

**Magnet Programs**



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

**Principal:** Brenda Meneguín

**School:** Dodge Traditional Magnet Middle School

**Magnet Program:** Traditional

**Region:** Arcadia

**Date Plan Revised:** 9/12/2023

**Planning Team:**

<b>Position</b>	<b>Name</b>	<b>Position</b>	<b>Name</b>
Magnet Coordinator	Michelle Blain	Dean of Students	Natasha Arvayo
Principal	Brenda Meneguín	Curriculum Service Provider	Sherri Carmichael

**Sign Off:**

<b>Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Principal	Brenda Meneguín		
Regional Assistant Superintendent	Shawna Rodriguez		
Magnet Department	Kamren Taravati		

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## **I. Magnet School Profile**

### **Mission**

Provides Traditional 5 R education focusing on Reading, Writing, Arithmetic, Respect, and Responsibility. This includes rigorous academic performance, mandatory homework, active parental involvement, appropriate dress and behavior, and a high parent and student accountability level.

### **School Summary**

Dodge Traditional Magnet Middle School is currently integrated and earned the Arizona State letter grade of B for the SY of 2022-23. Important to note, Magnet Schools of America awarded Dodge the Distinction Merit Award, a three-year award, for 2020-2021. Dodge focuses on providing a 5R education focusing on Reading, Writing, Arithmetic, Respect, and Responsibility.

The school encompasses rigorous academics in a structured environment with high support systems—the school's success results from teacher commitment, involved parents, and dedicated students. The school's exemplary behavioral expectations and partnerships enable each enrolled student to advance academically. In addition, Dodge offers an assortment of advanced learning opportunities for our students: GATE resource, advanced core classes, high school credit Algebra, PE, STEM, Geometry, as well as high school credit Spanish, a travel program, writing contests, and extracurricular clubs and sports to celebrate diversity and develop leadership skills.

### **Vision**

Students promote from Dodge Traditional Magnet Middle School and transition seamlessly into a rigorous high school program and future academics for college and career readiness.

### **Core Values**

Students will possess a solid foundation in the core curriculum areas that support:

- Powers of reasoning and judgment,
- Effective written and oral communication skills
- Responsibility, Integrity and Industry
- Citizenship, Patriotism, and Respect.

**E. School Profile**

2022-23 Letter Grade	2022-23 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)
.97%	8.16%	100%	51%	4.03%	7.7%

School Integration Profile (USP Ethnicity)													
2022-23 40 <sup>th</sup> Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	102	24.6%	32	5.79%	237	59.7%	7	2.7%	8	.02%	22	5.79%	408
Non-neighborhood %	102	24.6%	32	5.79%	237	59.7%	7	2.7%	8	.02%	22	5.79%	408
USP Integration Range +/- 15% MS District Avg													
	5-35%		0-21.91%		48.22-78.22%		0-18.71%		0-17.15%		0-19.26%		
Future Integration Range +/- 25% MS District Avg													
	0-45%		0-31.91%		38.22-88.22%		0-28.71%		0-27.5%		0-29.26%		

**F. Achievement Data**

<b>3 Years of ELA Percent Proficiency by Grade</b>									
<b>ELA</b>	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
State MS Avg	35%	38%	25%	39%	43%	36%	39%	43%	36%
District MS Avg	19%	19%	17%	24%	26%	23%	24%	26%	23%
Dodge	38%	32%	31%	38%	43%	45%	55.1%	41.8%	43.3%
<b>3 Years of Math Percent Proficiency by Grade</b>									
<b>Math</b>	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8
State MS Avg	29%	30%	26%	31%	27%	27%	31%	27%	27%
District MS Avg	8%	12%	9%	13%	11%	12%	13%	11%	12%
Dodge	23%	29%	33%	24%	32%	35%	33.8%	31.1%	37.0%

**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
<b>Grade 6</b>	50%	17%	50.0%	33.3%	34%	45.2%	35%	58%	80.8%
<b>Grade 7</b>	25%	50%	12.5%	27.6%	39%	32.4%	46.7%	55%	73.5%
<b>Grade 8</b>	0%	33%	66.7%	27.6%	34%	33.8%	46.7%	63%	56.3%

**Math**

	African American			Hispanic			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 6</b>	0%	0%	10%	15.6%	20%	26.2%	35%	44%	61.5%
<b>Grade 7</b>	25%	20%	12.5%	24.1%	28%	23.9%	46.7%	44%	52.9%
<b>Grade 8</b>	0%	11%	33.3%	37.9%	28%	29.9%	40%	54%	53.1%

20-21= AZM2 test; 21-22 and 22-23 data = AASA.

Overall 2022-2023 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	69.6%	55.4%
African American	41.7%	16.7%
Hispanic	37.5%	26.7%
Native American	50%	20%
Asian-PI	100%	60%
Multi-Racial	45.5	40.9%
All	47%	34%

## II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

### 1. Integration

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

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

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

### 2. Student Achievement

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

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

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

**Minimally Proficient (MP): Criteria 3 = 2 Points.** Compare the 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.

### **3. Academic Performance (African American and Latino Students)**

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



### III. INTEGRATION

#### A. Integration: Gap Analyses

##### **Interpretive Summary - Integration Gap Analysis**

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

- The site sustains a “B” label as measured by the Arizona Department of Education, according to the A-F accountability model. Having a label of “B” inherently attracts more families to seek enrollment. Moreover, the site continues to be renown within the Tucson community as a higher performing school and, therefore, continues to be sought after by families for student enrollment. The site is not a pipeline to any High Schools, but many students who are promoted from Dodge, go on to attend University High School.
- SY 22-23, 40<sup>th</sup> day enrollment data indicates school integration continues to be maintained from the 2021/2022 school year.

**Root Cause Analysis**

<b>Identify Top Causes of these Gaps</b>	<b>Identify the Surface Causes</b>	<b>Identify Deep Causes</b>
Effective Marketing and Recruitment	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> <li>• More community outreach and the subsequent dissemination of information about the site to the African American community is needed</li> </ul>	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> <li>• The Magnet Coordinator position, the position responsible for community outreach, was unfilled during the 2022-23 school year</li> <li>• Training regarding the marketing tools made available by the school district and how to access them is needed</li> </ul>
Effective Communication Supports	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> <li>• Creating ongoing content on social media</li> <li>• School seeking stronger relationship with media as a means of communicating information about the site's magnet program to potential students</li> </ul>	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> <li>• Lack of training regarding how to create effective social media content by utilizing the tools provided by and acceptable to the school district</li> </ul>

**B. SMART Goal for Integration**

<b>SMART Goal Statement</b>	<b>Evidence to Be Used to Assess Progress and Accomplishment</b>
By November 1 <sup>st</sup> , of SY 2023–24, Dodge will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40 <sup>th</sup> day enrollment reports.	<ul style="list-style-type: none"><li>• Synergy</li><li>• TUSD Web data</li><li>• Controlled by School Community Services Department</li></ul>

**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 and Recruitment	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• District Communication Department</li> <li>• Magnet Department</li> <li>• Magnet Coordinator</li> <li>• Marketing Materials</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Families live outside the school’s neighborhood</li> <li>• Transportation</li> </ul>

## 2. Action Steps to Implement Strategies

<b>Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal</b>					
<b>Strategy 1: Marketing and Recruitment</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. Provide ongoing tours by Magnet Coordinator /staff. <ul style="list-style-type: none"> <li>• Provide orientations and 5<sup>th</sup> grade presentations to schools with elevated enrollment of African American students.</li> </ul>	Magnet Coordinator Principal CSP Attendance Clerk Dean of Students	Aug. 2023- May 2024	<ul style="list-style-type: none"> <li>• Marketing materials</li> <li>• Added duty/</li> <li>• mileage pay for staff members</li> <li>• Elementary school staff participants</li> </ul>	Quarterly enrollment reports.	Sign in sheets from students and families.
2. Create two posts per week on the site Facebook page highlighting: <ul style="list-style-type: none"> <li>• Traditional learning with students</li> <li>• Athletics</li> <li>• Electives</li> <li>• Activities such as “Sky School”</li> </ul> 3. Maintain/Update Social media areas of school website such as “Family Engagement Team” and Newsletter	Media Coordinator  Principal	Aug. 2023- May 2024	Access to the site  Facebook page  Access to Social Media areas on site website	During quarterly  Progress monitoring of reports to include Social Media Analytics	Facebook analytic  Reports/Social Media Analytics

## IV. Overall Student Achievement

### A Gaps in Student Achievement

<b>Interpretive Summary of Overall Student Achievement Data</b> <b>2021-2022 AASA Data</b>
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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:

- **6<sup>th</sup> Grade ELA Proficiency- 55.1%**
- **7<sup>th</sup> Grade ELA Proficiency- 41.8%**
- **8<sup>th</sup> Grade ELA Proficiency- 43.3%**
- **6<sup>th</sup> Grade Math Proficiency- 33.8%**
- **7<sup>th</sup> Grade Math Proficiency- 31.1%**
- **8<sup>th</sup> Grade Math Proficiency- 37.0%**
  
- From a content/subject perspective, Dodge students outperformed the district average in each grade level in Math as measured by SY22-23 AASA.
- From a content/subject perspective, Dodge students outperformed the state average in each grade level in Math as measured by SY22-23 AASA.
- From a content/subject perspective, Dodge students outperformed the district average in each grade level in ELA as measured by SY22-23 AASA.
- From a content/subject perspective, Dodge students outperformed the state average in grades 6 and 8 in ELA and 7<sup>th</sup> grade approached the state average with a score of 41.8% compared to the state average of 43% as measured by SY22-23 AASA.
  
- **6<sup>th</sup> Grade ELA Proficiency Students in Special Education Program-23.1%**
- **7<sup>th</sup> Grade ELA Proficiency Students in Special Education Program-6.3%**
- **8<sup>th</sup> Grade ELA Proficiency Students in Special Education Program-8.3%**
- **6<sup>th</sup> Grade Math Proficiency Students in Special Education Program-0%**
- **7<sup>th</sup> Grade Math Proficiency Students in Special Education Program-12.5%**
- **8<sup>th</sup> Grade Math Proficiency Students in Special Education Program-8.3%**

- From a content/subject perspective, Dodge students enrolled in the Special Education Program scored below the district average in each grade level in Math as measured by SY22-23 AASA.
- From a content/subject perspective, Dodge students enrolled in the Special Education program scored below the state average in each grade level in Math as measured by SY22-23 AASA.
- From a content/subject perspective, Dodge students enrolled in the Special Education program scored below the district average in each grade level in ELA as measured by SY22-23 AASA.
- From a content/subject perspective, Dodge students enrolled in the Special Education Program scored below the state average in all grades in ELA as measured by SY22-23 AASA.

**Root Cause Analysis**

<b>Top Causes of these Gaps</b>	<b>Surface Causes</b>	<b>Deep Causes</b>
Need of instructional effectiveness	<p>Need for increased instructional observations with follow-up feedback and job embedded coaching</p> <p>Need for students enrolled in the Special Education program to have greater access to academic opportunities that match those offered to their non-disabled peers and/or be included in educational opportunities with their non-disabled peers</p>	<p>Lack of time for job embedded instructional coaching</p> <p>Need for system(s) to be created and enacted that allow Special Education and core content teachers to share/cooperate in lesson development</p> <p>Need for system(s) to be created and enacted that lead to the development of accommodations and modifications of academic opportunities, on an as needed basis, allowing students in the Special Education program to have greater inclusion in educational opportunities with their non-disabled peers</p>
Need for assessing student placement	Need for assessing student placement at Tier II and Tier III	Tier II and Tier III classes; need for increase FTE



**B. SMART Goals 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, ELA proficiency levels in grades <b>six, seven, and eight</b> will increase by 3%, as measured by the AASA assessment.</li> <li>2. By June 2024, ELA proficiency levels in grades <b>six, seven, and eight</b> of students enrolled in the Special Education Program will increase by 3%, as measured by the AASA assessment.</li> </ol>	<p>2024 AASA Scores</p> <p>Benchmark assessment data</p> <p>AASA data disaggregated by race/ethnicity</p>
<ol style="list-style-type: none"> <li>1. By June 2024, Math proficiency levels in grades <b>six, seven, and eight</b> will increase by 3%, as measured by the AASA assessment.</li> <li>2. By June 2024, Math proficiency levels in grades <b>six, seven, and eight</b> will increase by 3%, as measured by the AASA assessment.</li> </ol>	<p>2024 AASA Scores</p> <p>Benchmark assessment data</p> <p>AASA data disaggregated by race/ethnicity</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**

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
<ol style="list-style-type: none"> <li>1. Instructional improvement: strengthen consistency of high-quality Tier 1 and tier II instruction through job embedded coaching and professional development.</li> <li>2. Development of professional communities of Special Education and core content teachers to share/cooperate in lesson development</li> <li>3. MTSS and Special Education teams will create and enact the development of accommodations and modifications of academic opportunities, on an as needed basis, and consider how to best include students with disabilities</li> </ol>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Culture around instructional observation</li> <li>• District Web-Data</li> <li>• CSP provides job-embedded coaching, modeling, instructional support, and meaningful PD</li> <li>• Magnet Coordinator provides job-embedded theme-aligned professional development for teachers</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Strong formative assessment model to inform instructional practice is in development phase during SY2023-24</li> <li>• System focused on teacher observation/feedback/reflection cycle is in development phase during SY2023-24</li> <li>• Learning communities are in the development phase SY2023-24</li> </ul>
<ol style="list-style-type: none"> <li>4. Improve utilization of Academic Intervention Supports, Tier II and Tier III: Before, during, and after school intervention and enrichment.</li> </ol>	<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>• Strong school culture of academic/behavioral excellence</li> <li>• MTSS Lead2, School Councilor, Dean of Students to work closely with targeted struggling students</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Strong PLCs to support data informed interventions is in development phase SY 2023-24</li> </ul>

<p>5. Increased Family and Community Engagement to create visibility of learning and foster parent involvement in education</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"><li>• School counselor: A designated employee for family and community engagement</li><li>• Site has a parent organization to assist</li><li>• Family and Community Engagement Focus Group</li><li>• Family and Community survey to improve engagement</li><li>• Trusting relationships between school and families</li><li>• Fall carnival with parent volunteers</li><li>• Family Engagement Nights</li></ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"><li>• Families live far from the school to come back to after-school activities</li><li>• Continuing need to identify the interest(s) of all families for engagement</li></ul>
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J. Hattie's Meta Analysis (December 2017) [visible-learning.org](http://visible-learning.org)

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

<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1</b>					
<b>Strategy 1: Instructional Improvement</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>
<p>1. TUSD lesson plan format, which utilizes the TUSD Scope and Sequence and includes standards-based instruction and implementation embedded into PLCs</p> <p>2. Review and provide magnet themed lesson plan feedback to teachers.</p>	Principal; Curriculum Service Provider; Magnet Coordinator	Quarterly	<ul style="list-style-type: none"> <li>• PD outlining Expectations.</li> <li>• Designated time to meet.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer lesson plan reviews in PLCs</li> </ul>	PD Sign-in Logs
<p>3. Create a peer-to-peer observation/feedback/reflection cycle</p>	Leadership Team Teachers	On-going, monthly	<p>1.- Designated time for leadership team to plan and implement this structure</p> <p>2.Designated time for leadership team to rollout the structure to teaching staff</p>	<p>Electronic Observation Cycle Calendar</p> <p>Monthly PLC/CTT time to debrief observations</p>	Observation Calendar

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<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2</b>					
<b>Strategy 2: Creation Academic Intervention Supports – Tier II and Tier III</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>

<p>1. Assign students to tutor as needed in ELA and Math. Notify parents.</p>	<p>Principal; Magnet Coordinator; Teachers CSP</p>	<ul style="list-style-type: none"> <li>• Late August, recruit teachers to tutor</li> <li>• Early Sept, create tutoring schedule</li> <li>• October, use Benchmark data to target student groups</li> <li>• Late October, inform families/ students</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark data</li> <li>• Advertise tutoring to families</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark data</li> <li>• Short cycle assessments</li> </ul>	<p>Formative assessment Benchmark data Student sign in/out Sheets</p>
<p>3. Provide online academic interventions (i.e., iXL, iReady)</p>	<p>CSP, Principal</p>	<p>Biweekly</p>	<ul style="list-style-type: none"> <li>• PD outlining expectations</li> <li>• Gap analysis form</li> <li>• Principal/ CSP to inform families of students who are placed on academic intervention plans</li> </ul>	<p>Short cycle online assessments Benchmark data</p>	<p>Formative online assessment Benchmark data</p>

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

**Strategy 3. Family and Community Engagement**

<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. Survey families regarding interest in involvement. Use survey data to create family engagement events, identify needs, and opportunities for family involvement/collaboration.	Counselor; Dean of Students Office manager	Throughout the school year Aug. 2023- May 2024	<ul style="list-style-type: none"> <li>• Design family survey</li> <li>• Time to read and understand survey data</li> <li>• A designated family engagement/</li> <li>• events committee</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Volunteer approval</li> <li>• Volunteer supervision</li> </ul>	<p>School sign in logs for volunteers</p> <p>Event sign in sheets</p> <p>Family Engagement logs to submit to Title 1</p>





## V. Academic Performance for African American Students

### A. Gaps in USP Subgroups Performance (African American)

#### Interpretive Summary - Academic Performance for African American (see data Pages 4-6).

There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American students. This information will help to identify needs to increase overall school academic performance. This data summary includes:

- African American students have academic gaps in both ELA and Math
  - White students outperform African American in ELA by 27.9%
  - White students outperform African American students in Mathematics by 38.7%
- African American students especially struggled in sixth and seventh grade math in SY22-23, which indicates needs for priority focus, i.e., increased:
  - Instructional observation 6<sup>th</sup> grade and 7<sup>th</sup> grade math
  - Professional development in 6<sup>th</sup> and 7<sup>th</sup> grade math
  - Tier II & III Response to Intervention (RTI) structures in 6<sup>th</sup> and 7<sup>th</sup> grade math (academic interventions)
- African American students especially struggled in seventh grade ELA in SY2022-23, which indicates needs for priority focus, i.e., increased:
  - Instructional observations in ELA
  - Professional development in ELA
  - RTI structures for ELA

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

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

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By June 2024, the ELA achievement gap between African American students and White students will be closed by 3% points, at each grade level in sixth through eighth grade, as measured by the Arizona Academic Standards Assessment. (Important to note: The expected overall site gain is 3%. Gains made by this subgroup are in addition to an expected 3% site gain-creating an actual gain of 6% for this subgroup.)</p>	<p>2024 AASA Scores</p>
<p>2. By June 2024, the mathematics achievement gap between African American students and White students will be closed by 3% points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment. (Important to note: The expected overall site gain is 3%. Gains made by this subgroup are in addition to an expected 3% site gain-creating an actual gain of 6% for this subgroup.)</p>	<p>2024 AASA Scores</p>

**C. Goal Attainment:**

**1. Strategies to Achieve SMART Goals**

Strategies that help Magnet School Achieve Improvement for African American Students MSA Pillar 3 Academic Excellence Standard 6 Student Achievement	
Strategies	Strengths and Obstacles
<p>1. Increase culturally relevant instructional practice specific to African American Students.</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Peer-to-Peer Observations to support development of student engagement strategies</li> <li>• Utilization of SPARKS at site</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Lack of data regarding; student engagement, utilization of student engagement strategies, and effectiveness of those strategies</li> </ul>
<p>2. Ensure effective academic interventions for African American Students</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>• Remedial math and reading classes in place</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Need to examine number of students in “Academic Literacy” for tier II intervention</li> </ul>

## 2. Action-Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American students					
Subgroup Strategy 1: Increase culturally relevant instructional practice specific to African American and Latino Students.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Monitor use of “Instructional Framework”	Principal; Curriculum Service Provider, Magnet Coordinator	August 2023	Routine Scheduled Walkthroughs	Observation Logs	Observation log data
2. Utilize daily instructional observations with follow-up feedback on “Instructional Framework” integration	Principal; Curriculum Service Provider, Magnet Coordinator	Aug. 2023- May 2024	Updated Walkthrough Protocol	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

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

**Subgroup Strategy 2: Ensure effective academic interventions for African American Students**

<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 school day Tier III academic interventions for African American students to specifically targeted grade levels	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection; interventionist FTE	formative assessment and benchmark data	Formative assessment and benchmark data
2. Provide after school tutoring for African American students. 3. Instructional collaboration within 8 <sup>th</sup> grade between ELD and math teachers	Principal; Magnet Coordinators; 21 <sup>st</sup> CCLC Coordinator	Weekly August – May	Lesson Plans ELA/Math connection; added duty	formative assessment and benchmark data	Formative assessment and benchmark data

J. Hattie's Meta Analysis (December 2017) visible-learning.org

Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

## **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. This includes a list of other school FTE to support the MSP Goals for integration and academic quality. This report also includes 910(G) or non-910(G) FTE and other support staff that are assigned to the site by the district.

- 1.0 FTE Math Intervention Teacher (910G, 202)
- 1.0 FTE Reading Interventionist (910F, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)

Personnel

Desegregation Budget 2023-2024 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Reading Interventionist	\$49,650.00	1.0	All 6 <sup>th</sup> grade students will take two hours of ELA with one hour dedicated to reading instruction and one to grammar and writing	AA	Student Achievement
Math Interventionist	\$50,200.00	1.0	Students identified as needing supplemental Tier 2 support for math and Reading will be assigned an intervention class moving in and out based on performance data	AA	Student Achievement

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Magnet Coordinator	\$46,900.00	1.0	<p>To attract diverse ethnically balanced students and maintain an integrated status: the Magnet Coordinator will market, conduct recruitment events, track recruiting activities, and attend all District-sponsored magnet events pertinent to middle school enrollment targeting the ethnic groups needed.</p> <p>In addition to recruitment responsibilities, the Magnet Coordinator will ensure that student interventions are working. To help identify intervention needs, the Magnet Coordinator will participate in regular data analysis and support the MTSS team.</p>	IN	Integration
Substitutes for Magnet Funded Teachers	\$2,000.00		Substitutes for Magnet Funded Teachers	AA	Student Achievement



Added Duty Tutoring	\$8,000.00	To provide Tier II interventions, Dodge will continue to offer after-school tutoring by grade level. Open to all students, but students with an F at progress or end of Quarter will get specific invitations to attend.	AA	Student Achievement
Added Duty: Certified Summer Hourly Summer Jump Program	\$17,000.00	Dodge will maintain a 10-day summer JumpStart program for incoming 6th graders. This sets guidelines and expectations of the Dodge program, establishes relationships with teachers, and provides remediation of basic skills in core classes.	AA	Student Achievement
Classified Hourly Summer Jump Bridge Program	\$1,200.00	Reduce the achievement gap between subgroups. Specifically working Summer Jump Program.	AA	Student Achievement

Certified Added - Recruitment	\$2,000.00	Additional monies for magnet coordinator/teachers for off-contract hours spent at magnet events to promote our school to become integrated.	IN	Student Achievement
<b>Employee Benefits</b>	<b>\$62,108.30</b>			
<b>Total Budget</b>	<b>\$239,058.30</b>			
<b>Total FTE</b>	<b>3.0</b>			

Non-Personnel

<b>Desegregation Budget 2023-2024 SY</b>				
Description	Amount	Purpose	Magnet Plan Focus	Goal Focus:
Supplies Instructional	\$1,327.00	This will include resources for teachers to use in the classroom to improve instruction.	PL	Student Achievement
Milage	\$100.00	Magnet Coordinators are required to travel to sites around the district.	IN	Integration
U of A Sky School	\$4,400.00	The site will continue to offer extra-curricular activities to attract/recruit students. The Sky School experience will allow the opportunity for a group of middle school students to participate in UA Sky School's Sky Island Survey, a three day/2-night field trip that includes daytime field instruction in small groups, nighttime astronomy experiences, dormitory lodging, and all meals. This opportunity will be available to 20 7th-8th graders (located within the Coronado National Forest and Mt. Lemmon).	AA	Student Achievement
Tech related Hardware & Software less than \$5,000	\$10,100.00	Tier I interventions include usage of iXL software, as well as several other software platforms such as Newsela. Tier II interventions include usage of iReady software. These require student access to technology as well as the purchase of site level licenses.	AA	Student Achievement

**Desegregation Budget 2023-2024 SY**

<b>Personnel Cost</b>	<b>\$239,058.30</b>
<b>Non-Personnel Cost</b>	<b>\$15,927.00</b>
<b>Total Budget</b>	<b>\$254,985.30</b>