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Magnet Programs

TUCSON UNIFIED
SCHOOL DISTRICT

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

Principal: Eric Eulberg

School: Borton Elementary Magnet

Magnet Program: Project Based Learning/Systems Thinking

Region: Santa Cruz

Revised: 8/11/23

Planning Team:

Name	Position	Name	Position
Eric Eulberg	Principal	Sara Stewart	Magnet Coordinator
Angela Hixon	Master Teacher	Amanda Reed	Curriculum Service Provider

Sign Off:

Borton|Tucson Unified

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Position	Name	Signature	Date
Principal	**Eric Eulberg**		
Magnet Director	**Kamren Taravati**		
Regional Assistant Superintendent	**Mark Alvarez**		

Magnet Plan Table of Contents

I. Magnet School Profile

A. Mission

Borton's mission is to provide an environment that promotes diversity, equity, and access for all our students to maximize their academic and social development. Using Project Based Learning and Systems Thinking, students learn to ask big questions and engage in authentic, real-world learning to become change makers, creators of new knowledge and stewards of the Earth

B. School Summary

C. Borton Magnet Elementary School has a magnet focus of project-based learning and systems thinking. Borton provides an approach to integrating curriculum in ways that are meaningful and relevant to students' lives at school, at home, and in their communities. Systems Thinking is a worldview that recognizes systems as made up of interconnected parts that work together as a whole. Borton students develop capacity for systems thinking with the use of systems tools, kinesthetic activities, and skillful discussion. Five years of action research by the Waters Foundation at Borton School reveal the following benefits of using systems tools: making thinking visible, making connections, solving problems, developing readers and writers, and increasing engagement. Project-based learning goes together with systems thinking with the intent to teach 1) significant content, 2) critical thinking and problem solving, 3) collaboration, 4) and communication. Project-based learning requires sustained inquiry organized around open-ended questions and creates a need-to-know of essential content and skills.

D. Vision

Engage. Enrich. Empower. Every Child, Every Day

E. Core Values

The core values that define our work and who we are as a school are….

- Equity and Access for all students
- Collaboration
- Problem Solving
- Authentic Learning
- Relationship Building
- Kindness
- Community

E.   **School Profile**

2022 - 2023 Letter Grade	2022-2023 Integration Status	Magnet Theme
B	Integrated	Project Based Learning/Systems Thinking

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
6.12%	100%	100%	39.25%	14.34%	13.21%

School Integration Profile (USP Ethnicity)													
2023-24 7th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	69	25.94	19	7.14	154	57.89	11	4.14	2	0.75	11	4.14	266
Non-neighborhood %	62	32.63%	7	3.68%	112	58.95%	5	2.63%	1	0.53%	3	1.58%	190 71.4%
USP Integration Range + / - 15% District ES Avg													
	3-33%		0-25%		47-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District ES Avg													
	0-43%		0-35%		37-70%		0-29%		0-27%		0-29%		

F.   Achievement Data

3 Years of ELA Percent Proficiency by Grade									
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%	41%	45%	37%
District ES Avg	21%	29%	32%	29%	33%	27%	30.5%	33.4%	26.2%
Borton ES Avg	14%	34%	50%	42%	32%	30%	50%	50.9%	25%

3 Years of Math Percent Proficiency by Grade									
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%	43%	39%	36%
District ES Avg	18%	16%	16%	28%	27%	24%	32.9%	26.9%	24.9%
Borton ES Avg	29%	23%	37%	41%	21%	34%	41.9%	30.9%	20%

Three Year AZ Merit/AASA by Subgroup
ELA

	African American			Hispanic			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50	0	0	0	30.8	39.1	50	68.4	71.4
Grade 4	100	50	0	27.8	16	48.1	57.1	77.8	71.4
Grade 5	50	0	33.3	45.0	23.3	4.3	66.7	72.7	87.5

Math

	African American			Hispanic			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	0	0	10.5	25.9	26.1	50	73.7	71.4
Grade 4	100	50	0	11.1	4	18.5	57.1	66.7	57.1
Grade 5	100	0	0	25	24.1	8.7	71.4	72.7	62.5

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

Overall, 2022-23 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	74.4%	62.8%
African American	11.1%	0.0%
Hispanic	31.5%	17.5%
Native American	0.0%	0.0%
Asian-PI	100	100%
Multi-Racial	20%	20%
All	43.6%	31.6%

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 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

C. Academic Performance (African American and Latino Students)

    a.   Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.

    b.   Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.

    c.   Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.

    d.   Improving Performance. Improvement in proficiency rates for African American and Latino students.

III.   INTEGRATION

A.   Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site gap analysis as it is related to integration. This information will help to identify needs to more effectively integrate the school. This includes: • The site moved from a "C" label to a "B" level this year as measured by the Arizona Department of Education, A-F accountability model. Having a label of "A" or "B" will inherently attract more families who want to enroll at the site. Therefore, one need is to either maintain the "B" or increase overall student academic performance to achieve an "A" label to attract more families, resulting in increased enrollment. • The site is fully integrated, with the highest representation of an ethnicity/race being tied to Latino students. That representation currently sits at 58.11%.

Root Cause Analysis		
Identify Top Three Causes of these Gaps	**Identify the Surface Causes**	**Identify Deep Causes**
Effective marketing and recruitment	There are surface gaps related to: • Targeted digital advertisements utilizing social media tools such as Facebook and Instagram • Building content rich social media	Deep root causes are related to: • Lack of training in effectively utilizing digital tools to increase enrollment
Retention of early learning grades – Kinder and First	There are surface gaps related to: • Consistent administration and teachers to welcome and engage families	Deep root causes are related to: • Building a strong sense of community pride related to all grade levels

Instructional effectiveness systems to maintain B letter grade	There are surface gaps related to: • Effective instruction related to systems thinking, PBL and STEM related practices • Observation feedback cycle	Deep root causes are related to: • Daily job embedded coaching needs for instructional staff • Rich, thematic based professional development • Increasing school day intervention staff

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
By the 40th day of the 2023 – 2024 academic school year, Borton will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40th day enrollment reports.	• TUSD Synergy Enrollment Data, disaggregated by race/ethnicity • Recruitment and Enrollment Plan
During the SY2023-2024, Borton will increase enrollment by increasing the incoming Kindergarten class by recruiting at least 30 new magnet and neighborhood Kindergarten students for SY 2022-2023, as measured by 40th day enrollment reports.	• Enrollment Application through School Choice • TUSD Synergy Enrollment Data • Recruitment and Enrollment Plan

C.   Goal Attainment

   1.   Strategies to Achieve SMART Goal

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	**Strengths and Obstacles**
1. Marketing and Recruitment*	**Supports:** • Integrated and diverse school population • Strong reputation in the community for inquiry, whole child-centered practices, and sense of community • Support from District Magnet Department, School Community Services and District Communications Department • Funding for added duty for staff to recruit at TUSD and community events **Constraints:** • Borton lost some of its traditions due to COVID-19 and transition of leadership
2. Targeted Retention of First Grade Students	**Support:** • Strong reputation in the community for inquiry and whole child-centered practices • Support from District Magnet Department, School Community Services and District Communications Department • Funding for added duty for staff to participate in Borton Family/ Community Engagements **Constraints:** • If Borton was a 2nd or 3rd choice school, families would sometimes enter the magnet lottery for another opportunity for their initial 1st choice school. • Borton had 4 Principals in three years which was concerning from prospective families • Lack of funding for staff to do added duty to be involved with Borton Community events

3. Instructional Improvement	**Supports:** • CSP, Master Teacher, Magnet Coordinator • Skilled Principal • Targeted PD to increase effectiveness of Teir I instruction **Constraints:** • Gaps in instructional observation/feedback cycle • CTT needs to effectively utilize data to drive instructional practice/interventions

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. S chool leadership will strategically identify areas of site-based recruitment to help maintain whole school integration.[12]	Magnet Coordinator, Leadership Team	May 2023 – Nov. 2023	Weekly team meetings with leadership	Quarterly progress monitoring reports	Marketing and Recruitment Plan and Log Recruitment event attendance and contact data

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[1] TUSD Unitary Status Plan
[2] MSA Standard 1: Student Recruitment and Selection

2. Develop and implement a marketing and recruitment plan that will focus on students that will support integration [3] goals such as sending Borton postcards to families of targeted demographics based on ethnicity.	Magnet Coordinator, Leadership Team	Nov. 2023	Marketing materials; Postcards	Quarterly enrollment reports; application reports	Marketing and Recruitment Plan and Log

Postcards

Recruitment event attendance and contact data |
| 3. Maintain partnerships with the district's communications department to create marketing materials that will support the school's branding and magnet theme for recruitment purposes. Materials will include banners, posters, brochures, and other school specific materials.[4] | Magnet Coordinator, District | Ongoing, Aug. 2023 -May 2024 | Marketing materials | Minutes from weekly meetings | Quarterly enrollment reports |
| 4. Provide campus tours for interested students and families to encourage enrollment to achieve integration.[5] | Magnet Coordinator | Ongoing, Aug. 2023 – May 2024 | Classroom teacher participation | Quarterly Magnet Report; Partnership Letters; Magnet application; School Choice data | Family sign in logs; Tour log |

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal
Strategy 2: Targeted Retaining Borton Families/ Targeted Retaining First Grade Students

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[3] MSA Standard 2: Diversity and Equity
[4] MSA Standard 1: Student Recruitment and Selection
[5] MSA Standard 2: Diversity and Equity

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Implement a parent survey for current Kindergarten students to identify hopes and expectations for 1st grade.[6]	Magnet Coordinator, Leadership Team	Aug 2023-October 2023	Current Kindergarten enrollment data and contacts	Results from survey	Survey creation
2. Develop a retention plan that will focus on current Kindergarten students that will be entering 1st grade for the 2023-2024 school year to maintain integration.[7]	Magnet Coordinator, Leadership Team	Aug 2023	Current Kindergarten enrollment data	Quarterly progress monitoring reports	TUSD Synergy enrollment data
3. Develop and implement magnet theme workshops for families K-5 to assist with retention.[8]	Magnet Coordinator, Leadership Team, Specialist Teachers, Family Engagement Team	Fall 2023	Current and prospective families, enrollment data, Marketing materials	Event attendance	Survey Results Retention, Event attendance
4. Evaluate retention progress in magnet report three times a year.[9]	Magnet Coordinator	Quarterly, Oct. 2023, Jan. 2024, May 2024	Event Attendance	Quarterly progress Monitoring reports	TUSD Synergy enrollment data

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[6] MSA Standard 10: Family Engagement and Communication
[7] MSA Standard 2: Diversity and Equity
[8] MSA Standard 10: Family Engagement and Communication
[9] MSA Standard 2: Diversity and Equity

Action Steps to Implement, Monitor, and Assess Improvement Strategies for Integration SMART Goal					
Strategy 3: Instructional Improvement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide job embedded coaching specific to Project Based Learning and Systems Thinking.[1011]	Principal; Magnet Coordinator; Master Teacher, Curriculum Services Provider	Aug. 2023- May 2024	Project Based Learning and System Thinking Rubric	Formative assessments; benchmark assessments; instructional observation data; PBL and ST assessment	Formative assessments; benchmark assessments; end of year evaluations;
2. Implement effective CTTs.[1213]	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Training for teachers related to effective CTT	Formative assessments and benchmark assessments related to ELA and SLA	Formative assessment data; benchmark data
3. Implement additional Tier II and Tier III Academic Interventions. [1415]	Principal; Curriculum Service Provider; MTSS; RTI	Aug. 2022- May 2023	Training for teachers on Tier II interventions; interventionists; after school tutoring	Formative assessments and benchmark assessments related to ELA and SLA	Academic intervention schedule; Teachers schedules with Tier II interventions

[10] Buck Institute for Education home | MyPBLWorks "Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences" by Suzie Boss and John Larmer and Waters Center for Systems Thinking Home - Waters Center for Systems Thinking (waterscenterst.org)
[11] MSA Standard 4: Professional Development
[12] Richard Du Four and Mike Mattos- www.solutionstree.com
[13] MSA Standard 4: Professional Development
[14] National Center on Response to Intervention- RTI in Pre-Kindergarten | RTI Action Network (rtinetwork.org)
[15] MSA Standard 6: Student Achievement

IV.   Overall Student Achievement

A   Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data
(see 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 increase overall school academic performance. This data summary includes:
 	
• From a grade level perspective, the site possesses the following data:
    o Mathematics Proficiency
        ▪ 3rd Grade – 50%
        ▪ 4th Grade – 50.9%
        ▪ 5th Grade – 25%
    o ELA Proficiency
        ▪ 3rd Grade – 41.9%
        ▪ 4th Grade – 30.9%
        ▪ 5th Grade – 20%
 	
*Note that this data set is from SY 22-23

Root Cause Analysis		
Top Three Causes of these Gaps	**Surface Causes**	**Deep Causes**
Effective CTTs systems	There are surface gaps related to: • CTT cycle/rubric • CTT Agendas/minutes	Deep root causes are related to: • Continuing job-embedded CTT structure for grade-level teams
Instructional Effectiveness systems	There are surface gaps related to: • Observation feedback cycle • Effective intervention cycle • Effective intervention structures	Deep root causes are related to: • Job-embedded coaching needs for instructional staff • Increasing school day intervention staff
Lack of High Academic Expectations	There are surface gaps related to: • Different instructional abilities	Deep root causes are related to: • Lack of calibrated and understood expectations and intervention structures

B.   SMART Goals for Overall Student Achievement

SMART Goal Statements *	Evidence to Be Used to Assess Progress and Accomplishment
ELA SMART Goals written from SY 22-23 Data 1. By June 30, 2024, 3rd grade student achievement in ELA will increase by 3% from 50% to 53%, as measured by the AASA ELA Test. 2. By June 30, 2024, 4th grade student achievement in ELA will increase by 3% from 50.9% to 53.9%, as measured by the AASA ELA Test. 3. By June 30, 2024, 5th grade student achievement in ELA will increase by 3% from 25% to 28%, as measured by the AASA ELA Test. 4. By June 30th, 2023, Ex Ed student achievement in ELA will increase proficiency by 3% from 11.1% to 14.1% as measured by the AASA ELA test	AASA scores for 2022/23 Monitored by quarterly benchmark assessments
Math SMART Goals written from SY 22-23 Data 5. By June 30, 2024, 3rd grade student achievement in Math will increase by 3% from 41.9% to 44.9%, as measured by the AASA Math Test. 6. By June 30, 2024, 4th grade student achievement in Math will increase by 3% from 30.9% to 33.9%, as measured by the AASA Math Test. 7. By June 30, 2024, 5th grade student achievement in Math will increase by 3% from 20% to 3%, as measured by the AASA ELA Test. 8. By June 30th, 2023, Ex Ed student achievement in Math will increase proficiency by 3% from 3.6% (2022-2023) to 6.6% as measured by the AASA Math test.	** 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**
1. School Culture: High Academic Expectations for All Students	**Support** • Master Teacher and CSP coaching teachers in Tier I instruction. • RTI and Reading Recovery Specialist conduct targeted reading interventions. • Targeted interventions for math using MPPs **Constraints:** • Varying degrees of support from teachers implementing curriculum and interventions • Professional development for math • Teachers implementing MPPs without math specialist

2. Project Based learning and Systems Thinking[16]	**Supports:** • CSP and Magnet Coordinator have taken Advanced Facilitator Training in Systems Thinking through the Waters Center • There is a desire to implement Project Based Learning and Systems Thinking • Leveraging master teacher to improve Tier 1 instruction allowing for more meaningful project-based learning **Constraints:** • Teachers new to Borton, district, teaching, and Project Based Learning and Systems Thinking • Not enough teachers have not had formal Project Based Learning and Systems Thinking professional development and training • Difficult for teachers to balance magnet theme and district curriculum and expectations
3. Enhance Quality Tier 1 Instruction	**Supports:** • Weekly 60-minute grade level CTT and 60-minute individualized coaching session embedded into the master schedule to plan, monitor, adjust instruction and support magnet theme. • Master Teacher and CSP Support • Grade level paraprofessional support • Professional Development **Constraints:** • Teacher experience • Reluctance of teachers to participate in coaching/mentoring • Time to observe teachers and engage in meaningful feedback conversations

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[16] Buck Institute for Education home | MyPBLWorks "Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences" by Suzie Boss and John Larmer and Waters Center for Systems Thinking Home - Waters Center for Systems Thinking (waterscenterst.org)

4. Time for teachers to collaborate to increase teacher and student learning. (Collaborative Teacher Team)[17]	**Supports:** • Weekly 60-minute grade level CTT embedded into the master schedule • Curriculum Service Provider to facilitate **Constraints:** • Teachers do not consistently come prepared to follow the CTT inquiry cycle • Some teachers do not necessarily see this process directly connected to improving student achievement and instruction • Moving through cycle quickly enough so that data is reviewed, and interventions are implemented in a timely manner (within 3 days of assessment)
5. Intervention and Supplemental Services at Tier 2 for Math and ELA	**Supports:** • Master Teacher • Curriculum Service Provider • Paraprofessionals **Constraints:** • Teacher training and experience to create appropriate interventions
6. Increase Family and Community Engagement	**Supports:** • Staff Participation and Support • Magnet Coordinator • PTA Collaboration • Added Duty available **Constraints:** • Family Attendance at events • Language and/or transportation barriers

2. **Action Steps to Implement Strategies.**

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[17] Richard Du Four and Mike Mattos- www.solutionstree.com

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1 School Culture: High Academic Expectations for All Students.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Support teachers with establishing academic and behavior goals and high expectations for all students.[18]	Master Teacher, CSP	Ongoing and Quarterly Oct 2023, Jan 2024, Mar 2024	Quarterly benchmark data, grade level common formatives	Quarterly Benchmark Data	CTT Binders with Student Data; Lesson Plans; Academic and Behavior Goals
2. Allow time during CTTs for data analysis.[19]	Master Teacher, CSP	Ongoing and Quarterly Oct 2023, Jan 2024, Mar 2024	Quarterly benchmark data, grade level common formatives	Individual Student Data	CTT Binds with Student Data; Quarterly Benchmark Data; Individual Student Data
3. Allow time during CTTs for Ex ED resource teachers to work with grade-level teachers in CTTs.[20]	Principal, CSP, Ex Ed Resource Teachers, Teachers, Curriculum and Instruction Team	Ongoing	Quarterly benchmark data; Student IEP	Individual Student Data, Quarterly Benchmark Data, AASA data	CTT agendas, minutes and monitoring; Student IEP

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[18] MSA Standard 4: Professional Development
[19] MSA Standard 4: Professional Development
[20] MSA Standard 4: Professional Development

4. Use data to assist students in setting academic goals for themselves so that they learn how to hold themselves accountable for their learning.[21]	Teachers	Quarterly	Quarterly benchmark data, grade level common formatives	Quarterly Benchmark Data	Quarterly Benchmark Data; Individual Student Data
5. Support teachers in creating lesson plans that will show evidence of rigorous instruction in all classrooms.[22]	Master Teacher, CSP	Ongoing	Quarterly benchmark data, observation, and reflection walkthrough data, CTT notes, PD	Individual Student Data	CTT Binders with Student Data; Lesson Plans; Academic and Behavior Goals

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2					
Strategy 2: Project Based Learning and Systems Thinking					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Assist teachers of all proficiency levels in creating Project Based Learning and Systems Thinking lessons that align to targeted standards and integrate core content through coaching within a Collaborative Teacher Team. [23]	Master Teacher, CSP, Magnet Coordinator	Ongoing	Borton Magnet Theme experts; Standards, Scope and Sequence, Project Planner	Lesson plans, observation, and reflection walkthrough data, PBL teaching rubric	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning Schedules; Family, teacher, and student surveys

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[21] MSA Standard 6: Student Achievement
[22] MSA Standard 4: Professional Development
[23] MSA Standard 3 and 4: Theme and Curriculum Fidelity, and Professional Development

2. Participate in ongoing and differentiated professional development on Project Based Learning and Systems Thinking aligned to targeted standards and integrated with core content.	Principal, Master Teacher, CSP, Magnet Coordinator, All Teachers,	Ongoing	Borton Magnet Theme experts; Time during Wednesday PD and CTTs	Lesson plans, observation, and reflection walkthrough data, PBL teaching rubric	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning schedules; Family, teacher and student surveys
3. Provide teachers at the beginning and developing stages of Project Based Learning and Systems Thinking with additional assistance and regular support to move them to the next level of implementation.[24]	Master Teacher, CSP, Magnet Coordinator	Ongoing with progress monitoring and adjustments	Time during CTTs, Coaching	Lesson plans, observation, and reflection walkthrough data, PBL teaching rubric	Lesson Plans; Observation; Reflection; Walkthrough Data; Celebration of Learning Schedules; Family, teacher, and student surveys

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[24] MSA Standard 3 and 4: Theme and Curriculum Fidelity, and Professional Development

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 3: Improve Tier 1 Instruction					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Develop and follow a structured system for monitoring instruction through the observation and reflection cycle and meeting one on one with teachers to provide feedback and collaboratively determine reasonable Action Steps to be implemented in the classroom.	Principal, Master Teacher, CSP	Aug 2022	Master schedule, time	Lesson plans, observation, reflection walkthrough data Quarterly benchmark data CTT notes	CTT Binders with Student Data; Lesson Plans; Grade Level CTT notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data
2. Develop and implement lesson plans aligned with the district scope and sequence that include the learning objective, one engaging learning activity, and an exit ticket.	Teachers	Ongoing	Lesson Plans District Scope and Sequence	Lesson plans, observation, reflection walkthrough data Benchmark Data CTT Notes	CTT Binders with Student Data; Lesson Plans; Grade Level CTT notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data

3. Coach teachers of all proficiency on including the integration of Project Based Learning and Systems Thinking into Tier 1 instruction aligned with standards.	Principal, Master Teacher, CSP, Magnet Coordinator	Ongoing	PD to develop Project Based Learning and Systems Thinking knowledge	Lesson plans, observation, reflection walkthrough data Benchmark Data CTT Notes	CTT Binders with Student Data; Lesson Plans; Grade Level CTT notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data
4. Provide targeted teachers with weekly coaching to ensure planning and implementation of quality Tier 1 instruction that is monitored and assessed.[25]	Master Teacher, CSP	Ongoing	Observations Walkthrough Data	Lesson plans, observation, reflection walkthrough data Benchmark Data CTT Notes	CTT Binders with Student Data; Lesson Plans; Grade Level CTT notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual student Data

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[25] Elena Aguilar "The Art of Coaching" Home - Bright Morning (brightmorningteam.com)

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
5. Provide professional development to Ex Ed Teachers on Tier 1 instruction and support Ex Ed teachers with establishing academic and behavior goals that are appropriately rigorous for Ex Ed students based on their IEP and AASA goals.	Principal, Curriculum and Instruction Team, Ex Ed TUSD department, EX Ed teachers	Ongoing	District PD in Ex Ed	Progress monitoring assessments	Formative assessments; Benchmark data; Short cycle assessment; Walkthrough data
6. School Site Administrator and Magnet Coordinator will participate in monthly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	Principal, Magnet Coordinator, Magnet Dept	Monthly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data; Quarterly benchmark assessments

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 4
Strategy 4: L e v e r a g e   t e a c h e r   c ollaboration time to increase student outcomes. (Collaborative Teacher Teams)

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment

1. Embed 60 minute, weekly, grade level CTT time into the school day that aligns with magnet theme of Project Based Learning and Systems Thinking[26]: • Analyze assessment data • Plan for reteaching • Share instructional strategies • Design engaging projects (one per semester) • Peer observation and feedback	Principal, Leadership Team, Specialist Teachers CSP, Teachers, Magnet Coordinator	Ongoing	Master schedule, CTT Schedule, common formative data	CTT notes and observations, CTT rubric	Grade Level CTT Schedules; Grade Level CTT Notes and Agendas; Quarterly Benchmark Data; Individual Student Data in CTT notebook; TUSD CTT Rubric; Quarterly Magnet Report Data
2. Use results from common formative Assessments and benchmark data to identify students that require additional Tier 2 support and/or enrichments.[27]	Teachers, CSP, Interventionist	Ongoing	Benchmark data, common formative data, TUSD web data	CTT notes and observations, CTT rubric	Grade Level CTT Schedules; Grade Level CTT Notes and Agendas; Quarterly Benchmark Data; Individual Student Schedules; Data in CTT notebook; TUSD CTT Rubric; Quarterly Magnet Report Data
3. Design and implement engaging projects for each semester at all grade levels that: [28] • Embed standards according to the TUSD Scope and Sequence	Teachers, CSP, Magnet Coordinator, Specialist Teachers	Ongoing	District pacing guides, standards and scope and sequence	CTT notes and observations, CTT rubric	Grade Level CTT schedules; Grade Level CTT Notes and Agendas; Quarterly Benchmark Data;

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[26] MSA Standard 3 and 4: Theme and Curriculum Fidelity, and Professional Development
[27] MSA Standard 6: Student Achievement
[28] MSA Standard 3: Theme and Curriculum Fidelity

• Include on-going formative assessment • Involve community partnerships • Incorporate a culminating presentation of learning to an authentic audience					Individual Student Data in CTT notebook; TUSD CTT Rubric; Quarterly Magnet Report Data

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 4					
Strategy 5: Intervention and Supplemental Services at Tier 2 for Math and ELA					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Review student data and analyze the effectiveness of interventions to support student learning at all proficiency levels. [29]	Principal, CSP, Master Teacher, MTSS Facilitator	Ongoing	Benchmark data, common formative data	Lesson plans, observation, reflection walkthrough data, Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based Intervention Data; Observation and Reflection Walkthrough Data
2. Use computer-based intervention programs to document and monitor the progress of targeted students.[30][31]	CSP, Master Teacher, Classroom teachers	Ongoing	Imagine Learning access	Lesson plans, observation, reflection walkthrough data, Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based Intervention Data; Observation and Reflection Walkthrough Data

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[29] MSA Standard 6: Student Achievement
[30] Imagine Learning www.imaginelearning.com
[31] MSA Standard 6: Student Achievement

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
3. Use academic and behavioral data to create school wide goals that increase academic achievement[32] and positive behavioral outcomes.	Principal, Leadership Team	Ongoing and at Quarterly Benchmarks; Oct 2022, Jan 2023, Mar 2023	Quarterly benchmark data, observation, and reflection walkthrough data, MTSS data	Lesson plans, observation, reflection walkthrough data, Benchmark Data	Lesson Plans with Tier 2 Interventions Noted; Reading Recovery, Ex. Ed and ELD Schedules; Computer-Based Intervention Data; Observation and Reflection walkthrough data

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 4					
Strategy 6: Increase Family and Community Engagement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Administer the School Quality Survey with at least 75% participation of students, parents, and teachers to provide an overview of culture and climate perceptions from a variety of perspectives.[33]	Teachers, Testing Coordinator	Jan 2024	School Quality Survey	Evaluate and report family engagement progress three times per year in Magnet Report	Family Engagement Events Attendance Sheets; Conference Attendance Sheets; School Quality Survey Data; Site Council and PTA Notes and Agendas; Quarterly Magnet Report; Title 1 Family Engagement Report

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[32] MSA Standard 6: Student Achievement
[33] MSA Standard 10: Family Engagement and Communication

2. Communicate with families and the community about school programs and events using a variety of methods: [34] • newsletters • school website • social media • Emails • phones calls	Principal, Teachers, Magnet Coordinator Community Liaison	Ongoing	Communication modes	Evaluate and report family engagement progress three times per year in Magnet Report	Family Engagement Events Attendance Sheets; Conference Attendance Sheets; School Quality Survey Data; Site Council and PTA Notes and Agendas; Quarterly Magnet Report; Title 1 Family Engagement Report
3. Collaborate with the PTA, or other site-based employees to coordinate parent, community, and partnership engagement.[35]	Magnet Coordinator, School Community Liaison, Family Engagement Committee	Ongoing	Contact information	Evaluate and report family engagement progress three times per year in Magnet Report	Family Engagement Events Attendance Sheets; Conference Attendance Sheets; School Quality Survey Data; Site Council and PTA Notes and Agendas; Quarterly Magnet Report; Title 1 Family Engagement Report
4. Host monthly Cafecitos to build strong relationships between Borton leadership, families and community. [36]	Principal, Magnet Coordinator, School Community Liaison	Monthly	Communication modes	Evaluate and report family engagement progress three times per year in Magnet Report	Family Engagement Events Attendance Sheets; Conference Attendance Sheets; School Quality Survey Data; Site Council and PTA Notes and Agendas;

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[34] MSA Standard 10: Family Engagement and Communication
[35] MSA Standard 10: Family Engagement and Communication
[36] MSA Standard 10: Family Engagement and Communication

					Quarterly Magnet Report; Title 1 Family Engagement Report

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 for African American and Latino students. This information will help to identify needs to reduce academic performance gaps between African American and White Students, as well as Latino and White Students. This data summary includes: • White students outperformed Latinos students on the SY 22-23 ELA AASA 74.4 % compared to 31.5% • White students outperformed African American students on the SY 23-24 ELA AASA 74.4% compared to 11.1% • White students outperformed Latinos students on the SY 22-23 Math ELA AASA 62.8% compared to 17.5%. • White students outperformed African American students on the SY 22-23 Math AASA 62.8% compared to 0.0%. Data indicates that White students outperformed African American and Latino students in each grade and in each content area in grades three through five.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
1. Lack of targeted Tier II and Tier III academic interventions for African American and Latino Students	1. Lack of interventions that directly supports African American and Latino students that are directly tied to school day and after school world	1. Effective subgroup data disaggregation to drive interventions for African American and Latino students.
2. Gaps in culturally relevant, Tier I instructional practice	2. Culturally relevant professional development	2. Job embedded coaching related to culturally relevant pedagogical strategies that are also tied to STEM integration

B.   **SMART Goals for Reducing Achievement Gaps Among USP Subgroups**

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2024, the reading achievement gap between Latino students and White students will be closed by 3% points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2024, the mathematics achievement gap between African American students and White students will be closed by 3% points third through fifth grade, as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Quarterly Benchmark data
1. By June 2024, the mathematics achievement gap between Latino students and White students will be closed by 3% points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2024, the mathematics achievement gap between African American students and White students will be closed by 3% points third through fifth grade, as measured by the Arizona Academic Standards Assessment.	

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

<table>
<tr><td colspan="2">Strategies that help Magnet School Achieve Improvement for African American and Latino Students
MSA Pillar 3 Academic Excellence Standard 6</td></tr>
<tr><td>Strategies</td><td>Strengths and Obstacles</td></tr>
<tr><td>1.Tier II and Tier III academic interventions for African American, Latino, and Ex Ed subgroups</td><td>Supports:
Benchmarking structure is in place.
Access to formative assessment tools
Constraints:
Strong CTTs using data informed interventions.
Lack of Tier II and Tier III interventions</td></tr>
<tr><td>2.Culturally relevant, Project Based Learning and Systems Thinking instructional practice</td><td>Supports:
District supports culturally relevant instruction.
SPARKS
Constraints:
Gaps in instructional observation/feedback cycle specific to the SPARKS framework</td></tr>
</table>

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: Tier II and Tier III academic interventions for African American and Latino students					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**

1. Provide professional development that supports academic interventions for African American, Latino, and Ex Ed subgroups on math strategies.[37]	Principal; Leadership Team; AES; Ex Ed Resource Teachers	Weekly August – May	AES	Progress monitoring assessments	Formative assessments; Benchmark data
2. Create Tier II and Tier III intervention systems for African American, Latino and Ex Ed subgroups. 38	Principal; Teachers; RTI; Reading Recovery Ex Ed Resource 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 African American and Latino students.39	Principal; Teachers; Magnet Coordinator	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
4. Use Culturally Responsive Teaching strategies in Tier I and Tier II interventions. Strategies include, but are not limited to activating student's prior knowledge, contextualizing learning, and leveraging students' cultural capital. 40	Teachers	On-going	SPARKS, Character Strong Curriculum	Lesson plans, observation, reflection walkthrough data, Benchmark Data	CTT Binders with Student Data; Lesson Plans; Grade Level CTT notes; Observation and Reflection Walkthrough Data; Feedback Notes; Quarterly Benchmark Data; Individual Student Data

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[37] MSA Standard 4 and 6: Professional Development, and Student Achievement
[38] MSA Standard 6: Student Achievement
[39] MSA Standard 6: Student Achievement
[40] MSA Standard 6: Student Achievement

Action Steps to Implement, Monitor and Evaluate Improvement Strategies for Improvement Goal for African American and Latino students					
2.Culturally relevant, Project Based Learning and Systems Thinking instructional practice integrated instructional practice					
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 follow-up feedback on SPARKS* (Culturally relevant) integration.[41]	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 serving African American and Latino students. [42]	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
3. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Senior Director and supported by the Magnet Program Manager	Principal, Magnet Coordinator, Magnet Dept	Weekly	Magnet Dept	Instructional Walkthrough data	Observation and reflection walkthrough data

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[41] MSA Standard 6: Student Achievement
[42] MSA Standard 6: Student Achievement

VI. MAGNET SCHOOL BUDGET[43]

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

Personnel

- 3.8 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 1.0 FTE Master Teacher (910G, 202)
- 3.7578 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.6 FTE School Community Liaison (Title 1)
- 2.0 FTE RTI Teacher (ESSER)
- .5 FTE RTI Math (Title 1)
- 1.0 MTSS Facilitator (ESSER)

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).

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[43] MSA Standard 7 and 8: Leadership and Educator Development, and District and Magnet Relations

#Site Magnet Budget 2022-23 SY				
Description	**Total**	**Purpose**	**MSA Pillar Alignmen**	**Magnet Plan Essential Focus**
Magnet Teachers	$159,842.00	Our specialists (PE, Art, Music and Outdoor Learning) support our Magnet Plan in 4 ways. They are crucial to our integration goal as most magnet families love that the "whole child" is being attended to here at Borton and that is part of what attracts them and keeps them. The second way is that they are part of a rotation that enables teachers to have grade level CTTs for 60 minutes each week. While teachers are meeting, their students are with specialists. The third way is that they are part of the school wide intervention block. They take large groups of students 3-4 times a week or 30 minutes so that teachers can work with the most at-risk students. Finally, the fourth way is that they support the PBL by giving students different options for the project products. For example, some students choose to create songs that show what they have learned.	AA, PCI, PL, MT	**Integration:** Goal 2: Strategy 2: Targeted retention of 1st grade students **Student Achievement:** Goal 1: Strategy 4:Time for teachers to collaborate to increase teacher and student learning. (CTT) Goal 1: Strategy 5: Intervention and supplemental services at Tier2 for Math and ELA. Goal 1: Strategy 6: Increase Family and Community Engagement

Curriculum Service Provider Funded Central ESSER	$48, 046	The 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 CTT groups to assess and utilize student academic data within their curriculums.	AA, PL, MT	**Student Achievement:** Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 2: PBL and ST Goal 1: Strategy 3: Enhance Quality Tier 1 Instruction Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier2 for Math and ELA.
Master Teacher	$65,200.00	Our benchmark and AzMERIT data show a substantial achievement gap between our white students and every other subgroup. The master teacher will work with teachers to identify the areas to best support students in those subgroups. This teacher will facilitate CTT meetings, model lessons, co-teach, and will work to build capacity.	AA, PL, MT	**Student Achievement:** Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 2: PBL and ST Goal 1: Strategy 3: Enhance Quality Tier 1 Instruction

				Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier2 for Math and ELA.
Magnet Coordinator	$46,399.00	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 1instrucion and the work of CTT-Collaborative Teacher Teams.	AA, PL, MT	**Student Achievement:** Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 3: Enhance Quality Tier 1 Instruction Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier2 for Math and ELA.

Teaching Assistants		$100,700.03	Teaching assistants will support Tier 1 instruction by assisting students while teacher works with small groups during guided reading. They will also support school wide intervention time by taking a whole class for an activity while the teacher works with a targeted intervention group. Project Based Learning is differentiation and TAs will provide support with the process and with student choice/voice.	AA, MT	**Student Achievement:** Goal 1: Strategy 4: Time for teachers to collaborate to increase teacher and student learning. Goal 1: Strategy 5: Intervention and supplemental services at Tier2 for Math and ELA.
Sick Leave/Sub		$1,000	Sick leave for magnet teachers.	AA	**Student Achievement**
Added Duty-Tutoring (Certified)		$4,000	Certified staff to provided supplemental Tier 2 and Tier 3 interventions before and after the school day.	AA	**Student Achievement:** Goal 1: Strategy 5: Intervention and supplemental services at Tier 2 for Math and ELA.

Added Duty-After School Program	$10,356.10	Borton teachers will engage students in PBL and Systems Thinking after school programs in order to extend learning opportunities past normal school hours.	AA, PL, MT	**Student Achievement:** Goal 1: Strategy 1: School Culture and high academics for all students. Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 3: Enhance Quality Tier 1 Instruction
Added Duty-Family Engagement	$4,000	To increase ethnic diversity, Borton staff will provide support as needed during recruitment events.	PCI. MT	**Integration:** Goal 1: Strategy 2: Marketing and Recruitment
Total Salary	**$385,496.13**			
Employee Benefits	**$116,894.2**			
Total Budget	**$502,390.33**			
Total FTE	14.65			

Non-Personnel

#Site Magnet Budget 2022-2023 SY				
Description	**Amount**	**Purpose**	**MSA Pillar**	**Magnet Plan Principle #**
District Supplies	$7,000.00	PBL and Systems Thinking supplies and aids for tier 1 instructional strategies.	**AA**	
Capital-Instructional Aides	$4,254.75	Student Supplies PBL	**AA**	
Employee Training and Registration	$1,800	Borton will send the Magnet Coordinator and one Administrator to MSA National Conference. Out-of-state travel and conference registration.	**AA, PCI, PL, MT**	**Integration:** Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted retention of 1st grade students **Student Achievement:**
Out of State Travel	$5,000	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	**AA, PCI, PL, MT**	**Integration:** Goal 1: Strategy 2: Marketing and Recruitment

Supplies/ Instructional Books Periodicals	$1,421.72	Supplies to support Project based work.	**AA, MT**	**Integration:** Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted retention of 1st grade students **Student Achievement:** Goal 1: Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 6: Increase Family and Community Engagement
Professional/ Educational Contracts	$9,000.00	Services supporting the instructional program. Outside consultants for PD	**AA, MT**	**Integration:** Goal 1: Strategy 2: Marketing and Recruitment Goal 2: Strategy 1: Targeted recruitment of incoming Kindergarten students. Strategy 2: Targeted ret**ention of 1st grade students** **Student Achievement: Goal 1:** Strategy 2: Project Based Learning and Systems Thinking Goal 1: Strategy 6: Increase Family and Community Engagement

Employee Benefits	
Total Budget	$28,476.47

#Magnet Site Budget 2022-2023 SY	
Personnel Cost	$502,390.33
Non-Personnel Cost	$28,476.47
Total Budget	$530,866.80