Provider	\$46,966	1.0	A Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT groups to assess and utilize School City data within their curriculums.	AA, PL, MT	Student Achievement
Magnet Counselor	\$44,400	1.0	Due to the increased enrollment projected due to the demand for our two Magnet strands, from both neighborhood and Magnet students, we need to ensure those students are supported. As we increase the number of ALE offerings and increase the integration of those offerings, we will use	In, AA, PCI, PL, MT	Integration and Student Achievement

			a counselor who will meet with teachers to identify students who might be well suited for ALE offerings. The counselor will assist other counselors to support magnet students in all grade levels (registration, class scheduling, parent conferences, behavior and academic support). The magnet counselor will provide additional support to students and parents of students new to the THMS. The magnet counselor will ensure PBIS support throughout the year. The magnet counselor will also meet with support staff, community liaison, and African American, Mexican American, and Native American liaisons to review data and coordinate efforts to ensure students new to the program are supported. Strategic placement of students in intervention classes during the school day requires support of a magnet counselor who can carefully monitor student academic progress towards mastery, ensure that the correct students are receiving interventions and meets with students and parents to strengthen any academic needs.		
Sick Leave – Certified Teachers	\$33,000	23.3	Sick Leave for magnet teachers	AA	Student Achievement
Classified Hourly Pay- Accompanist	\$33,000	0	Classified Staff	AA, MT	Student Achievement
Certified Stipend – Web Development	\$8,000	0	Certified Stipend to keep THMS website ADA and OCR compliant along with supporting recruitment, retention and family engagement.	In, AA, PCI	Integration and Student Achievement
Added Duty- Family Engagement	\$15,000	0	Certified Added- Family Engagement	In, PCI, MT	Integration and Student Achievement
Added Duty- PLC Work	\$12,225	0	Certified Added	In, AA, PL, MT	Integration and Student Achievement
Added Duty- PD	\$10,000	0	Certified Added Duty	In, PCI, MT	Integration and

					Student Achievement
Added Duty- PLC Work (Summer)	\$5,000	0	Certified Added	In, AA, PL, MT	Integration and Student Achievement
Certified Stipends- Fine Arts	\$13,500	0	Stipend Fine Arts	In, AA, PCI, PL, MT	Integration and Student Achievement
Employee Benefits	\$416,501.50	0			
Total Budget	\$1,848,201.5				
	Total FTE	27.8			

Non-Personnel

#Deseg Budget 2022-2023 SY				
Description	Amount	Purpose	Magnet Focus Area	Goal Focus
District Supplies- Printing	\$5,000	Supplies Printing	In, AA, MT	Integration and Student Achievement
District Supplies- Instructional	\$3,271.50	Classroom resources	In, AA, MT	Integration and Student Achievement
Repair & Maintenance- Instruments	\$1,500	Guitar and Piano tuning.	In, AA, MT	Integration and Student Achievement

Repair & Maintenance- Instructional Equip	\$3,000	Equipment - Repair and Maint. 2640.6430	In, AA, MT	Integration and Student Achievement
Technology Supplies	\$10,000	Technology Supply (6250-object)	In, AA, MT	Integration and Student Achievement
Capital- Technology under \$5,000	\$25,000	Technology Under \$5,000	In, AA, MT	Integration and Student Achievement
Capital- Instructional Aides	\$16,000	With no other source of funding, supplies are necessary to keep Magnet classrooms fully operational. These supplies include things like sheet music, manipulatives in science, published scripts, digital tapes and recording accessories.	In, AA, MT	Integration and Student Achievement
Transportation	\$500	Targeted Middle School students need transportation to THMS to learn about, and participate in, our Magnet programs. We also need transportation to take our Fine and Performing Arts students to targeted Middle Schools and the community in order to perform and showcase THMS programs. Science students and groups will also be visiting Middle School to recruit for their programs. This will allow for guaranteed transportation for our Magnet programs.	In, AA, PCI, PL, MT	Integration and Student Achievement
Employee Training- Registration	\$1,800	Travel, lodging, transfers and per diem will be provided for the 2-3 people travelling out of state to the MSA National Conference.	In, AA, PCI, PL, MT	Integration and Student Achievement
Out of State- Travel	\$6,000	Travel, lodging, transfers and per diem will be provided for the 2-3 people travelling out of state to the MSA National Conference.	In, AA, PCI, PL, MT	Integration and Student Achievement
Total Budget	\$72,071.50			

#Deseg Budget 2021-2022 SY	
Personnel Cost	\$1,848,201.50
Non-Personnel Cost	\$72,071.50
Total Budget	\$1,920,273.00