

Magnet Programs



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

Principal: Sean Wilken

School: Tully GATE Elementary Magnet

Magnet Program: Open Access GATE

Region: Silverbell

Date Plan Revised: 4/8/22

Planning Team:

Name	Position	Name	Position
Sean Wilken	Principal	Michelle McCollum	Magnet Coordinator
Katie Hernandez	CSP	Michelle Blain	Ex Ed Teacher
Tony Goreta	5 th Grade Teacher ELD Blend	Joy Haywood	1 st Grade Teacher

Sign Off:

Position	Name	Signature	Date
Principal	Sean Wilken		
Regional Assistant Superintendent	Brian Lambert		
Magnet Department	Kamren Taravati		

Magnet Plan Table of Contents

- I. Magnet School Profile (page 2)**
 - A. Mission
 - B. School Summary
 - C. Vision
 - D. Core Values
 - E. School Profile
 - F. Achievement Data

- II. Goals for Magnet School Effectiveness (page 8)**
 - A. Integration
 - B. Achievement
 - C. Academic Achievement for African American and Latino Students

- III. Integration (page 10)**
 - A. Gaps in Integration
 - B. SMART Goal for Integration
 - C. Goal Attainment
 - 1. Strategies to Achieve SMART Goal
 - 2. Action Steps to Implement Strategies

- IV. Overall Student Achievement (page 18)**
 - A. Gaps in Student Achievement
 - B. SMART Goals for Overall Student Achievement
 - C. Goal Attainment
 - 1. Strategies to Achieve SMART Goals
 - 2. Action Steps to Implement Strategies

- V. Academic Performance for African American and Latino Students (page 25)**
 - A. Gaps in USP subgroups performance (African American and Latino)
 - B. SMART Goals for Reducing Achievement Gaps
 - C. Goal Attainment
 - 1. Strategies to Achieve SMART Goals
 - 2. Action Steps to Implement Strategies

- VI. Magnet School Budget (page 31)**

I. Magnet School Profile

A. Mission

Tully Elementary will provide a safe environment that fosters academic achievement and promotes individual talents by delivering project-based, rigorous curriculum founded in gifted and talented instructional strategies.

B. School Summary

Tully GATE Magnet Elementary School is an integrated school that earned the Arizona State letter grade of C during the 2019-20 SY. Tully magnet theme centers on GATE instruction designed to expand student's thinking by providing lessons that offer depth and complexity in their everyday instruction.

As part of a comprehensive Gifted instructional program, all students will participate in high interest electives, social and emotional learning activities, Fine Arts, and critical thinking activities. Students learn the Kaplan Habits of a Scholar as these habits are part of daily lesson plans. Teachers plan and deliver instruction anchored by a culturally responsive teaching framework (SPARKS), and the National Gifted teaching standards.

C. Vision

We believe that all students are uniquely gifted, and Tully strives to inspire a passion for life-long learning nurtured through a whole-child approach. We encourage students to celebrate who they are as individuals, while embracing their role in a global society.

D. Core Values

1. Collaboration
2. Problem Solving
3. Relationship Building
4. Risk Taking
5. Kindness

E. School Profile

2018-19 Letter Grade	2021-22 Integration Status	Magnet Theme
C	Integrated	Open Access GATE

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
25.38%			566.2%	14.3	15.1%

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	37	14%	50	15%	161	60%	13	5%	13	5%	5	2%	255
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 Math Percent Proficiency by Grade									
Math	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District ES Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Tully ES Avg	46%	25%	46%	27%	33%	32%	34%	33%	28%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
ELA	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District ES Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Tully ES Avg	38%	26%	28%	25%	40%	28%	28%	19%	41%

*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	36.4	0		27	20.8		40	0	
Grade 4	0	14.3		20	17.4		0	16.7	
Grade 5	40	12.5		36.8	14.8		50	16.7	
WS									

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	45.5	0		28.9	25		50	50	
Grade 4	0	14.3		34.3	4.5		50	16.7	
Grade 5	20	12.5		26.3	0		50	42.9	
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.

Tully 2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity

USP Ethnicity	ELA	Math
White	35%	50%
African American	30%	26%
Hispanic	28%	30%
Native American	33%	25%
Asian-PI	20%	40%
Multi-Racial	67%	33%
All	30%	32%

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. 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. This will result in increased enrollment for Tully Magnet Elementary.
- The site currently is integrated and reflects a Latino population that is at or below the district average.

Root Cause Analysis

Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
Job embedded coaching	There are surface gaps related to: <ul style="list-style-type: none"> • Observation feedback cycle 	Deep or root causes are related to: <ul style="list-style-type: none"> • Daily job embedded coaching needs for instructional staff tied to GATE strategies that support the magnet theme
Effective marketing and recruitment	There are surface gaps related to: <ul style="list-style-type: none"> • Targeted digital advertisements • Social media leveraging with rich content that attracts families 	Deep or root causes are related to: <ul style="list-style-type: none"> • Lack of training related to effectively utilize social media tools to target enrollment audiences or those families interested in GATE cluster programming
Strong community partnerships	There are surface gaps related to: <ul style="list-style-type: none"> • Family member availability • Language barriers due to high refugee population 	Deep or root causes are related to: <ul style="list-style-type: none"> • Strategic family and community partnership plan • Strategies to overcome language barriers

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the November 1st of SY 2022-2023, Tully will remain integrated, as measured by the 100 th day enrollment reports.	<ul style="list-style-type: none">• Enrollment data from the Synergy database
2. By the 40 th day of SY 2022-2023, Tully will have increased school enrollment to 300 students, an increase of 33 students (including neighborhood and magnet students) for SY 2023-202, as measured by 40 th day enrollment reports.	<ul style="list-style-type: none">• Enrollment data from the Synergy database

C. Goal Attainment

1. Strategies to Achieve SMART Goal

Strategies that help Magnet School Achieve Integration SMART Goal	
Strategies	Strengths and Obstacles
1. Marketing and Recruitment	<p>Supports:</p> <ul style="list-style-type: none"> • District Communication Department (marketing materials, commercial media, district-planned recruitment and marketing activities) • District Magnet Department (department-planned recruitment and retention activities, strategic support for site-based recruitment and marketing efforts) • Magnet Coordinator position (coordination and planning at the site level) <p>Constraints:</p> <ul style="list-style-type: none"> • Lack of media regarding GATE cluster •
2. Job embedded coaching	<p>Supports:</p> <ul style="list-style-type: none"> • Experienced leadership in Montessori • 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

3.Family and Community Partnerships

Supports:

- School quality survey
- Partnership with TUSD GATE department
- District Web-Data

Constraints:

- Community liaison capacity

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.Strategic marketing plan and recruitment activities.	Magnet Coordinator	By August	Planning with media department	Quarterly enrollment reports.	Strategic marketing plan
2.Attend marketing and recruitment activities to meet the enrollment goal.	Magnet Coordinator	Aug 2022-2023	Planning with media department	Quarterly enrollment reports.	Parent sign in sheets to follow up with phone calls.
3. Obtain marketing materials including new brochures, posters, and banners.	Magnet Coordinator; Principal	Aug. 2022- May 2023	District support and funding	Quarterly enrollment reports.	Inventory in excel document.

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal

Strategy 2: Job embedded coaching

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Utilize weekly instructional observations with job embedded coaching that supports GATE strategies and learning outcomes.	Principal; Magnet Coordinator	Aug. 2022- May 2023	Walkthrough Protocol for	Formative assessments; Benchmark assessments	Formative assessments; benchmark assessments
2. Utilize daily instructional observations with job embedded coaching that supports GATE strategies at the 4 th grade level.	Principal; Magnet Coordinator	Aug. 2022- May 2023	Walkthrough Protocol for	Formative assessments; Benchmark assessments	Formative assessments; benchmark assessments

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal

Strategy 3: Family and Community Partnerships

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Teachers make direct connections to families by sending personal invitations to events and activities.	Family Engagement Liaison Teachers	Ongoing throughout the year	Class Dojo	Parent feedback forms, activity calendars, Attendance Forms.	School quality survey
2. Translate all information into home languages. We will utilize free programs for translators, and present to parents using PowerPoint live, as it has real time- closed-captioning in various languages.	Family Liaison	Ongoing throughout the year	Power Point live	Parent feedback forms, activity calendars, Attendance Forms.	School quality survey
3. Celebrate weekly Community Time every Friday morning. Parents are welcome to join as we celebrate weekly ROAR awards.	Principal	Every Friday	Awards bracelets	Parent feedback forms, activity calendars, Attendance Forms.	School quality survey

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 more effectively ensure overall academic proficiency. This includes the following:

- 3rd Grade AZ Merit Proficiency in SY 18-19 (ELA) – 28%
- 4th Grade AZ Merit Proficiency in SY 18-19 (ELA) – 19%
- 5th Grade AZ Merit Proficiency in SY 18-19 (ELA) – 41%
- 3rd Grade AZ Merit Proficiency in SY 18-19 (Math) – 34%
- 4th Grade AZ Merit Proficiency in SY 18-19 (Math) – 33%
- 5th Grade AZ Merit Proficiency in SY 18-19 (Math) – 28%

Note that this data analysis was from SY 18-19, as there were fewer than 95% of students who took the AZ Merit in SY 20-21, causing questions of validity. Therefore, AZ Merit from 18-19 was used to create authentic goals to effectively outline appropriate strategies and action steps. Based on this data, the average ELA proficiency sits at 29.3% and the average math proficiency sits at 31.7%. This indicates a potential need for deep literacy integration, guided reading, and guided mathematics. To support the GATE based theme, the site might also benefit from instructional practice that is inquiry based and/or focused on tactic activities that allow learners to be innovative, creative and focused on rigorous learning.

Root Cause Analysis

Top Three Causes of these Gaps	Surface Causes	Deep Causes
1. Instructional effectiveness	1. Daily instructional observations that are targeted to 4. grade	1. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in 4. grade.
2. Guided reading and literacy across curriculum	2. Professional development with follow up coaching related to guided reading and integration of literacy in all content areas	2. Teacher leaders and CSP development to support literacy focus aligned to guided reading
3. Effective academic interventions in reading and mathematics to support academic performance	3. Effective PLC structure to support data driven interventions	3. Need to acquire more reading and math interventionists; establish an after school program to provide targeted and enrichment support.

B. SMART Goals for Overall Student Achievement

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<p><u>Overall Student Achievement</u></p> <p>1 . By June 2023, 3rd grade student achievement will increase 5.0% in ELA, moving from 28% proficiency in 2019 to a proficiency rate of 32%, as measured by AASA results.</p> <p>2. By June 2023, 4th grade student achievement will increase 5.0% in ELA, moving from 19% proficiency in 2019 to a proficiency rate of 24%, as measured by AASA results</p> <p>3.By June 2023, 5th grade student achievement will increase 5.0% in ELA, moving from 41% proficiency in 2019 to a proficiency rate of 46%, as measured by AASA results.</p>	<p>2023 AASA Scores</p>
<p>1 . By June 2023, 3rd grade student achievement will increase 5.0% in Math, moving from 34% proficiency in 2019 to a proficiency rate of 39%, as measured by AASA results.</p> <p>2. By June 2023, 4th grade student achievement will increase 5.0% in Math, moving from 33% proficiency in 2019 to a proficiency rate of 37%, as measured by AASA results</p> <p>3.By June 2023, 5th grade student achievement will increase 5.0% in Math, moving from 28% proficiency in 2019 to a proficiency rate of 33%, as measured by AASA results.</p>	

C. Goal Attainment

1. Strategies to Achieve SMART Goals.

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	Strengths and Obstacles
Job embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.	<p>Supports:</p> <ul style="list-style-type: none"> • Staff to support with observations and coaching <ul style="list-style-type: none"> • CSP • Magnet Coordinator • Principal <p>Constraints: Need for coaching related to GATE strategies and rigorous instruction by many staff members.</p>
Professional development and coaching that supports Guided Reading	<p>Supports: Scheduling to support professional development and coaching</p> <p>Constraints:</p> <ul style="list-style-type: none"> • Professional Development (PD) meets once a week • 1.5 hours to meet is not long enough • rotating topics are challenging to schedule
Academic Interventions to close achievement gaps	<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

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 Job embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Utilize daily instructional observations with job embedded coaching for 4 th grade	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Low student: staff ratios Instructional protocol adoption	Observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Utilize weekly instructional observations and coaching for GATE strategies and rigorous instructional practice.	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Low student: staff ratios; Instructional protocol adoption; GATE Department	Observation data	Formative assessments; benchmark assessments; end of year evaluations
3. Provide leadership development for CSP and Magnet Coordinator to support effective coaching cycle	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Low student: staff ratios; Instructional protocol adoption; Magnet Department	Observation data	Formative assessments; benchmark assessments; end of year evaluations

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

Strategy 2: Professional development and coaching that supports Guided Reading .

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop professional development calendar based on GATE and instructional needs; instructional observations will drive this calendar.	Principal; Curriculum Service Provider;	Aug. 2022- May 2023	Professional development funds	CFA data (each two weeks)	Instructional observation logs; formative assessment
2. Quarterly professional development related to guided reading with two sessions in August to frontload.	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Partnership with District Departments	CFA data (each two weeks)	Instructional observation logs; formative assessment

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

Strategy 3: Academic Interventions to close achievement gaps

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Review benchmark data to identify students who need Tier III academic interventions that will be ongoing.	Principal; Magnet Coordinators; Interventionists	August	Lesson Plans ELA/Math connection	Benchmark Data	CFA and benchmark data
1. Create a Tier III intervention schedule	Principal; Magnet Coordinators; Interventionists	August	Formative and Summative Data	Benchmark Data	CFA and benchmark data; schedule
1. Review data in PLCs to support student progress through in class Tier II and Tier III interventions.	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data

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. This information will help to identify needs to more effectively ensure overall academic proficiency. This includes the following:

- White students outperform African American students in ELA by 5% as measured by the SY18-19 AZ Merit
- White students outperform Latino students in ELA by 7% as measured by the SY 18-19 AZ Merit
- White students outperform African American students in Mathematics by 34% 24% as measured by the SY 18-19 AZ Merit
- White students outperform Latino students in Mathematics by 20% as measured by the SY 18-19 AZ Merit

Just like in the school wide gap analyses, the data is intentionally coming from SY 18-19 to ensure validity, as the global pandemic that caused COVID-19 interrupted a natural assessment cycle in SY 20-21 wherein fewer students were assessed. That said, the largest gaps that emerge are in mathematics.

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. This is especially important with the site's increased refugee population. 	<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 to provide academic interventions to African American and Latino students 	<ul style="list-style-type: none"> • Lack school day and after school intervention opportunities for 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 Tier II and Tier III 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 at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2023, the reading achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 	<p>2023 AASA Scores</p>
<ol style="list-style-type: none"> 1. By June 2023, the mathematics achievement gap between African American students and White students will be closed by five percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2023, the mathematics achievement gap between African American and White students will be closed by five percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. <p><i>*Note that a closure of three percentage points is in alignment with standard performance improvement. Also note that the gaps are so large in mathematics, that the site set increased goals to prioritize math for subgroups.</i></p>	

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 culturally relevant instructional practice specific to African American and Latino Students through job embedded coaching	Supports: District supports related to Culturally Relevant Pedagogy and Instruction Constraints: New focus for instructional staff
2. Implement Tier II and Tier III interventions	Supports: There are many districts supports and structures to capitalize on that supports Tier II and Tier III interventions. Constraints: Ensuring effective assessment models with follow data disaggregating.

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 through job embedded coaching					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Utilize instructional observations with job embedded coaching to support Tier I culturally relevant instructional practice that increased academic performance for African American and Latino students.	Principal, Magnet Coordinator	Throughout the year	Schedule for observations	Formative assessments; benchmark assessments	Observation logs
2. Ensure quarterly professional development that supports culturally relevant Tier I instructional practice.	Principal, Magnet Coordinator	Each academic quarter	Professional development calendar	Formative assessments; benchmark assessments	Observation logs

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students

1. Subgroup Strategy 2: Tier II and Tier III interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. Utilize DIBELs, Benchmark and Formative Assessment Data to determine:</p> <ul style="list-style-type: none"> • Tier III interventions in Math for African American and Latino students. • Tier III interventions in ELA for African American and Latino students. 	Principal, Magnet Coordinator	Throughout the year	Progress monitoring structures; coaching for teachers related to academic interventions; financial allocations for interventionists.	Formative assessments; benchmark assessments	Observation logs

VI. Magnet School Budget

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

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

- 1.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Intervention Teacher (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE School Community Liaison (910G, 202)
- 0.5 Guidance Counselor (M&O)
- .22 FTE Librarian (M&O)
- .78 FTE Librarian (Title 1)
- 1.0 FTE Reading Interventionist (Title 1)
- 1.0 FTE Instructional Specialist (Title 1)
- 0.5 Counselor (Title I)

Goal Focus: Integration and / or Student Achievement

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

Personnel

Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Magnet Teacher	\$42,700	1.0	Gifted and Talented programs require attention to education of the whole child and include intellectual, creative, and artistic fields.	AA	SA Goal 1

			According to the National Association for Gifted Children and the foundation upon which this associations' philosophy is based, "arts are essential to a balanced education, with specific benefits for the cognitive, affective and psychomotor development of all students." The elective Art teacher will aid in fostering the development of skills critical to students in a GATE model in respect to innovation, cultural appreciation and fine and gross motor skills essential for early learners through collaborative lesson design with grade level teachers. Also, a recruitment and retention strategy: Tully will produce Visual Arts Exhibitions and send invitations to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.		Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 5 Strat: GATE Fundamental Practices
--	--	--	--	--	---

RTI Teacher	\$39,375	1.0	<p>The RTI Teacher will support classroom teachers and students by providing data-driven, targeted interventions for students in EAL and Math.</p> <p>The RTI Teacher will work with the MTSS team to help inform parents and teachers of progress and best practices that will support the student’s learning in the classroom and at home.</p> <p>The RTI Teacher will design electives and extensions for students that will be highly engaging, choice driven, and include a presentation to families and classmates.</p>	AA	<p>SA Goal 1 Strat: Differentiated Instruction ELA</p> <p>SA Goal 2 Strat: Differentiated Instruction Math</p> <p>SA Goal 3 Targeted Learning</p>
Magnet Site Coordinator	\$46,900	1.0	<p>The Magnet Coordinator (MC) works, in collaboration with the principal, to recruit a diverse population of students and families, coordinates and facilitate family engagement events to promote the school, market the school's program through community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of Collaborative Teacher Teams.</p>	AA and IN	<p>Improv. Goal 1 Strat: Extracurricular Programs and Student Engagement</p> <p>Improv. Goal 3 Strat: Targeted Recruitment of Kindergarten students</p>

School Community Liaison	\$23,210	1.0	The School Community Liaison will engage with families and the community at large to help provide supports and resources to meet the needs of our families. The School Community Liaison will coordinate events, both during and after school to bring families to our campus. The School community liaison will survey parents, collect data, and feedback to better serve our families. They will work with campus teams to help us best utilize our Learning Resource Center.	IN	Improve. Goal 2 Strat: Family and Community Engagement
Substitutes	\$1,000	0	Substitutes pay for Magnet teacher sick leave.		
Added Duty-Summer Jump Program	\$13,000	0	This is a 10-day program designed to bridge the for our incoming kindergarteners who may not have any pre-school experience, or for those families who want their child to gain some campus familiarity before starting school. First graders will be invited as well. We feel there are many students who were remote during their Kinder year that could use some extra support. We will address learning gaps, do pre-assessments in reading and math for all participants, and design intervention plans to be carried out during the 21-22 school year.	AA	Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Added Duty Recruitment and Family	\$1,500	0	Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths, and other	IN	Inter. Goal 2 Strat: Family Engagement

Engagement - Certified			public relations opportunities, which are available to all qualified staff to serve as representatives.		Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Added Duty Recruitment and Family Engagement – Classified	\$1,500	0	Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths, and other public relations opportunities, which are available to all qualified staff to serve as representatives.	IN	Inter. Goal 2 Strat: Family Engagement Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Certified Added Duty (PD)	\$4,000	0	Consultant will provide professional development and on campus support in the areas of student engagement and differentiation. (Tier 1 and Tier 2)	AA	Inter. Goal 2 Strat: Family Engagement Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Employee Benefits	\$49,856				
Total Budget	\$223,041				
Total FTE		4.0			

Non-Personnel

Deseg Budget 2021-2022 SY				
Description	Amount	Purpose	Magnet Focus Area	Goal Focus:
Consultant	\$6,650	Provide support for Tier 1 and 2 instruction.		SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: Culturally Responsive Pedagogy SA Goal 5 Strat: GATE Fundamental Practices
Supplies	\$3,376	Provide supplies for Tier 1 and 2 instruction	AA	Inter. Goal 3

				<p>Strat: Targeted recruitment of incoming kindergarten students.</p> <p>SA Goal 5 Strat: Fundamental Practices</p>
Magnet Schools of America / GATE Conference Registration	\$1,800	Registration for MSA Conference	AA	<p>SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: Culturally Responsive Pedagogy SA Goal 5 Strat: GATE Fundamental Practices</p>

Magnet Schools of America Conference Travel	\$6,000	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4
Promethean Boards	\$18,000	Interactive technology to be purchased to replace outdated and non- functioning equipment. These new boards will be utilized in our Primary classrooms to support our Tier 1 instruction. This technology will also support our efforts in recruitment and retention, as it offers an additional tool for engagement, and 21 st century learning.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: CRP SA Goal 5 Strat: GATE Fundamental Practices
Professional/Educational Contr	\$1,350	This is an opportunity for staff members to engage in professional development and networking to support our gifted instructional practices.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: Culturally Responsive Pedagogy

Total Budget	\$38,176			
---------------------	----------	--	--	--

Deseg Budget 2021-2022 SY	
Personnel Cost	\$223,041.00
Non-Personnel Cost	\$38,176.00
Total Budget	\$261,217.00