

**Magnet Programs**



**TUCSON UNIFIED**  
SCHOOL DISTRICT

**TUSD Magnet Programs  
Improvement Action Plan for Integration and  
Achievement  
SY2023-24**

**Principal:** Frankie Schiavone

**School:** Bonillas Traditional Elementary Magnet School

**Magnet Program:** Traditional

**Region:** Arcadia

**Date Plan Revised:** 08/16/2023

**Planning Team:**

Frankie Schiavone	Principal	Melanie Derksen	Dean of Students
Brittany Brooks	Magnet Coordinator	Michaela Moeykens	Counselor
Maria Ruiz	Community Liaison	Kaye Wingfield	Teacher
David Escobar	Teacher	Sarah Boring	PTC President / Parent

**Sign Off:**

<b>Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Principal</b>	Frankie Schiavone		
<b>Regional Assistant Superintendent</b>	Shawna Rodriguez		
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## **I. Magnet School Profile**

### **A. Mission**

All scholars who enter Bonillas will advance foundational levels by applying the essential skills through traditional strategies to strengthen the foundation for success for higher education.

### **B. School Summary**

Ignacio Bonillas Traditional Magnet Elementary School is currently an integrated school that is projected to receive the Arizona State letter grade of an A. Bonillas embraces a traditional theme of rigorous academics supported by the pillars of Character Counts. A sequentially structured academic program is devoted to helping all students consistently achieve the highest possible competence not only in solid basic skills but also in real-world problem solving. Bonillas has collective commitments at each grade level that align with a traditional education. There are monthly book projects and quarterly projects that are content based. At Bonillas, strong character is developed and demonstrated through mutual respect, personal responsibility and caring, growth in both community and global citizenship, and the skills required for teamwork, cooperation, and social competence. The theme of rigorous traditional academics with an emphasis on character is obvious even with the most cursory stroll through the Bonillas Magnet hallways.

### **C. Vision**

A Traditional School Dedicated to Academic Excellence and Character Development

### **D. Core Values**

- Learning
- Exploring
- Achieving
- Discovering Diversity
- Serving

**E. School Profile**

2022-2023 Letter Grade	2022-2023 Integration Status	Magnet Theme
B	Integrated	Traditional

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
6.65%	7.75	100%	80%	16.18%	16.3%

School Integration Profile (USP Ethnicity)													
2023-2024 BOY	Anglo		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	75	18.34%	31	5.13%	271	71.88%	6	1.47%	5	0.98%	18	2.20%	406
Non-neighborhood %	39	9%	17	4%	163	40%	3	0.07%	1	.02%	14	3.4%	237
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-AASA Assessment Data**

<b>3 Years of ELA Percent Proficiency by Grade</b>									
ELA	2021 Gr. 3	2021 Gr.4	2021 Gr. 5	2022 Gr.3	2022 Gr.4	2022 Gr. 5	2023 Gr.3	2023 Gr. 4	2023 Gr. 5
State ES Avg	35%	44%	45%	41%	44%	39%			
District ES Avg	21%	29%	32%	29%	33%	27%	30.5%	33.4%	26.2%
Bonillas ES Avg	29.5%	16.1%	32.6%	26.4%	56.5%	26.7%	41.1%	30.9%	49.2%
<b>3 Years of Math Percent Proficiency by Grade</b>									
Math	2021 Gr. 3	2021 Gr.4	2021 Gr. 5	2022 Gr.3	2022 Gr.4	2022 Gr. 5	2023 Gr.3	2023 Gr. 4	2023 Gr. 5
State ES Avg	36%	34%	31%	39%	39%	37%			
District ES Avg	18%	16%	16%	28%	27%	24%	32.9%	26.9%	24.9%
Bonillas ES Avg	23.9%	12.9%	21.7%	37.7%	49.2%	21.7%	59.3%	48.2%	44.3%

**Three Year AASA by Subgroup**

**ELA**

	African American			Latino			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	50%	0%	33.3%	24.2%	25%	42.4%	0%	27.3%	33.3%
<b>Grade 4</b>	0%	66.7%	33.3%	19%	53.5%	28.9%	0%	50%	36.4%
<b>Grade 5</b>	20%	0%	71.4%	31.3%	23.5%	42.9%	37.5%	40%	40%
<b>WS</b>	20%	30.8%	50%	25.6%	35.4%	39.7%	23.1%	36.4%	35.7%

**Math**

	African American			Latino			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	75%	0%	0%	17.1%	33.3%	68.4%	0%	54.5%	50%
<b>Grade 4</b>	20%	57.1%	33.3%	9.1%	48.9%	46.2%	33.3%	50%	54.5%
<b>Grade 5</b>	0%	0%	57.1%	25%	20.6%	40.5%	12.5%	40%	20%
<b>WS</b>	28.6%	26.7%	35.7%	18%	35.7%	51.3%	14.3%	50%	46.4%

**2022-2023 AASA Percent Proficiency by USP Ethnicity**

<b>USP Ethnicity</b>	<b>ELA</b>	<b>Math</b>
Anglo	35.7%	46.4%
African American	50%	41.2%
Latino	38.1%	51.3%
Native American	57.1%	57.1%
Asian-PI	50%	75%
Multi-Racial	75%	75%
<b>All</b>	<b>40.7%</b>	<b>50.6%</b>



## II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

### A. Integration

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

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

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

### B. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "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 percentage of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percentage of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

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

**C. Academic Performance (African American and Latino Students)**

- a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.
- b. Gaps, Compared to Anglo Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of Anglo 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 into the school. This includes:

- 10% African American students,
- 15% Anglo students,
- 66% Latino students.
- Remaining subgroups are: 3% Native American, 2% Asian American, and 4% Multi-Racial.
- Currently the school is integrated; however, the goal is to reduce the number of Latino students to 65% to further reduce racial isolation.
- Additionally, there is a slight gap at the kindergarten level, where Latino students represent 69% of the student population.

**Root Cause Analysis**

<b>Identifying Top Three Causes of these Gaps</b>	<b>Identifying the Surface Causes</b>	<b>Identifying Deep Causes</b>
1. Effective marketing, and recruitment	1. Need for increased methods of marketing and intention behind a retention plan.	1. Need a strategic marketing plan highlighting and targeting resources including GATE.
2. Effective retention structure	2. Need for intention and systems that support the retention of students starting at kindergarten.	2. Promote services including resource, GATE, and interventionist for targeted and intentional individualized instruction.
3. The houses in the are not family houses, so not as many children are in the neighborhood.	3. Need for alternative methods for students who do not live close to Bonillas to enroll with transportation.	3. Need for effective transportation directly to homes.

**B. SMART Goal for Integration**

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By November 1<sup>st</sup>, of SY 2023-2024, Bonillas will remain integrated as measured by the USP, meeting the 70% and +/-25% thresholds for an integrated school, as measured by 40<sup>th</sup> day enrollment reports.</p>	<p>TUSD Web Data Reports, Synergy</p>
<p>2. During the 2023-2024 school year, Bonillas will increase enrollment by increasing the kindergarten class size by 30 students compared to the 2020-2021 school year, including neighborhood and magnet students, as measured by 40<sup>th</sup> day enrollment reports.</p>	<p>TUSD Web Data Reports, Synergy</p>

**C. Goal Attainment**

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	Strengths and Obstacles
1. Marketing, Recruitment and Retention	<p><b>Supports:</b>                      Assistance from staff                      Magnet Department                      Funding for added duty</p> <p><b>Constraints:</b>                      Time                      Knowledge of Events                      Magnet Department Communication                      Building Community Relationships                      Charter Schools                      Covid</p>
2. Establish an After-School program	<p><b>Supports:</b>                      Assistance from staff                      Funding for added duty</p> <p><b>Constraints:</b>                      Need to Create After School Program                      Communication of New Program                      Limited Space                      Knowledge of Events</p>

**2. Steps to Implement Strategies**

<b>Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal</b>					
<b>Strategy 1: Marketing, Recruitment and Retention</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Attend all District marketing events as well as other site-based marketing and recruiting events throughout the year.	Principal; Magnet Coordinator	August – March	Added Duty Pay; recruitment items including media and stock cards	Quarterly Progress Monitoring; family sign in sheet	100 <sup>th</sup> Enrollment reports
2. The Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.	Principal; Magnet Coordinator	August – March	Magnet Report, Parent recruitment sign ins	Quarterly Progress Monitoring; family sign in sheet	100 <sup>th</sup> Enrollment reports
3. The magnet coordinator will work with School Community Services to specifically target K-4 non-Latino students. Bonillas will send marketing materials to targeted zip codes.	Magnet Coordinator	February	SCS Zip code Demographics Facebook Marketplace Campaign.	Quarterly Progress Monitoring; family sign in sheet	100 <sup>th</sup> Enrollment reports

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

**Strategy 2: Establish an After-School program**

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
Create an after-school program for students that have working parents who need to pick up their child or children after dismissal. <sup>1</sup>	Principal; magnet coordinator	August through May	Funding; staff; curriculum and instructional aids	Progress monitoring reports and benchmark data (tied to after school tutoring opportunities)	Student sign in sheets

<sup>1</sup>According to a study done by Afterschool Alliance, consistent participation in an afterschool program has proven to close the achievement gap and decrease the dropout rate of low-income students.



## 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:

- 3<sup>rd</sup> grade achievement in ELA – 41.1%
- 4<sup>th</sup> grade achievement in ELA – 30.9%
- 5<sup>th</sup> grade achievement in ELA – 49.2%
- 3<sup>rd</sup> grade achievement in Math – 59.3%
- 4<sup>th</sup> grade achievement in Math – 48.2%
- 5<sup>th</sup> grade achievement in Math – 44.3%

Based on this data set, the most significant needs lie in the following areas: 3<sup>rd</sup> and 4<sup>th</sup> grade ELA and 5<sup>th</sup> grade Math.

**Root Cause Analysis**

<b>Top Three Causes of these Gaps</b>	<b>Surface Causes</b>	<b>Deep Causes</b>
1. Instructional effectiveness at third grade	1. Ongoing instructional observations that are targeted to 3 <sup>rd</sup> grade	1. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in 4 <sup>th</sup> grade.
2. Instructional effectiveness in ELA at the fourth-grade level.	2. Ongoing instructional observations that are targeted at 4 <sup>th</sup> grade guided reading	2. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in third grade.
3. Effective RTI structures to support academic performance	3. No after school program or interventionists on staff	3. Need to acquire more reading and math interventionists for the intermediate grade levels; 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
<ol style="list-style-type: none"> <li>1. By June 2024, 3<sup>rd</sup> grade ELA proficiency will increase by 3%, from 41.1% to 44.1%, as measured by AASA results.</li> <li>2. By June 2024, 4<sup>th</sup> grade ELA proficiency will increase by 3%, from 30.9% to 33.9% as measured by AASA results.</li> <li>3. By June 2023, 5<sup>th</sup> grade ELA proficiency will increase by 3%, from 49.2% to 52.2%, as measured by AASA results.</li> <li>4. By June 2024, Exceptional Education students ELA proficiency will increase, from 8.0% to 9.0%, as measured by AASA results.</li> </ol>	<p>AASA scores for 2023-2024 school year.</p> <p>Monitored by Quarterly Benchmark Assessments</p>
<ol style="list-style-type: none"> <li>1. By June 2024, 3<sup>rd</sup> grade Math proficiency will increase by 3%, from 59.3% to 62.3%, as measured by AASA results.</li> <li>2. By June 2024, 4<sup>th</sup> grade Math proficiency will increase by 3%, from 48.2% to 51.2%, as measured by AASA results.</li> <li>3. By June 2024, 5<sup>th</sup> grade Math proficiency will increase by 3, from 44.3% to 47.3%, as measured by AASA results.</li> <li>4. By June 2024, Exceptional Education students Math proficiency will increase, from 21.4% to 22.4%, as measured by AASA results.</li> </ol>	<p>AASA scores for 2023-2024 school year.</p> <p>Monitored by Quarterly Benchmark Assessments</p>

*\* Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.*

**C. Goal Attainment**

**1. Strategies to Achieve SMART Goals.**

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
<p>1. Expand Teacher Expertise with Quality Tier 1 Practices.<sup>2</sup></p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>● Weekly professional development time built into the schedule.</li> <li>● Grade level paraprofessional</li> <li>● Magnet teacher</li> <li>● Curriculum Service Provider</li> <li>● Finances for added duty for professional development</li> <li>● Instructional aids and programs</li> <li>● Instructional supplies</li> <li>● Professional development supplies</li> <li>● Professional developments</li> <li>● Improved interactive technology for teachers and interventionists to increase student participation</li> <li>● Improved professional development on use of technology resources in the classroom.</li> </ul> <p><b>Constraints:</b></p> <p>Weekly time also has district information that needs to be covered so the site does not get the full time for school specific needs. Several new teachers have joined the team, two are brand new first year teachers.</p>

<sup>2</sup> According to the Michigan Department of Education 75-80% of students should reach proficiency with tier 1 instruction. If at least 75% of students are not reaching proficiency, then the school and district should consider new strategies to increase student success.

<p>2. Provide Teacher Collaboration Time for PLCs<sup>3</sup></p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>● Weekly CTT built into the schedule.</li> <li>● Curriculum Service Provider</li> <li>● Guidance Counselor provides themed lessons during weekly CTTs</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>● Teachers do not come prepared.</li> <li>● All teachers in a different spot in the lesson.</li> </ul>
<p>3. Provide Supplemental Support for Tier II and Tier III Intervention<sup>4</sup></p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>● Additional magnet teacher</li> <li>● Curriculum Service Provider</li> <li>● Paraprofessionals for each grade level</li> <li>● MTSS Team</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>● Time</li> <li>● Student engagement</li> <li>● Parent Support</li> </ul>

<sup>3</sup>According to the International Society for Technology in Education PLCs provide opportunities that directly impact student learning, building relationships, staying current on new research, technology, and classroom tools, and also provides opportunities for reflection.

Magnet School of America Standard 4: Professional Development

<sup>4</sup>The Department of Elementary and Secondary Education states that the MTSS process is not always linear, it is focused on problem-solving. Data shows that students require more or less support to aid remediation or enrichment, they will move throughout the tiers based on that need.

Magnet School of America Standard 5: Instructional Fidelity

**2. Action Steps to Implement, Monitor, and Assess Strategies.**

<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1</b>					
<b>Strategy 1 Expand Teacher Expertise with Quality Tier 1 Practices</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Teachers will receive a PD utilizing the writing curriculum from scholastic.	Principal; Scholastic Representative	August 2023 – May 2024	Targeted Professional development	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2023-2024 school year.
2. Provide Formative Assessment Training to support how to implement checks for understanding and how to write common formative assessments.	Principal; Magnet Coordinator; Dean	August 2023 – May 2024	Targeted Professional development	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2023-2024 school year.

3. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher on a weekly basis.	Principal; Magnet Coordinator; Dean; Curriculum Specialist	August 2023 – May 2024	Observation and Reflection Sheets, Weekly Trends log C/I meeting notes	Observation and reflection feedback, weekly schedule of observations, professional development needs and assessment and results.	AASA growth for the 2023-2024 school year.
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**Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2**

**Strategy 2: Teacher Collaboration Time for PLCs**

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Embed PLC Collaborative Teacher Teams (CTTs) in the school day for each week for at least 60 minutes.	Principal; Magnet Coordinator; Dean; Curriculum Service Provider; Teachers	August 2023 – May 2024	Teacher Schedules TUSD Calendar Curriculum	PLC -CTT notebooks that included CTT agenda notes, CFA  data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis
2. Implement Lesson studies to allow PLC-CTTs to plan a common lesson based on standards and observe each other	Principal; Magnet Coordinator; Dean; Curriculum	August 2023 – May 2024	Lesson Plan Template	PLC -CTT notebooks that included CTT agenda notes, CFA	Observation and Reflection forms, CTT agenda notes, Data analysis



teach that lesson and provide feedback on strengths and reinforcements.	Service Provider; Teachers			data, Small Group strategy lists	
3. PLC-CTTs use the results from common formative assessments to share and develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.	Principal; Magnet Coordinator; Dean; Curriculum Service Provider; Teachers	August 2023 – May 2024	Short cycle assessment data	PLC -CTT notebooks that included CTT agenda notes, CFA data, Small Group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis
4. Once the teachers have gone through the CTT process, the CORE team will observe the implementation of teaching strategies	Principal; Magnet Coordinator; Dean; Curriculum Service Providers; teachers	August 2023 – May 2024	Classroom Observation Page, Notes	PLC -CTT notebooks that included CTT agenda notes, CFA data, small group strategy lists	Observation and Reflection forms, CTT agenda notes, Data analysis

<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3</b>
<b>Strategy 3: Supplemental Support for Tier II and Tier III intervention</b>

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Tier 2 and Tier 3 students will meet daily for guided reading lessons and small group targeted math instruction with teacher.	Classroom Teachers, Core Team	August 2023-May 2024	<p>Focused professional development on guided reading instruction</p> <p>Leveled and tiered reading materials</p>	Small Groupings schedule in CTT folder, agenda notes	Common Formative Assessment scores improved for small groups
2. Teachers will use Guided Reading, small group instruction, and intervention programs (Imagine Math, Language and Literacy, Simple Solutions program) to support math and ELA.	Classroom Teachers Core Team	August 2023-May 2024	<p>Focused professional development on center-based instruction and IXL usage reports</p>	Small Groupings schedule in CTT folder, agenda notes	Common Formative Assessment scores improved for small groups

<p>3. Teachers will engage in the PLC Collaborative Teacher Team process weekly to clarify the essential learning for each unit of instruction as determine by the TUSD Curriculum and scope and sequence, to participate in data analysis, to create common formative assessments and to determine and to plan for needed interventions and re-teaching.</p>	<p>Classroom Teachers Core Team</p>	<p>August 2023- May 2024</p>	<p>CTT norms CTT outlined process focused on standard based instruction and assessments.</p>	<p>Small Groupings schedule in CTT folder, agenda notes</p>	<p>Common Formative Assessment scores improved for small groups</p>
<p>4. Teaching assistants at each grade level will be trained to work with students and to support the classroom while teachers pull groups of students for individualized small groups instruction and Tier 2 and Tier 3 interventions.</p>	<p>Classroom Teachers Core Team</p>	<p>August 2023- May 2024</p>	<p>Focused training for teaching assistants on Tier 2 interventions</p>	<p>Small Groupings schedule in CTT folder, agenda notes</p>	<p>Common Formative Assessment scores improved for small groups</p>

## 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 analysis. This information will help to identify needs to more effectively ensure subgroup academic proficiency for African American and Latino students. This includes the following:

Whole School Average:

- African American students outperformed Latino students by 11% on the 2022-2023 ELA AASA Assessment
- African American students outperformed Anglo students by 15% on the 2022-2023 ELA AASA Assessment
- Latino students outperformed Anglo students by 4% on the 2022-2023 ELA AASA Assessment
- Latino students outperformed African American students by 16% on the 2022-2023 Math AASA Assessment
- Latino students outperformed Anglo students by 5% on the 2022-2023 Math AASA Assessment
- Anglo students outperformed African American students by 11% on the 2022-2023 Math AASA Assessment

Grade Level Performance by Subgroup from highest scoring to lowest for the 2022-2023 year:

- Third Grade ELA: Latino students, African American students and Anglo students performed the same.
- Fourth Grade ELA: Anglo students, African American students, Latino students
- Fifth Grade ELA: African American students, Latino students, Anglo students
- Third Grade Math: Latino students, Anglo students, African American students
- Fourth Grade Math: Anglo students, Latino students, African American students
- Fifth Grade Math: African American students, Latino students, Anglo students

Data indicates that academic focus areas need to be Tier 1 ELA and Mathematics instruction for all students because the overall proficiency in all subgroups is less than 75%. According to the Michigan Department of Education, at least 75% of students should be reaching proficiency with effective tier 1 teaching.<sup>2</sup> No subgroup reached a proficiency of 75% or higher.

<sup>2</sup> Accelerated learning: Tier 1 grade-level instruction - michigan.gov. Michigan Department of Education. (n.d.). Retrieved November 28, 2022, from [https://www.michigan.gov/-/media/Project/Websites/mde/Flexible-Learning-Options/Accelerated-Learning/Tier-1-Grade-Level-Instruction/Tier\\_1\\_GL\\_Instruction.pdf?rev=7230de1a144641bda730ac0dcc693020](https://www.michigan.gov/-/media/Project/Websites/mde/Flexible-Learning-Options/Accelerated-Learning/Tier-1-Grade-Level-Instruction/Tier_1_GL_Instruction.pdf?rev=7230de1a144641bda730ac0dcc693020)



<b>Root Cause Analysis</b>		
<b>Identifying Top Causes of these Gaps</b>	<b>Identifying the Root of these Causes</b>	<b>Identifying Foundational Causes</b>
1. District curriculum does not support a multicultural and relevant curriculum for reading.	1. Need for access to multi-cultural texts and in person training related to guided reading.	1. Job embedded coaching related to text and in person coaching for guided reading.
2. Improve tier 1 instruction by increasing the depth of knowledge and gradual release of student learning.	2. Lack of interventions that directly supports African American and Latino students	2. 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**

<b>SMART Goal Statements for Subgroups</b>	<b>Evidence to Be Used to Assess Progress and Accomplishment</b>
<ol style="list-style-type: none"><li>1. By June 2024, the whole school reading achievement gap between African American and Anglo students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment.</li><li>2. By June 2024, the whole school reading achievement gap between Latino students and Anglo students will be closed to less than three percentage points as measured by the Arizona Academic Standards Assessment.</li><li>3. By June 2024, the whole school reading achievement gap between Latino students and African American students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment.</li></ol>	2024 AASA Scores Quarterly Benchmark Data
<ol style="list-style-type: none"><li>1. By June 2024, the whole school mathematics achievement gap between African American students and Anglo students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment.</li><li>2. By June 2024, the whole school mathematics achievement gap between Latino students and Anglo students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment.</li><li>3. By June 2024, the whole school mathematics achievement gap between Latino students and African American students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment.</li></ol>	

**C. Goal Attainment:**

**1. Strategies to Achieve SMART Goals**

Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
<p>1. Ensure effective academic interventions for African American, Latino Students, and Exceptional Education subgroups.</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>● Benchmarking structure is in place</li> <li>● Access to formative assessment tools</li> <li>● CTT Time</li> <li>● Curriculum Specialist</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>● Strong PLCs to support data informed interventions</li> <li>● Support for instruction in ExEd classroom</li> <li>● Lack of Tier II academic interventions specific to African American and Latino students</li> <li>● Lack of Tier III academic support classes to African American and Latino students</li> </ul>
<p>2. Provide effective instruction that is culturally relevant and thematically aligned.</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>● District supports culturally relevant instruction</li> <li>● SPARKS</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>● Gaps in instructional observation/feedback cycle specific to the SPARKS framework</li> <li>● Strong formative assessment model to inform instructional practice</li> </ul>



## 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: Ensure effective academic interventions for African American, Latino, and Exceptional Education 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 in Guided Reading to support academic performance for African American, Latino, and Exceptional Education students.	Principal; Magnet Coordinators. Teachers	Weekly August – May	Scholastic tools for guided reading	Progress monitoring assessments	Guided reading logs
2. Create Tier II and Tier III intervention systems for students demonstrating a need based on assessment data.	Principal; Magnet Coordinators. Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
3. Provide after-school, targeted tutoring for students who demonstrate a need based on assessment data.	Principal; Magnet Coordinators;	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data

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

**Subgroup Strategy 2: Instructional effectiveness that is culturally relevant and thematically aligned**

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Provide daily instructional observations with follow-up feedback on SPARKS (culturally relevant) integration	Principal; Curriculum Service Provider; magnet coordinator	Aug. 2023- May 2024	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Provide job embedded coaching for teachers to appropriately serve all students.	Principal; Curriculum Service Provider; magnet coordinator	Aug. 2023- May 2024	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

## **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.):

- 1.5 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.76 FTE Teaching Assistants (910G, 202)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Dean of Students (Title 1)
- 1.88 FTE Teaching Assistants (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 0.5 FTE Library Assistant (Title 1))
- 0.5 FTE Library Assistant (M&O)
- 0.5 FTE Reading Specialist (Title 1)

### **Magnet School Budget**

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

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

**Personnel**

<b>#Deseg Budget 2023-2024 SY</b>					
<b>Description</b>	<b>Amount</b>	<b>FTE</b>	<b>Purpose</b>	<b>Magnet Focus Areas</b>	<b>Goal Focus</b>
<b>Teacher Salary .5 Teacher .5 Reading Recovery Teacher</b>	<b>\$52,000</b>	<b>1</b>	Reduce class size in 4 <sup>th</sup> grade, to less than 25 students, which is significantly lower than the district 1 to 30 ratio. Data analysis shows the need to strengthen ELA and Math instruction overall at these grade levels and the need to support 5 <sup>th</sup> graders in math. Research shows that significantly reducing class size reduces achievement gaps in African American and Latino subgroups. The lower classes sizes will also support our guided instruction plan for the 2023-2024 SY. Teachers are receiving professional development on guided instruction.	<b>AA, PL, MT</b>	<b>Student Achievement, Integration</b>
<b>Magnet Coordinator</b>	<b>\$46,000.00</b>	<b>1</b>	The Magnet Coordinator (MC) works in collaboration with the principal to support integration and student achieved. Tasks include overseeing recruitment efforts, supporting family engagement, promoting and marketing the school’s magnet program through community outreach activities, organizing magnet celebrations and conducting informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of PLC- Collaborative Teacher Teams.	<b>IN, AA, PCI, PL, MT</b>	<b>Integration</b>
<b>Teaching Assistants</b>	<b>\$116,000</b>	<b>3.75</b>	Our focus is on strengthening Tier 1 instruction in the classroom. The certified teacher will be teaching in small groups for differentiated instruction while the teaching assistant supports students with learning independently.	<b>AA, MT</b>	<b>Student Achievement</b>
<b>Guidance Counselor</b>	<b>\$30,250</b>	<b>.5</b>	The guidance counselor will implement the TUSD Comprehensive Competency Based Guidance program/American School Counselor Association National Model. The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other educational programs at the school.	<b>AA, PCI, MT</b>	<b>Student Achievement, Integration</b>

<b>Added Duty- Professional Development</b>	<b>\$12,000</b>		Provide Added Duty pay for teachers participating in off contract PD that is targeted on improving student achievement. Professional development is based around classroom observations completed by the principal and CSP. With said information as well as teacher survey, the school receives targeted professional development based on need. Several professional developments occur on weekends.	<b>PL, AA, MT</b>	<b>Student Achievement, Integration</b>
<b>Added Duty –Recruitment and Family Engagement</b>	<b>\$6,000</b>		Classified employees will attend recruitment and family engagement events. Outcomes of these events support positive school culture, retention of students and student integration.	<b>PCI, PL, MT</b>	<b>Student Achievement, Integration</b>
<b>Added Duty –Recruitment and Family Engagement</b>	<b>\$8,000</b>		Certified teachers will attend recruitment and family engagement events. Outcomes of these events support positive school culture, retention of students and student integration.	<b>PCI, PL, MT</b>	<b>Student Achievement, Integration</b>
<b>Professional/Educational Contract Services</b>	<b>\$8,000</b>		Scholastic 6 Traits Writing Professional Development.	<b>PCI, PL, MT</b>	<b>Student Achievement, Integration</b>
<b>Employee Training and Professional Development</b>	<b>\$1,000</b>		Professional development is based around classroom observations completed by the principal and CSP. With said information as well as teacher survey, the school receives targeted professional development based on need. Several professional developments occur on weekends.	<b>PL, AA, MT</b>	<b>Student Achievement, Integration</b>
<b>Employee Benefits</b>	<b>\$76,075</b>		Counselor, TA, Magnet Benefits		
<b>Professional Development</b>	<b>\$2,400</b>		Late night or long stay professional developments		
<b>Total Budget</b>	<b>\$357,725</b>				
	<b>Total FTE</b>	<b>6.25</b>			

**Non-Personnel**

<b>Description</b>	<b>Amount</b>	<b>Purpose</b>	<b>Magnet Focus Area</b>	<b>Goal Focus:</b>
<b>Out of State Travel</b>	<b>\$2,000</b>	Professional developments happen out of State. This money is so staff can go receive training that is required to help instruction for students and teachers.	<b>In, AA, PL,MT</b>	<b>Integration, Academic Achievement</b>
<b>Instructional Aids</b>	<b>\$6,775</b>	Our focus is on strengthening Tier 1 instruction in the classroom. The certified teacher will be teaching in small groups for differentiated instruction while the teaching assistant supports students with learning independently.	<b>AA, MT</b>	<b>Student Achievement</b>
<b>Advertising</b>	<b>\$4,000</b>	Recruiting students from across the city requires our Magnet Coordinator to facilitate and attend school and community functions both on and off campus. These advertising events are often after contract hours so that potential students and parents can learn about Bonillas.	<b>In</b>	<b>Integration</b>
<b>Total Budget</b>	<b>\$12,775</b>			

<b>#Deseg Budget 2023-2024 SY</b>	
<b>Personnel Cost</b>	<b>\$357,725</b>
<b>Non-Personnel Cost</b>	<b>\$12,775</b>
<b>Total Budget</b>	<b>370,500</b>