

Magnet Programs



**TUSD Magnet Programs Improvement Action Plan for Integration and Achievement
SY 2023-24**

Principal: Mrs. Shakenya Humphries-Gholson

School: Holladay Magnet Elementary School

Magnet Program: Visual and Performing Arts

Region: Santa Cruz

Date Plan Revised: 20 August 2023

Planning Team:

Name	Position	Name	Position
Shakenya Humphries-Gholson	Principal	Trevor Salago	Magnet Site Coordinator
Mauria Terry	Instructional Data and Interventions Coordinator	Kim Comey	Curriculum Service Provider
Flor Salcido	Office Manager	Paola Lopez	Attendance Tech

Sign Off:

Position	Name	Signature	Date
Principal	Shakenya Humphries-Gholson		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

Magnet Plan Table of Contents

- I. Magnet School Profile (page 3)**
 - A. Mission
 - B. School Summary
 - C. Vision
 - D. Core Values
 - E. School Profile
 - F. Achievement Data

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

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

- IV. Overall Student Achievement (page 23)**
 - A. Gaps in Student Achievement
 - B. SMART Goals for Overall Student Achievement
 - C. Goal Attainment
 - 1. Strategies to Achieve SMART Goals
 - 2. Action Steps to Implement Strategies

- V. Academic Performance for African American and Latino Students (page 50)**
 - A. Gaps in USP subgroups performance (African American and Latino)
 - B. SMART Goals for Reducing Achievement Gaps
 - C. Goal Attainment
 - 1. Strategies to Achieve SMART Goals
 - 2. Action Steps to Implement Strategies

- VI. Magnet School Budget (page 67)**

I. Magnet School Profile

A. Mission

Holladay's mission is to integrate visual and performing arts to such a degree that it fosters creativity, equity, cultural responsiveness, and innovation.

B. School Summary

With the motto "Where the Arts Come Alive!", Holladay Magnet Elementary School's visual and performing arts program emphasizes the creative mindset. Teachers and staff collectively agree the creative mindset uses skills that support the artistry, academic, and personal growth of students. These skills include Courageous; Vulnerability; Non-Judgment; Open Mindedness; Planning; Imagination; Innovation; Flexibility; Perseverance; Reflection; and Leadership. The creative mindset supports the school's three universal strategies art framework which include Read-Draw-Write-Showcase (RDWS), Reading Art, and Dramatic Theatre in all subjects. Along with the art integrated learning experiences inside the classroom, Students also participate in weekly art courses, lunch clubs, and after-school art courses.

Teachers and staff take part in professional learning opportunities to support the diverse student population, provide equitable practices, and implement art integrated classroom instruction. Grade level teachers meet weekly for a two-hour block of time for their Professional Learning Community (PLC). At this scheduled time, teachers intentionally plan lessons with art as the vehicle for the learning experience. Teachers use assessments to drive instruction. Teachers also use tiered interventions to support the learning of all students to close achievement gaps from the highest performing student to those that need support in their academic growth. Job-embedded trainings to learn new skills or refresh their skills are scheduled throughout the school year during grade level PLC sessions.

We love getting our families involved with ongoing communication. We encourage family and community partnerships that drive the magnet program at Holladay and support student academic success.

C. Vision

The vision for Holladay's students is to learn in a fully art integrated, technology rich, and equitable environment. Students continuously develop critical thinking skills, meaningful relationships, and leadership abilities.

D. Core Values

Family and Community – We cultivate relationships and a sense of belonging within our diverse community by working collaboratively, embracing empathy, and shared decision-making.

Creativity – We encourage the integration and expression of all art forms to solve problems, communicate with others, work collaboratively, and gain knowledge.

Cultural Relevance – We champion cultural competence, equity, diversity, and the inclusion of different points of view and cultures.

Leadership – We believe that everyone is a leader.

Innovation – We inspire curiosity, critical thinking, and lifelong learning through dynamic experiences.

E. School Profile

2023-24 Letter Grade	2023-24 Integration Status	Magnet Theme
ADE C / TUSD Magnet Merit B	Integrated	Visual and Performing Arts

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
10.7%	12.18% (SY22-23 Avg)	100%	100%	15.12% (DAY 10)	12.7% (DAY 10)

School Integration Profile (USP Ethnicity) – DAY 10													
2022-23 40th Day	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	14	7.4%	40	21.2%	120	63.5%	3	1.6%	3	1.6%	9	4.8%	189
Non-neighborhood %	8	11.3%	21	29.6%	34	47.9%	1	1.4%	1	1.4%	6	8.5%	71

2023-24 40 th Day District ES Avg – DAY 10						
	19.5%	10.6%	60.9%	3.6%	1.8%	3.6%
Future USP Integration Range +/- 25% District ES Avg – DAY 10						
	0 – 44.5%	0 – 35.6%	35.9 – 85.9%	0 – 28.6%	0 – 26.8%	0 – 28.6%

F. Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	20-21 Gr. 3	20-21 Gr. 4	20-21 Gr. 5	21-22 Gr. 3	21-22 Gr. 4	21-22 Gr. 5	22-23 Gr. 3	22-23 Gr. 4	22-23 Gr. 5
State ES Avg	35	46	45	42	46	41	NA	NA	NA
District ES Avg	21.8	30.6	32.0	30.5	34.8	29.4	31.1	34.4	27.9
Holladay	8.3	25.0	11.1	17.6	18.5	12.1	20.8	12.8	17.9
3 Years of Math Percent Proficiency by Grade									
Math	20-21 Gr. 3	20-21 Gr. 4	20-21 Gr. 5	21-22 Gr. 3	21-22 Gr. 4	21-22 Gr. 5	22-23 Gr. 3	22-23 Gr. 4	22-23 Gr. 5
State ES Avg	36	35	32	42	41	39	NA	NA	NA
District ES Avg	19.2	17.8	16.6	28.4	28.4	26.6	34.5	28.4	26.2
Holladay	7.1	0.0	6.3	2.9	11.1	12.1	15.4	10.0	14.3

Three Year AZ Merit / AZM2 / AASA State Data by Subgroup

ELA									
	African American			Hispanic			White/Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	25.0	33.3	40.0	0.0	8.0	13.3	0.0	66.7	0.0
Grade 4	20.0	40.0	16.7	27.3	15.8	11.1	NA	0.0	0.0
Grade 5	12.5	0.0	0.0	10.0	14.3	31.3	NA	33.3	NA
WS	17.6	21.2	15.0	14.8	12.3	17.2	0.0	42.9	0.0

Math									
	African American			Hispanic			White/Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.0	0.0	0.0	16.7	4.0	11.8	0.0	0.0	0.0
Grade 4	0.0	16.7	0.0	0.0	11.1	11.1	NA	0.0	0.0
Grade 5	20.0	0.0	11.1	0.0	9.5	18.8	NA	66.7	NA
WS	9.1	5.0	5.0	4.8	7.8	13.3	0.0	28.6	0.0

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

Overall 2022-23 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White/Anglo	0.0	0.0
African American	15.0	5.0
Hispanic	17.2	13.3
Native American	100.0	100.0
Asian American	NA	NA
Multi-Racial	16.7	16.7
All	16.5	12.8

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 +/- 25 percentage points.

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

2. Student Achievement

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

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

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

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

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

3. Academic Performance (African American and Latino Students)

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

III. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis (see page 3)

Data Points /Key Information Supporting Integration Site Gap Analysis:

On the 10th instructional school day of the 2023 – 2024 academic school year, Holladay’s student population was as follows:

- 14 White/Anglo students that represented 7.4% of the school’s population. The district had 19.5% of its elementary population represented by the White/Anglo sub-group. Holladay maintained a +/- 25% from the district’s percentage.
- 40 African American students that represented 21.2% of the school’s population. The district had 10.6% of its elementary population represented by the African American sub-group. Holladay maintained a +/- 25% from the district’s percentage.
- 120 Hispanic students that represented 63.5% of the school’s population. The district had 60.9% of its elementary population represented by the Hispanic sub-group. Holladay maintained a +/- 25% from the district’s percentage.
- 3 Native American students that represented 1.6% of the school’s population. The district had 3.6% of its elementary population represented by the Native American sub-group. Holladay maintained a +/- 25% from the district’s percentage.
- 3 Asian American students that represented 1.6% of the school’s population. The district had 1.8% of its elementary population represented by the Asian American sub-group. Holladay maintained a +/- 25% from the district’s percentage.
- 11 Multi-racial students that represented 4.8% of the school’s population. The district had 3.6% of its elementary population represented by the Multi-racial sub-group. Holladay maintained a +/- 25% from the district’s percentage.

Root Cause Analysis		
Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
Marketing and Recruitment Strategies	Surface gaps are related to: District’s dated marketing strategies of brochures and mailing postcards.	Deep or root causes are related to: District does not allocate a marketing budget without the approval of the Communication Department before boosting social media posts or stories on Facebook and Instagram.
School Location	Surface gaps are related to: Holladay does not sit on a main street.	Deep or root causes are related to: District recruitment events are not near Holladay. District recruitment events are held in locations closer to other choices (example: Children’s Museum Tucson sits closer to Safford K-8, Carrillo K-5, Drachman K-8). The school is not near the district’s infant centers, Brichta and Schumaker.
Tucson Population Demographics	Surface gaps are related to: School is made of mostly neighborhood students that identify under the district’s USP sub-group Hispanic.	Deep or root causes are related to: Zip code data for Holladay’s location is as follow: 19.5% White (non-Hispanic), 69.9% Hispanic, 4.2% Black, 0.7% Asian, 1.3% Mixed, and 4.4% Other. Holladay’s student population reflects its community. The district’s USP classification does not align with Census identifications and can misguide recruiting and marketing efforts to diversify the student population.

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By the 40th day of SY 2023-24, Holladay will increase non-Hispanic enrollment by 5% as measured by the comparison of the SY 2023-24 40th day enrollment data and SY 2022-23 40th day enrollment data.</p> <p><i>*Goal commitment strategy</i></p> <p><i>*MSA Standard 1: Student Recruitment and Selection from Pillar 1: Diversity</i></p> <p><i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<ul style="list-style-type: none">• TUSD Web Data for 40th Day Enrollment Data• Synergy Records and Reports• Magnet Programs Quarterly Progress Monitoring• Magnet School Plans with Enrollment Data

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	Strengths and Obstacles
<p>1. Utilize Marketing and Recruiting Practices to Increase School Campus Diversity.</p> <p><i>*Goal commitment strategy</i></p> <p><i>*MSA Standard 1: Student Recruitment and Selection from Pillar 1: Diversity</i></p> <p><i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Supports:</p> <ul style="list-style-type: none"> • Supports Magnet Schools of America’s Pillar 1: Diversity. These include Standards 1: Student Recruitment and Selection and Standard 2: Diversity and Equity. • School Integrated Population • District’s Recruitment Events • District’s School Community Services Department • District’s Communication Department • District’s Media Department • District’s Open Enrollment Lottery • District’s Transportation Department • District’s Early Childhood Programs • District and Out-of-District Daycare and Preschool Programs <p>Constraints:</p> <ul style="list-style-type: none"> • Access to non-district parent contact information for communication. • Training related to targeted social media postings. • Boosting content on social media.

2. Utilize Student Retention Practices to Maintain School Campus Diversity.

**Goal commitment strategy*

**MSA Standard 1: Student Recruitment and Selection from Pillar 1: Diversity*

**MSA Standard 2: Diversity and Equity from Pillar 1: Diversity*

Supports:

- Supports Magnet Schools of America’s Pillar 1: Diversity. These include Standards 1: Student Recruitment and Selection and Standard 2: Diversity and Equity.
- School Integrated Population

Constraints:

- Boosting content on social media.

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement Strat Strategies that help Magnet School Achieve Integration SMART Goal.

Strategy 1: Utilize Marketing and Recruiting Practices to Increase School Campus Diversity.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The Principal and Magnet Coordinator will develop a yearly marketing and recruitment plan for the school’s magnet plan. The plan will include data, a gap analysis, strategies, and action steps to carry out the goals. The plan will be assessed quarterly when it is implemented, monitored, and assessed.</p> <p>Based on SY 2022-23 integration gap analysis, Holladay’s marketing and recruitment efforts will need to increase non-Hispanic populations to decrease the Hispanic’s 70% representation on the school campus.</p> <p><i>*School choice programs strategy</i> <i>*Creativity programs strategy</i> <i>*Strategy monitoring strategy</i> <i>*Goal commitment strategy</i></p> <p><i>*MSA Standard 1: Student Recruitment and Selection from Pillar 1: Diversity</i> <i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	Principal; Magnet Coordinator	Magnet School Plan submitted April 2023 Contract and Magnet School Plan implemented starting August 2023	iPad, MacBook, and iPhone for digital recruitment, printing, and event visuals; Communication Department social media funds; Sign-in sheets	Magnet Programs quarterly progress monitoring; Formal/informal monthly principal and magnet coordinator check-ins	Magnet Programs quarterly progress monitoring presentation, Formal/informal monthly principal and magnet coordinator check-in meeting minutes, Social media posts, Sign-in sheets

<p>2. The Magnet Coordinator will attend district recruitment activities and events to increase non-Hispanic populations to decrease the Hispanic’s 70% representation on the school campus. The annual Magnet Programs Fair in November 2024 is one of many district events. The Magnet Coordinator will also schedule and attend non-district recruiting events or set up marketing campaigns in the Tucson area.</p> <p>In efforts to prepare for the district’s January Lottery, the Magnet Coordinator will use 20 hours per month at \$25 per hour from the \$3,000 recruitment stipend for district and non-district recruiting events and marketing campaigns from August 2023 – January 2024.</p> <p><i>*School choice programs strategy</i> <i>*Creativity programs strategy</i></p> <p><i>*MSA Standard 1: Student Recruitment and Selection from Pillar 1: Diversity</i> <i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Magnet Coordinator</p>	<p>August 2023 – May 2024</p> <p>Magnet Fair – November 2024</p> <p>Open Enrollment Application opens November 2024</p> <p>Lottery begins in January 2024</p>	<p>iPad, MacBook, and iPhone for digital recruitment, printing, and event visuals; Communication Department social media Funds</p> <p>Sign-in sheets</p>	<p>Magnet Programs quarterly progress monitoring; Formal/informal monthly principal and magnet coordinator check-ins</p>	<p>Magnet Programs quarterly progress monitoring presentation, Formal/informal monthly principal and magnet coordinator check-in meeting minutes, Social media posts, Sign-in sheets</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>3. The school will create weekly social media posts for Facebook and Instagram, as well as keep the school website up-to-date highlighting Magnet Wednesday Courses for grades 3-5, Weekly Visual and Performing Arts Courses for K-2, Art Experiences, Field Trips, Artist in Residence, Classroom Success, etc.</p> <p>Holladay will work with the Communication Department to boost select posts throughout the school year.</p> <p><i>*School choice programs strategy</i> <i>*Creativity programs strategy</i> <i>*Drama/arts programs strategy</i></p> <p><i>*MSA Standard 1: Student Recruitment and Selection from Pillar 1: Diversity</i> <i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Magnet Coordinator</p>	<p>August 2023 – May 2024</p> <p>Facebook Posts on Monday and Instagram posts on Thursdays</p>	<p>iPad, MacBook, and iPhone for digital recruitment, printing, and event visuals</p>	<p>Social media engagement, views, comments, etc.</p>	<p>Facebook analytic reports of individual posts and weekly reports, Instagram analytic reports of individual posts and weekly reports</p>
<p>4. Office staff will routinely monitor open enrollment applications with School Community Services and reach out to families that place Holladay in the 2nd or 3rd choice categories.</p> <p><i>*School choice programs strategy</i> <i>*Creativity programs strategy</i></p> <p><i>*MSA Standard 1: Student Recruitment and Selection from Pillar 1: Diversity</i> <i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Magnet Coordinator; Principal; Office Manager; Attendance Tech</p>	<p>August 2023 – May 2024</p> <p>Monthly</p>	<p>iPad, MacBook, and iPhone for digital recruitment, printing, and event visuals; Communication Department social media funds; Communication logs</p>	<p>Magnet Programs quarterly progress monitoring; Formal/informal monthly principal and magnet coordinator check-ins</p>	<p>Magnet Programs quarterly progress monitoring presentation, Formal/informal monthly principal and magnet coordinator check-in meeting minutes, Communication logs</p>

<p>5. Office staff will follow up with transportation needs when students are placed at Holladay. If families are eligible for free bus transportation (living 2+ miles from an elementary school), Holladay will help families with the application and timeline process.</p> <p><i>*School choice programs strategy</i> <i>*Creativity programs strategy</i></p> <p><i>*MSA Standard 1: Student Recruitment and Selection from Pillar 1: Diversity</i> <i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Magnet Coordinator; Principal; Office Manager; Attendance Tech</p>	<p>August 2023 – May 2024</p> <p>Monthly</p>	<p>Transportation applications and route placements; Communication logs</p>	<p>Magnet Programs quarterly progress monitoring; Formal/informal monthly principal and magnet coordinator check-ins; Communication logs</p>	<p>Magnet Programs quarterly progress monitoring presentation, Formal/informal monthly principal and magnet coordinator check-in meeting minutes, Social media posts, Communication logs</p>
<p>6. Kinder Ready Camp is Holladay’s recruiting plan to build connections with families and capture kindergarten age students for the following school year. Kinder Reading Camp is a summer program that offers culturally responsive art integrated learning using English-Language Arts (ELA) standards.</p> <p><i>*School choice programs strategy</i> <i>*Creativity programs strategy</i> <i>*Summer School Strategy</i> <i>*Phonics instruction strategy</i></p> <p><i>*MSA Standard 1: Student Recruitment and Selection from Pillar 1: Diversity</i> <i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Magnet Coordinator; Summer School Coordinator</p>	<p>Marketing in February 2024</p> <p>Registration from February 2024 – May 2024</p> <p>Program runs in June 2024</p>	<p>Postcard mailings; Street banners; School website; Communication Department social media funds</p>	<p>Kinder Ready Camp registration of three 15 student classes</p>	<p>Add 15 students from the program to the next school year</p>

School Choice – Magnet Programs

Magnet Schools of America (n.d.). *What are Magnet Schools*. <https://magnet.edu/about/what-are-magnet-schools#1499667889100-039b81ce-813c>

Art Integration Framework

Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center's comprehensive definition*. <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction

Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives*. Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement*. Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Magnet Pillars and Standards

Magnet Schools of America. <https://magnet.edu/about/what-are-magnet-schools#1499667975017-442c6dff-d0a4>

Action Steps to Implement, Monitor and Assess Improvement Strategies that help Magnet School Achieve Integration SMART Goal

Strategy 2: Utilize Student Retention Practices to Maintain School Campus Diversity.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The Magnet Coordinator, School Community Liaison, and classroom teachers will monitor students from isolated sub-groups. They will all work together on strategies, goals, and action steps to ensure students are celebrated and maintain their place in the school community.</p> <p>Based on SY 2022-23 integration gap analysis, Holladay will need to be mindful of the following isolated sub-groups: White/Anglo, Native American, and Asian American students.</p> <p><i>*Diverse student body strategy</i> <i>*Teacher-student relationships strategy</i></p> <p><i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Magnet Coordinator; School Community Liaison</p>	<p>August 2023 – May 2024</p>	<p>Synergy Demographic Data; TUSD Web Data for Enrollment</p>	<p>Magnet Programs quarterly progress monitoring; Formal/informal monthly principal and magnet coordinator check-ins</p>	<p>School’s mobility rate, School’s attendance rate</p>
<p>2. To provide culturally relevant instruction, support, and accommodations/modifications, Holladay will connect with district groups including African American Student Services, Mexican American Student Services, Native American Student Services, Exceptional Education Department, and Language Acquisition Department.</p> <p><i>*Diverse student body strategy</i> <i>*Teacher-student relationships strategy</i></p> <p><i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Principal Leadership Team</p>	<p>August 2023 – May 2024</p>	<p>Synergy Demographic Data; TUSD Web Data for Enrollment</p>	<p>Magnet Programs quarterly progress monitoring; Formal/informal monthly principal and magnet coordinator check-ins</p>	<p>School’s mobility rate, School’s attendance rate</p>

<p>3. Holladay’s Leadership Team will survey students, staff, and community needs and wants for the magnet program and school community. This survey will guide the art courses and topics, as well as artists and community partnerships for the school year.</p> <p><i>*School choice programs strategy</i> <i>*Creativity programs strategy</i></p> <p><i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Principal Magnet Coordinator</p>	<p>Spring 2023 Implementation starts August 2024</p>	<p>Web-based survey platform to capture responses</p>	<p>District’s School Quality Survey, Magnet program survey responses</p>	<p>Implementation and oversight of needs and wants for the magnet program</p>
<p>4. Provide relevant art topics, courses, and Artist-In-Residence program that engage students from contracted vendors. K-2 students will take a weekly Visual Arts course and a weekly Performing Arts course. Magnet Wednesday courses will include art courses based on student interests and survey responses. Courses can include Digital Arts and Coding, Photography, Pop Culture Art, Creative Theater, Hip-Hop and Street Dance, Band, Orchestra, Stories that Soar, etc.</p> <p><i>*School choice programs strategy</i> <i>*Creativity programs strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Principal Magnet Coordinator</p>	<p>August 2023 – May 2024</p>	<p>Artist in Residence funding in School Magnet Plan Budget</p>	<p>Student surveys and feedback</p>	<p>School’s mobility rate, School’s attendance rate</p>

<p>5. Provide relevant art topics and courses for the Creative Arts After-School Program using contracted vendors. Courses can include Digital Arts and Coding, Art Through Time, Hip-Hop and Street Dance, Acrylic Art, Piano Keyboarding, Guitar, Stories that Soar, and Visual Arts.</p> <p><i>*School choice programs strategy</i> <i>*Creativity programs strategy</i> <i>*After-school programs strategy</i></p> <p><i>*MSA Standard 2: Diversity and Equity from Pillar 1: Diversity</i></p>	<p>Principal Magnet Coordinator</p>	<p>August 2023 – May 2024</p>	<p>Artist in Residence funding in School Magnet Plan Budget; Staff funding in School Magnet Plan Budget for teachers that will teach in the after-school program</p>	<p>Student surveys and feedback</p>	<p>School’s mobility rate, School’s attendance rate</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------	-----------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	---------------------------------------------------------------------

School Choice – Magnet Programs
Magnet Schools of America (n.d.). *What are Magnet Schools*. <https://magnet.edu/about/what-are-magnet-schools#1499667889100-039b81ce-813c>

Art Integration Framework
Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center’s comprehensive definition*. <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction
Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives*. Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Strategies
Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement*. Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Magnet Pillars and Standards
Magnet Schools of America. <https://magnet.edu/about/what-are-magnet-schools#1499667975017-442c6dff-d0a4>

IV. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 5 and 6)

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to ensure overall academic proficiency more effectively. This includes the following:

Proficiency / Students Achieving Grade Level Content Mastery:

Most Current Data for 2022 – 2023 AASA State Assessment Data:

ELA

3rd Grade achievement in ELA – 20.8%

- 3rd grade students for this year increased grade level proficiency compared to the previous school year.

4th Grade achievement in ELA – 12.8%

- 4th grade students for this year decreased grade level proficiency compared to the previous school year.

5th Grade achievement in ELA – 17.9%

- 5th grade students for this year increased grade level proficiency compared to the previous school year.

MATHEMATICS

3rd Grade achievement in Mathematics – 15.4%

- 3rd grade students for this year increased grade level proficiency compared to the previous school year.

4th Grade achievement in Mathematics – 10.0%

- 4th grade students for this year decreased grade level proficiency compared to the previous school year.

5th Grade achievement in Mathematics – 14.3%

- 5th grade students for this year increased grade level proficiency compared to the previous school year.

Previous Data for 2021 – 2022 AASA State Assessment Data:

3rd Grade achievement in ELA – 17.6%

4th Grade achievement in ELA – 18.5%

5th Grade achievement in ELA – 12.1%

3rd Grade achievement in Mathematics – 2.9%

4th Grade achievement in Mathematics – 11.1%

5th Grade achievement in Mathematics – 12.1%

Root Cause Analysis

Top Three Causes of these Gaps	Surface Causes	Deep Causes
<p>1. ELA instructional effectiveness at the 4th grade level</p>	<p>Surface gaps are related to: Grade level curriculum and instruction alignment for ELA content at 4th grade.</p>	<p>Deep or root causes are related to: Intentional lesson planning lacks rigor and misconceptions for grade level content lacks in classroom instruction. Pacing is off or rushed. Teachers need scaffolding techniques to bridge prior knowledge with grade level content.</p>
<p>2. Math instructional effectiveness at the 3rd grade level</p>	<p>Surface gaps are related to: Grade level curriculum and instruction alignment for Math content at 3rd grade.</p>	<p>Deep or root causes are related to: Intentional lesson planning lacks rigor and misconceptions for grade level content lacks in classroom instruction. Pacing is off or rushed. Teachers need scaffolding techniques to bridge prior knowledge with grade level content.</p>
<p>3. Effectiveness of tiered structures to support academic performance</p>	<p>Surface gaps are related to: Grade level curriculum and instruction alignment for Math and ELA content.</p>	<p>Deep or root causes are related to: Tiered systems need scaffolding techniques to bridge prior knowledge with grade level content.</p>

B. SMART Goals for Overall Student Achievement*

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<p>ELA Goal:</p> <p>1. By June 2024, 4th grade student achievement will increase 3% in ELA, moving from 12.8% (2022 – 2023) to 15.8%, as measured by AASA results.</p> <p>2. By June 2024, 5th grade student achievement will increase 3% in ELA, moving from 17.9% (2022 – 2023) to 20.9%, as measured by AASA results.</p> <p><i>*Note that a closure of three percentage points is in alignment with standard performance improvement.</i></p> <p><i>*Goal commitment strategy</i></p> <p><i>* MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i></p> <p><i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p> <p><i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i></p> <p><i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p> <p><i>*MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement</i></p> <p><i>*MSA Standard 10: Family Engagement and Communication from Pillar 5: Family and Community Engagement</i></p>	<ul style="list-style-type: none"> • ELA and Math AASA State Assessment data for 2022-23 school year • ELA and Math AASA State Assessment data for 2023-24 school year • Magnet Programs quarterly progress monitoring <p><i>* 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.</i></p>

Math Goals:

1. By June 2024, 4th grade student achievement will increase 3% in ELA, moving from 10.0% (2022 – 2023) to 13.0%, as measured by AASA results.

2. By June 2024, 5th grade student achievement will increase 3% in Math, moving from 14.3% (2022 – 2023) to 17.3%, as measured by AASA results.

**Note that a closure of three percentage points is in alignment with standard performance improvement.*

**Goal commitment strategy*

**MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development*

**MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development*

**MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence*

**MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence*

**MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership*

**MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement*

**MSA Standard 10: Family Engagement and Communication from Pillar 5: Family and Community Engagement*

C. Goal Attainment

1. Strategies to Achieve SMART Goals.

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
<p>1. Maximizing Magnet Theme Integration and Student Academic Success by Recruiting and Retaining Effective School Staff.</p> <p><i>*Diverse student body strategy</i> <i>*School choice programs strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Supports: Supports Magnet Schools of America Pillar 4: Leadership, specifically Standard 7: Leadership and Educator Development. Teachers familiar with Holladay’s art integration with the 3 universal art strategies including Red-Draw-Write-Showcase (RDWS), Reading Art, and Dramatic Theatre. Teachers are also with assessment and data cycles to drive instruction and interventions.</p> <p>Constraints: New teachers require onboarding coaching and professional learning opportunities to learn about the school’s magnet theme integration, using the district’s adopted curricula, and building familiarity with students and families.</p>
<p>2. Providing Professional Learning Opportunities for Holladay’s Universal Art Strategies to Support Magnet Theme Integration and Student Academic Success.</p> <p><i>*Diverse student body strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>* MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i> <i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Supports: Magnet Schools of America Pillar 2: Innovative Curriculum and Professional Development, specifically Standard 3: Theme and Curriculum Fidelity. Magnet Schools of America Pillar 2: Innovative Curriculum and Professional Development, specifically Standard 4: Professional Development.</p> <p>Constraints: New teachers require onboarding coaching and professional learning opportunities to learn about the school’s magnet theme integration, using the district’s adopted curricula, and building familiarity with students and families.</p>

<p>3. Providing Professional Learning Opportunities for Curriculum, Instruction, and Interventions to Support Magnet Theme Integration and Student Academic Success.</p> <p><i>*Diverse student body strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 4: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i> <i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i> <i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p>	<p>Supports: Magnet Schools of America Pillar 2: Innovative Curriculum and Professional Development, specifically Standard 4: Professional Development. Magnet Schools of America Pillar 3: Academic Excellence, specifically Standard 5: Instructional Fidelity. Magnet Schools of America Pillar 3: Academic Excellence, specifically Standard 6: Student Achievement.</p> <p>Constraints: Professional Development (PD) meets once a week, 1.5 hours to meet is not long enough, and rotating topics are challenging to schedule</p>
<p>4. Utilize Family and Community Partnerships to Support Magnet Theme Integration and Student Academic Success.</p> <p><i>*Positive family/home dynamic strategy</i> <i>*Creativity programs strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement</i> <i>*MSA Standard 10: Family Engagement and Communication from Pillar 5: Family and Community Engagement</i></p>	<p>Supports: Magnet Schools of America Pillar 5: Family and Community Engagement, specifically Standard 9: Community Engagement and Partnerships. Magnet Schools of America Pillar 5: Family and Community Engagement, specifically Standard 10: Family Engagement and Communication.</p> <p>Constraints: Maintaining partnerships that support the magnet theme and student achievement and leveraging that with student data to show the positive impacts of the school.</p>

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1: Maximizing Magnet Theme Integration and Student Academic Success by Recruiting and Retaining Effective School Staff.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. Holladay commits to recruiting and retaining quality staff that advance the school’s magnet theme, provide high quality instruction and interventions, and support the social and emotional growth of all students. In our commitments, Holladay aims to have 2.0 FTE teachers at each grade level from kindergarten through the fifth grade. If Maintenance and Operation (M&O) grade level population requirements are not met to pay 2.0 FTE teachers, Holladay will leverage its Title 1 funds or deseg funds to cover the cost of the additional teacher at grade levels that M&O will provide only 1.0 FTE teacher.</p> <p><i>*Response to Intervention Strategy</i> <i>*Scaffolding Strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i> <i>*Small group learning strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider	40 th day reports and grade level totals of the 2023 – 2024 academic school year	Deseg funds; Title 1 funds; M&O funds	40 th day reports and grade level totals of the 2023 – 2024 academic school year	Class rosters show 20 students or less per one teacher

<p>2. Holladay commits to supporting new teachers, existing teachers, as well as the academic and social and emotional well-being of students by having school personnel for day-to-day operations, as well as push-in and pull-out services. Holladay uses its M&O, Title 1, Title 2, and deseg funds to sustain various classified and certified positions including School Monitors; Instructional Teaching Assistants; Curriculum Service Provider (CSP); Instructional Data and Intervention Coordinator (IDIC); Reading Interventionists; Response-To-Intervention (RTI) Math Specialist; and School Counselor.</p> <p><i>*Response to Intervention Strategy</i> <i>*Scaffolding Strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Response-To-Intervention Math Specialist; Reading Interventionists</p>	<p>Push-in and pull-out services begin immediately after beginning of the year benchmark assessments and formative assessment data is collected</p>	<p>Deseg funded positions; Title 1 funded positions; M&O funded positions</p>	<p>Routinely monitored using assessments and data tracking of targeted students and sub-groups</p>	<p>District's quarterly benchmark assessments for ELA and Math; District DIBELS data</p>
<p>3. The principal and leadership team will participate in district hiring events to recruit candidates that embrace Holladay's magnet program, core values, mission, and vision of the school; celebrates diversity; exemplifies equitable practices; and have high expectations for all learners.</p> <p><i>*Diverse student body strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>Contract renewals and intent to leave begin in Spring 2024</p>	<p>TUSD job listings; TUSD job descriptions</p>	<p>Interview schedules; Interview questions</p>	<p>Hired employees with no vacant positions</p>

<p>4. The principal and leadership team will interview candidates using questions related to the magnet theme, academic expectations, and overall social and emotional learning for the well-being of all students. These targeted questions will narrow down the right fit candidates for the school.</p> <p><i>*Diverse student body strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>Scheduled interviews as needed until all vacant positions are filled 2023 – 2024</p>	<p>TUSD job listings; TUSD job descriptions</p>	<p>Interview schedules; Interview questions</p>	<p>Hired employees with no vacant positions</p>
<p>5. The principal and leadership team will work to provide professional learning opportunities to new and returning staff to enhance or refresh topics on the magnet theme, celebrating diversity, equitable practices, using assessments and data to drive instructional decisions, and using tiered systems for interventions, re-teachings, and scaffolding.</p> <p><i>*Diverse student body strategy</i> <i>*Teacher expectations strategy</i> <i>*Small group learning strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i> <i>* MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i> <i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>Scheduled support for new teachers and refresher professional developments scheduled once a quarter for 2023 – 2024</p>	<p>Professional development funds</p>	<p>Danielson Domain 3 protocol; art integration protocol</p>	<p>Student achievement; Student surveys</p>

<p>6. Observation and reflection cycles for classroom instruction using targeted protocols including Danielson Domain 3 for classroom instruction; professional learning specific protocol; and arts integration protocol. The principal and leadership team will observe classroom instruction, provide same day verbal coaching dialogue, and 24-hour written/emailed feedback. Follow ups opportunities include coaching or job-embedded professional learning opportunities. School-wide trends will be supported during whole school professional development held on Wednesdays.</p> <p><i>*Evaluation and reflection strategy</i> <i>*Feedback strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>August 2023 – 2024</p> <p>Biweekly for Tier 1 teachers and weekly for Tier 2/3 or new teachers</p>	<p>Danielson Domain 3 protocol; art integration protocol</p>	<p>Danielson Domain 3 protocol; art integration protocol</p>	<p>Student achievement; Student surveys</p>
<p>7. The principal and leadership team will develop ways to recognize teacher and class success. Shoutouts or recognition at the school’s Monday Morning Meeting, Wednesday Professional Development, and/or social media postings are some ways staff will be recognized.</p> <p><i>*Prior achievement strategy</i> <i>*Relating creativity to achievement strategy</i> <i>*Goal commitment strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>Monthly posts and mentions in the school newsletter</p>	<p>Access to social media accounts for Facebook and Instagram</p>	<p>Social media analytics</p>	<p>Social media engagement</p>

Art Integration Framework

Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center's comprehensive definition.* <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction

Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.* Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Teacher Retention

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, *Journal of Educational Leadership and Policy Studies*, 4(1). <https://files.eric.ed.gov/fulltext/EJ1282763.pdf>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.* Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Magnet Pillars and Standards

Magnet Schools of America. <https://magnet.edu/about/what-are-magnet-schools#1499667975017-442c6dff-d0a4>

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

Strategy 2: Providing Professional Learning Opportunities for Holladay’s Universal Art Strategies to Support Magnet Theme Integration and Student Academic Success.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The principal and leadership team will develop a Professional Learning Opportunity Survey to learn about topics and learning styles participants navigate towards for professional development and job embedded trainings. Based on the feedback, the principal and leadership team will create a professional development (PD) calendar for weekly Wednesday PD and schedule job-embedded professional learning opportunities during Professional Learning Communities (PLCs).</p> <p><i>*Professional development programs strategy</i> <i>*Matching style of learning strategy</i> <i>*Mastery learning strategy</i></p> <p><i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>August 2023 – May 2024</p>	<p>Web-based survey platform to capture responses</p>	<p>Formal and Informal walkthrough data</p>	<p>PD Calendar; PD sign-in sheets; PD exit tickets</p>

<p>2. Whole staff professional development on culturally responsive arts integration using Holladay’s 3 universal art strategies of Read-Draw-Write-Showcase (RDWS), Reading Art, and Dramatic Theatre.</p> <p><i>*Professional development programs strategy</i> <i>*Mastery learning strategy</i> <i>*Creativity programs strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>* MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i> <i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>Aug. 2023 – May 2024</p> <p>At least 2 PD per quarter</p>	<p>Professional development funds art consultants</p>	<p>Formal and Informal walkthrough data</p>	<p>Instructional observation logs; formative assessment</p>
<p>3. Contracted vendors will do the following including but are not limited to supporting the magnet program; provide quality Tier 1, 2, and 3 instruction and interventions; provide staff professional development (PD) for staff; provide job-embedded trainings for staff; and/or provide direct student programs during the school day or before/after school programs.</p> <p><i>*Professional development programs strategy</i> <i>*Creativity programs strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>* MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i> <i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>Aug. 2023 – May 2024</p> <p>At least 2 PD per quarter</p>	<p>Professional development funds art consultants</p>	<p>Formal and Informal walkthrough data</p>	<p>Instructional observation logs; formative assessment</p>

<p>4. Grade level teachers will meet weekly with a supporting staff member for their Professional Learning Communities (PLCs). PLCs will include intentionally lesson planning by creating a crosswalk of state standards and national art standards to ensure culturally responsive arts integration fidelity. Teachers will arrive to PLCs with completed Analysis of Student Work (ASW) data to disaggregate for instructional decision making. Select PLCs will include job-embedded coaching or professional learning opportunities.</p> <p><i>*Integrated curricula programs strategy</i></p> <p><i>* MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>Weekly from August 2023 – May 2024</p>	<p>PLC agendas; Lesson plans; Instructional protocol for art integration</p>	<p>Formative assessments and benchmark assessments related to ELA and SLA</p>	<p>Teacher-provided ongoing formative data</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	------------------------------------------------

<p>5. Observation and reflection cycles for classroom instruction using targeted protocols including Danielson Domain 3 for classroom instruction; professional learning specific protocol; and arts integration protocol. The principal and leadership team will observe classroom instruction, provide same day verbal coaching dialogue, and 24-hour written/emailed feedback. Follow ups opportunities include coaching or job-embedded professional learning opportunities. School-wide trends will be supported during whole school professional development held on Wednesdays.</p> <p><i>*Evaluation and reflection strategy</i> <i>*Feedback strategy</i> <i>*Creativity programs strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>August 2023 – May 2024</p> <p>Biweekly for Tier 1 teachers and weekly for Tier 2/3 or new teachers</p>	<p>Teaching Assistants; Danielson Domain 3 protocol</p>	<p>Formal and Informal walkthrough data</p>	<p>Exit tickets; Formative assessments; benchmark assessments; end of year evaluations</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------------	----------------------------------------------------------------------------------------------------

Art Integration Framework

Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center's comprehensive definition.* <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction

Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.* Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Teacher Recruitment and Retention

Shuls, V. James, Flores, M. Joshua (2020). *Improving Teacher Retention through Support and Development,* Journal of Educational Leadership and Policy Studies, 4(1). <https://files.eric.ed.gov/fulltext/EJ1282763.pdf>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.* Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Magnet Pillars and Standards

Magnet Schools of America. <https://magnet.edu/about/what-are-magnet-schools#1499667975017-442c6dff-d0a4>

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

Strategy 3: Providing Professional Learning Opportunities for Curriculum, Instruction, and Interventions to Support Magnet Theme Integration and Student Academic Success.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The principal and leadership team will develop a Professional Learning Opportunity Survey to learn about topics and learning styles participants navigate towards for professional development and job embedded trainings. Based on the feedback, the principal and leadership team will create a professional development (PD) calendar for weekly Wednesday PD and schedule job-embedded professional learning opportunities during Professional Learning Communities (PLCs).</p> <p><i>*Professional development programs strategy</i> <i>*Matching style of learning strategy</i> <i>*Mastery learning strategy</i></p> <p><i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>August 2023</p>	<p>Web-based survey platform to capture responses</p>	<p>Formal and Informal walkthrough data</p>	<p>PD Calendar; PD sign-in sheets; PD exit tickets</p>

<p>2. Whole staff professional development on reviewing, navigating, and using the district’s adopted curricula including Tucson Unified’s Multicultural Curriculum Map; Benchmark Advance from Benchmark Education; Eureka Math Squared from Great Minds; SPARKS; as well as site based adopted curricula including Foundations and Just Words from the Wilson Learning Company Corporation to plan instruction aligned to state standards.</p> <p><i>*Technology in reading/literacy strategy</i> <i>*Technology in mathematics strategy</i> <i>*Technology with elementary students’ strategy</i></p> <p><i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator; Teacher Technology Liaison</p>	<p>Aug. 2023 – May 2024</p> <p>At least 1 PD per quarter</p>	<p>Technology</p>	<p>Formal and Informal walkthrough data</p>	<p>PD Calendar; PD sign-in sheets; PD exit tickets</p>
<p>3. Whole staff professional development on technology using Chromebooks; Promethean Smart Boards; Office 365; Clever; online district adopted curricula using Benchmark Advance from Benchmark Education and Eureka Math Squared from Great Minds; IXL; as well as other as other web-based programs.</p> <p><i>*Technology in reading/literacy strategy</i> <i>*Technology in mathematics strategy</i> <i>*Technology with elementary students’ strategy</i></p> <p><i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator; Teacher Technology Liaison</p>	<p>Aug. 2023 – May 2024</p> <p>At least 1 PD per quarter</p>	<p>Technology</p>	<p>Formal and Informal walkthrough data</p>	<p>PD Calendar; PD sign-in sheets; PD exit tickets</p>

<p>4. Whole staff professional development on overview of engaging and using accommodation/modification to meet the needs of diverse learners including ethnic and racial groups; English Language Learners (ELL); Exceptional Education students; refugees; McKinney Vento students; etc.</p> <p><i>*Technology with learning needs students' strategy</i></p> <p><i>*MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator; Exceptional Education Teacher</p>	<p>Aug. 2023 – May 2024</p> <p>At least 1 PD per quarter</p>	<p>Cultural Departments; Exceptional Education Department</p>	<p>Formal and Informal walkthrough data</p>	<p>PD Calendar; PD sign-in sheets; PD exit tickets</p>
<p>5. Whole staff professional development on understanding the assessment system and how to use data to make instructional decisions for all students. Overview and schedule expectations for biweekly Math and ELA formative assessments; using daily exit tickets; disaggregating student data; using data to drive instruction and interventions; and bringing completed Analysis of Student Work (ASW) data to weekly Professional Learning Communities (PLCs).</p> <p><i>*Response to intervention strategy</i></p> <p><i>*MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>Aug. 2023 – May 2024</p> <p>At least 1 PD per quarter</p>	<p>Professional development funds</p>	<p>Formal and Informal walkthrough data</p>	<p>Exit tickets; Formative assessments; benchmark assessments; end of year evaluations</p>

<p>6. The full-time school counselor will provide professional learning opportunities during whole staff Wednesday professional development (PD), Professional Learning Communities (PLCs), and push-in and pull-out services on Social and Emotional Learning (SEL) topics/strategies for students and staff to promote a learning space where students can take intellectual risks.</p> <p><i>*Social skills program strategy</i></p> <p><i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator; School Counselor</p>	<p>Aug. 2022- May 2023</p> <p>At least 1 PD per quarter</p>	<p>Funding for school counselor</p>	<p>Discipline data and intervention logs</p>	<p>Instructional observation logs (classroom management)</p>
<p>7. Contracted vendors will do the following including but are not limited to supporting the magnet program; provide quality Tier 1, 2, and 3 instruction and interventions; provide staff professional development (PD) for staff; provide job-embedded trainings for staff; and/or provide direct student programs during the school day or before/after school programs.</p> <p><i>*Professional development programs strategy</i></p> <p><i>*Matching style of learning strategy</i></p> <p><i>*Creativity programs strategy</i></p> <p><i>*Integrated curricula programs strategy</i></p> <p><i>* MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i></p> <p><i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Magnet Coordinator</p>	<p>Aug. 2023 – May 2024</p> <p>At least 2 PD per quarter</p>	<p>Professional development funds art consultants</p>	<p>Formal and Informal walkthrough data</p>	<p>Instructional observation logs; formative assessment</p>

<p>8. Grade level teachers will meet weekly with a supporting staff member for their Professional Learning Communities (PLCs). PLCs will include intentionally lesson planning by creating a crosswalk of state standards and national art standards to ensure culturally responsive arts integration fidelity. Teachers will arrive to PLCs with completed Analysis of Student Work (ASW) data to disaggregate for instructional decision making. Select PLCs will include job-embedded coaching or professional learning opportunities.</p> <p><i>*Creativity programs strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>Weekly from August 2023 – May 2024</p>	<p>PLC agendas; Lesson plans; Instructional protocol for art integration</p>	<p>Formative assessments and benchmark assessments related to ELA and SLA</p>	<p>Teacher-provided ongoing formative data</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	------------------------------------------------

<p>9. Observation and reflection cycles for classroom instruction using targeted protocols including Danielson Domain 3 for classroom instruction; professional learning specific protocol; and arts integration protocol. The principal and leadership team will observe classroom instruction, provide same day verbal coaching dialogue, and 24-hour written/emailed feedback. Follow ups opportunities include coaching or job-embedded professional learning opportunities. School-wide trends will be supported during whole school professional development held on Wednesdays.</p> <p><i>*Evaluation and reflection strategy</i> <i>*Feedback strategy</i> <i>*Creativity programs strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>Aug. 2022- May 2023</p> <p>Biweekly for Tier 1 teachers and weekly for Tier 2/3 or new teachers</p>	<p>Teaching Assistants Instructional protocol adoption</p>	<p>Observation data</p>	<p>Formative assessments; benchmark assessments; end of year evaluations</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	-------------------------	----------------------------------------------------------------------------------

Art Integration Framework

Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center's comprehensive definition.* <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction

Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.* Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Response-To-Intervention / Multi-Tiered Systems of Support

Fletcher JM, Vaughn S. (2011). *Response to Intervention: Preventing and Remediating Academic Difficulties.* Child Dev Perspect. 2009 Apr;3(1):30-37. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3137487/>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.* Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Magnet Pillars and Standards

Magnet Schools of America. <https://magnet.edu/about/what-are-magnet-schools#1499667975017-442c6dff-d0a4>

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 4.

Strategy 4: Utilize Family and Community Partnerships to Support Magnet Theme Integration and Student Academic Success.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The district will host a Magnet Programs Symposium for local businesses and community members to visit Tucson Unified’s magnet schools. Holladay aims for local business and community members to support the school’s magnet program and student academic success.</p> <p><i>*Creativity program strategy</i></p> <p><i>*MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement</i></p>	<p>Principal; Magnet Coordinator</p>	<p>TBD</p>		<p>Symposium exit ticket information</p>	<p>Community partnerships</p>
<p>2. Holladay will implement its Artist-In-Residence (AIR) program that welcomes local and national artists to help support the art magnet theme, Social and Emotional Learning (SEL), celebrate diversity, and/or promote equity. The AIR program offers experiential learning with the goal to be college and career related.</p> <p><i>*Creativity program strategy</i></p> <p><i>*MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement</i></p>	<p>Principal; AIR Program Designee</p>	<p>Arts will be scheduled in August 2023 and December 2023</p>	<p>Funding artists</p>	<p>Artist In Residence calendars.</p>	<p>Artist in Residence sign in</p>

<p>3. Holladay’s Creative Arts After-School program offers visual and performing arts courses from its partnerships and contracted vendors. Students benefit from real world experiences that support college and career-related readiness.</p> <ul style="list-style-type: none"> - Holladay will partner with Tucson Youth Music will participate in Holladay’s Creative Arts After-School program with music lessons and free instrument rentals. - Holladay will partner with the University of Arizona’s Women in STEM (Science, Technology, Engineering, and Mathematics) to support the art magnet theme and student academic achievement. Students participate in experiential learning with the arts and science. Students benefit from real world experiences that support college and career-related readiness. <p><i>*Creativity program strategy</i> <i>*After-school program strategy</i></p> <p><i>*MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement</i></p>	<p>Principal; After school program designee</p>	<p>August 2023 – May 2024</p>	<p>Classrooms, Technology, Funding artists, Funding art supplies</p>	<p>Facebook and Instagram, Holladay website, open houses, etc.</p>	<p>Attendance sheets</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------	-------------------------------	----------------------------------------------------------------------	--------------------------------------------------------------------	--------------------------

<p>4. Holladay’s organizations include a Parent-Teacher Organization (PTO), Family Engagement Team, and School Site Council.</p> <ul style="list-style-type: none"> - An active Parent-Teacher Organization (PTO) will organize and track fundraising efforts, money management, and recommendations for the School Site Council. - An active Family Engagement Team, led by the School Community Liaison and supported by the Magnet Coordinator, will engage families with school events on campus or in the Tucson community. The team will meet quarterly. - The School Site Council will consist at minimum of the principal, one site council facilitator, one certified staff member, one classified staff member, and a parent/guardian from the school. The site council will vote on school changes, funding allocations (i.e., Tax Credits), and additional tasks. The council will meet quarterly or sooner based on voting needs. <p><i>*Positive family/home dynamic strategy</i></p> <p><i>*MSA Standard 10: Family Engagement and Communication from Pillar 5: Family and Community Engagement</i></p>	<p>Magnet Coordinator; School Community Liaison; Principal</p>	<p>August 2023 – May 2024</p> <p>Quarterly meetings for Family Engagement Team</p>	<p>Family event funds from tax credits or school’s Parent-Teacher Organization (PTO)</p>	<p>Sign-in logs; Meeting agendas; Meeting Minutes; Website access to post meeting minutes</p>	<p>Engaged community; Family surveys; District Family surveys</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------	------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------

School, Family, and Community

Adelman, H. & Taylor, L. (2007). *Fostering School, Family, and Community Involvement*. The Hamilton Fish Institute on School and Community Violence & Northwest Regional Educational Laboratory. Available

at: <http://smhp.psych.ucla.edu/publications/44%20guide%207%20fostering%20school%20family%20and%20community%20involvement.pdf>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement*. Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Magnet Pillars and Standards

Magnet Schools of America. <https://magnet.edu/about/what-are-magnet-schools#1499667975017-442c6dff-d0a4>

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 Hispanic Students (see data Pages 6).

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/Anglo Students, as well as Hispanic and White/Anglo Students. This data summary includes:

Gaps analyzed from AASA state assessment data from 2021-22:

ELA Results

- At 3rd grade, African American and Hispanic students outperformed White students at 40.0% and 13.3% proficiency compared to 0.0% proficiency.
- At 4th grade, African American and Hispanic students outperformed White students at 16.7% and 11.1% proficiency compared to 0.0% proficiency.
- At 5th grade, Hispanic students outperformed African American students at 31.3% and 0.0% proficiency. No data available for White students.

Math Results

- At 3rd grade, Hispanic students outperformed African American and White students at 11.8% proficiency compared to 0% and 0% proficiency.
- At 4th grade, Hispanic students outperformed African American and White students at 11.1% proficiency compared to 0% and 0% proficiency.
- At 5th grade, Hispanic students outperformed African American students at 18.8% proficiency compared to 11.1% proficiency. NO data available for White students.

The data indicates good classroom instruction for Hispanic students in 3rd, 4th, and 5th grade math. African American and Hispanic students also received good classroom instruction for 3rd and 4th grade ELA. Hispanic students also received good classroom instruction for 5th grade ELA.

Root Cause Analysis

Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
Need for instructional effectiveness that supports assessments.	Surface gaps are related to: Teachers do not effectively use assessments including exit tickets, formative assessments, benchmark assessments, etc.	Deep or root causes are related to: Lack of disaggregating student data and intentionally grouping interventions from assessment data.
Need for instructional effectiveness using student data to drive instruction and interventions.	Surface gaps are related to: Teachers lack using assessments to track student data and progress monitor.	Deep or root causes are related to: Data and assessments are useless without the intentional planning, goals, action steps, and targeting student or sub-groups to drive instruction, interventions, and re-teachings.

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. ELA Goals By June 2024, the ELA achievement gap between Hispanic students and White students will be closed by three percentage points at each grade level in 3rd, 4th, and 5th grade, as measured by the Arizona Academic Standards Assessment.</p> <p>By June 2024, the ELA achievement gap between African American and White students will be closed by three percentage points at each grade level in 3rd, 4th, and 5th grade, as measured by the Arizona Academic Standards Assessment.</p> <p><i>*Goal commitment strategy</i></p> <p><i>* MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i></p> <p><i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p> <p><i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i></p> <p><i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p> <p><i>*MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement</i></p>	<ul style="list-style-type: none"> • AASA State Assessment scores for 2022-2023 school year • Magnet Programs quarterly progress monitoring <p><i>* 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.</i></p>

2. Math Goals

By June 2024, the Mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in 3rd, 4th, and 5th grade, as measured by the Arizona Academic Standards Assessment.

By June 2024, the Mathematics achievement gap between African American and White students will be closed by three percentage points at each grade level in 3rd, 4th, and 5th grade, as measured by the Arizona Academic Standards Assessment.

**Note that a closure of three percentage points is in alignment with standard performance improvement.*

**Goal commitment strategy*

**MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development*

**MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development*

**MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence*

**MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence*

**MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership*

**MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement*

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve, Monitor and Assess Improvement for African American and Hispanic Students MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
<p>1. Provide teachers with resources and professional learning opportunities to increase culturally relevant instructional practices specific to African American and Hispanic.</p> <p><i>*Goal commitment strategy</i></p> <p><i>* MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i></p> <p><i>* MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p> <p><i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i></p> <p><i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p> <p><i>*MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement</i></p>	<p>Supports: Principal has strong instructional knowledge and coaching abilities/training.</p> <p>Constraints: New staff require coaching and professional learning opportunities to catch up on arts magnet theme and Holladay’s triangulated approach to student achievement</p>

2. Provide teachers with resources, school personnel, and professional learning opportunities to utilize Tier 2 and Tier 3 interventions with assessments and data to make instructional decisions specific to African American and Hispanic students.

**Goal commitment strategy*

** MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development*

** MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development*

**MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence*

**MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence*

**MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership*

**MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement*

Supports: Existing academic interventions in place using digital tools such as IXL as well as school day teacher to student interventions.

Constraints: Ensuring effective assessment models with follow data disaggregating.

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement Strategies for Subgroup Improvement SMART Goal for African American and Hispanic Students: Strategy 1.

Subgroup Strategy 1: Provide teachers with resources and professional learning opportunities to increase culturally relevant instructional practices specific to African American and Hispanic students.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. Whole staff professional development on overview of engaging and using accommodation/modification to meet the needs of diverse learners including ethnic and racial groups (i.e., African American and Hispanic sub-groups; English Language Learners (ELL); Exceptional Education students; refugees; McKinney Vento students; etc.</p> <p><i>*Diverse student body strategy</i></p> <p><i>*MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p> <p><i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i></p> <p><i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator; Exceptional Education Teacher</p>	<p>Aug. 2023 – May 2024</p> <p>At least 1 PD per quarter</p>	<p>Cultural Departments; Exceptional Education Department</p>	<p>Formal and Informal walkthrough data</p>	<p>PD Calendar; PD sign-in sheets; PD exit tickets</p>

<p>2. To provide culturally relevant instruction, support, and accommodations/modifications (with an emphasis on African American and Hispanic students), Holladay will connect with district groups including African American Student Services (AASA), Mexican American Student Services (MASA), Native American Student Services (NASS), Exceptional Education Department, and Language Acquisition Department.</p> <p>AASA, MASA, and NASS all offer student and family support including after-school or weekend tutoring for their target sub-groups.</p> <p><i>*Diverse student body strategy</i></p> <p><i>*MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i></p> <p><i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p> <p><i>*MSA Standard 9: Community Engagement and Partnerships from Pillar 5: Family and Community Engagement</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>August 2023 – May 2024</p> <p>At least 1 PD per quarter</p>	<p>Cultural Departments; Exceptional Education Department</p>	<p>Formal and Informal walkthrough data</p>	<p>PD Calendar; PD sign-in sheets; PD exit tickets</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	-------------------------------------------------------------------	---------------------------------------------	------------------------------------------------------------

<p>3. Holladay grade level teachers will meet weekly with a supporting staff member for their Professional Learning Communities (PLCs). PLCs will include intentionally lesson planning (with an emphasis on African American and Hispanic students) by creating a crosswalk of state standards and national art standards to ensure culturally responsive arts integration fidelity. All teachers will arrive with completed Analysis of Student Work (ASW) data to disaggregate for instructional decision making. Select PLCs will include job-embedded coaching or professional learning opportunities.</p> <p><i>*Creativity programs strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>Weekly from August 2023 – May 2024</p>	<p>PLC agendas; Lesson plans; Instructional protocol for art integration</p>	<p>Formative assessments and benchmark assessments related to ELA and SLA</p>	<p>Teacher-provided ongoing formative data</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-------------------------------------------	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	------------------------------------------------

<p>4. Observation and reflection cycles for classroom instruction (with an emphasis on African American and Hispanic students) using targeted protocols including Danielson Domain 3 for classroom instruction; professional learning specific protocol; and arts integration protocol. The principal and leadership team will observe classroom instruction, provide same day verbal coaching dialogue, and 24-hour written/emailed feedback. Follow ups opportunities include coaching or job-embedded professional learning opportunities. School-wide trends will be supported during whole school professional development held on Wednesdays.</p> <p><i>*Evaluation and reflection strategy</i> <i>*Feedback strategy</i> <i>*Creativity programs strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i> <i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i> <i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>August 2023 – May 2024</p> <p>Biweekly for Tier 1 teachers and weekly for Tier 2/3 or new teachers</p>	<p>Schedule for observations</p>	<p>Formal and Informal walkthrough data</p>	<p>Instructional observation logs</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	----------------------------------	---------------------------------------------	---------------------------------------

Art Integration Framework

Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center's comprehensive definition.* <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction

Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.* Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Teacher Recruitment and Retention

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, *Journal of Educational Leadership and Policy Studies*, 4(1). <https://files.eric.ed.gov/fulltext/EJ1282763.pdf>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.* Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Magnet Pillars and Standards

Magnet Schools of America. <https://magnet.edu/about/what-are-magnet-schools#1499667975017-442c6dff-d0a4>

Action Steps to Implement, Monitor and Assess Improvement Strategies for Subgroup Improvement SMART Goal for African American and Hispanic Students: Strategy 2.

Subgroup Strategy 2: Provide teachers with resources, school personnel, and professional learning opportunities to utilize Tier 2 and Tier 3 interventions with assessments and data to make instructional decisions specific to African American and Hispanic students.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. Holladay commits to recruiting and retaining quality staff that advance the school’s magnet theme, provide high quality instruction and interventions, and support the social and emotional growth of all students, with an emphasis on African American and Hispanic students. In our commitments, Holladay aims to have 2.0 FTE teachers at each grade level from kindergarten through the fifth grade. If Maintenance and Operation (M&O) grade level population requirements are not met to pay 2.0 FTE teachers, Holladay will leverage its Title 1 funds or deseg funds to cover the cost of the additional teacher at grade levels that M&O will provide only 1.0 FTE teacher.</p> <p><i>*Response to Intervention Strategy</i> <i>*Scaffolding Strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider</p>	<p>40th day reports and grade level totals of the 2023 – 2024 academic school year</p>	<p>Deseg funds; Title 1 funds; M&O funds</p>	<p>40th day reports and grade level totals of the 2023 – 2024 academic school year</p>	<p>Class rosters show 20 students or less per one teacher</p>

<p>2. Holladay commits to supporting new teachers, existing teachers, as well as the academic and social and emotional well-being of students, with an emphasis on African American and Hispanic students. This includes having school personnel for day-to-day operations, as well as push-in and pull-out services. Holladay uses its M&O, Title 1, Title 2, and deseg funds to sustain various classified and certified positions including School Monitors; Instructional Teaching Assistants; Curriculum Service Provider (CSP); Instructional Data and Intervention Coordinator (IDIC); Reading Interventionists; Response-To-Intervention (RTI) Math Specialist; and School Counselor.</p> <p><i>*Response to Intervention Strategy</i> <i>*Scaffolding Strategy</i> <i>*Teacher expectations strategy</i> <i>*Integrated curricula programs strategy</i></p> <p><i>*MSA Standard 7: Leadership and Educator Development from Pillar 4: Leadership</i></p>	<p>Principal; Instructional Data and Intervention Coordinator; Curriculum Service Provider; Response-To-Intervention Math Specialist; Reading Interventionists</p>	<p>Push-in and pull-out services begin immediately after beginning of the year benchmark assessments and formative assessment data is collected</p>	<p>Deseg funded positions; Title 1 funded positions; M&O funded positions</p>	<p>Routinely monitored using assessments and data tracking of targeted students and sub-groups</p>	<p>District's quarterly benchmark assessments for ELA and Math; District DIBELS data</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

<p>3. All students will receive daily grade level Math and ELA Tier 1 instruction with art as the vehicle for the learning experiences. Teacher observations, assessment, and data tracking will be used to guide the Tier 1, 2, and 3 instruction and interventions with all students, with an emphasis on African American and Hispanic students.</p> <p><i>*Response to Intervention Strategy</i> <i>*Scaffolding Strategy</i></p> <p><i>*MSA Standard 3: Theme and Curriculum Fidelity from Pillar 2: Innovative Curriculum and Professional Development</i> <i>*MSA Standard 4: Professional Development from Pillar 2: Innovative Curriculum and Professional Development</i> <i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i> <i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>August 2023 – May 2024</p> <p>Throughout the year</p>	<p>Schedule for observations</p>	<p>Formal and Informal walkthrough data</p>	<p>Instructional observation logs</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	----------------------------------------------------------	----------------------------------	---------------------------------------------	---------------------------------------

<p>4. The school’s master schedule will include daily Math interventions and ELA interventions blocks. Teachers will use data from exit tickets and formative assessments for interventions and re-teaching for targeted students and sub-group, with an emphasis on African American and Hispanic students. Along with interventions and re-teachings, teachers will scaffold new/grade level material.</p> <p><i>*Response to Intervention Strategy</i> <i>*Scaffolding Strategy</i></p> <p><i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i> <i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>August 2023 – May 2024</p> <p>Throughout the year</p> <p>ELA and Math interventions are daily</p>	<p>Progress monitoring structures: coaching for teachers related to academic interventions/ financial allocation for interventionists.</p>	<p>Formative assessments; benchmark assessments; exit tickets</p>	<p>Instructional observation logs</p>
<p>5. Imagine Learning Math and Imagine Learning Reading/Language will be used as technology supplemental programs part of our Tier 2 and Tier 3 interventions for all students, with an emphasis on African American and Hispanic students. Tier 2 and 3 interventions will include weekly 90 minutes and 120 minutes of technology supplemental programs, respectively.</p> <p><i>*Response to intervention strategy</i> <i>*Scaffolding Strategy</i> <i>*Technology in small group strategy</i></p> <p><i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i> <i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>August 2023 – May 2024</p> <p>Throughout the year</p> <p>ELA and Math interventions are daily</p>	<p>Progress reports from web-based platforms</p>	<p>Formative assessments; benchmark assessments; exit tickets</p>	<p>Instructional observation logs</p>

<p>6. Tiers 2 and Tier 3 push-in services for ELA and Math will be provided from the Instructional Data and Intervention Coordinator, Reading Interventionist, Response-to-Intervention (RTI) Math Specialist, and Exceptional Education Teacher based on data and intentional groupings (i.e., African American and Hispanic student).</p> <p><i>*Response to intervention strategy</i> <i>*Scaffolding Strategy</i> <i>*Technology in small group strategy</i></p> <p><i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i> <i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>August 2023 – May 2024</p> <p>Throughout the year</p> <p>ELA and Math interventions are daily</p>	<p>Progress reports from web-based platforms</p>	<p>Formative assessments: benchmark assessments; exit tickets</p>	<p>Instructional observation logs</p>
<p>7. Tier 2 and Tier 3 pull-out services for ELA and Math will be provided from the Instructional Data and Intervention Coordinator, Reading Interventionist, Response-to-Intervention (RTI) Math Specialist, and Exceptional Education Teacher based on data and intentional groupings (i.e., African American, and Hispanic student).</p> <p><i>*Response to intervention strategy</i> <i>*Scaffolding Strategy</i> <i>*Technology in small group strategy</i></p> <p><i>*MSA Standard 5: Instructional Fidelity from Pillar 3: Academic Excellence</i> <i>*MSA Standard 6: Student Achievement from Pillar 3: Academic Excellence</i></p>	<p>Principal; Curriculum Service Provider; Instructional Data and Intervention Coordinator</p>	<p>August 2023 – May 2024</p> <p>Throughout the year</p> <p>ELA and Math interventions are daily</p>	<p>Progress reports from web-based platforms</p>	<p>Formative assessments: benchmark assessments; exit tickets</p>	<p>Instructional observation logs</p>

Art Integration Framework

Kennedy Center (2018). *What is Arts Integration? Explore the Kennedy Center's comprehensive definition.* <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>

Culturally Relevant Instruction

Byrd, C. M. (2016, July 25). *Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.* Sage Journals. <https://journals.sagepub.com/doi/10.1177/2158244016660744>

Teacher Recruitment and Retention

Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, *Journal of Educational Leadership and Policy Studies*, 4(1). <https://files.eric.ed.gov/fulltext/EJ1282763.pdf>

Response-To-Intervention / Multi-Tiered Systems of Support

Fletcher JM, Vaughn S. (2011). *Response to Intervention: Preventing and Remediating Academic Difficulties.* *Child Dev Perspect.* 2009 Apr;3(1):30-37. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3137487/>

Strategies

Hattie, J. (2018). *Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.* Visible Learning. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Magnet Pillars and Standards

Magnet Schools of America. <https://magnet.edu/about/what-are-magnet-schools#1499667975017-442c6dff-d0a4>

VI. Magnet School Budget

MAGNET SCHOOL BUDGET

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

List other school FTE (Full Time Equivalency) to support the MSP Goals for integration and student achievement. 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.):

- 3.0 FTE Magnet Teacher (910G, 202)
- 1.0 FTE Instructional Data and Intervention Coordinator (910G, 202)
- 1.5 FTE Instructional Specialist (910G, 202)
- 1.0 FTE School Community Liaison (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, other) (Title 2)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE Reading Interventionist (Title 1)

Goal Focus: Integration and / or Student Achievement

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

Personnel

Desegregation Budget SY 2023-24					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Teacher – Magnet Teacher	\$42,200.00	1.0	To maintain small classroom sizes, this Magnet Teacher position will be placed at a K-5 grade level that does not meet the M&O grade level population requirements to maintain 2 teachers at each grade level. The classroom teacher will provide quality culturally responsive art integrated Tier 1 instruction and follow the school’s tiered intervention process for Tiers 2 and 3. The teacher will collaborate with their grade level teacher to lesson plan using district/state standards and use data to drive instruction and interventions/re-teachings to narrow achievement gaps for students and subgroups (ELL, Ex. Ed., Ethnic/Racial Groups, etc.).	AA; MT	Student Achievement
Teacher – Performing Arts	\$54,893.00	1.0	Holladay will produce culturally relevant Broadway productions in grades K-2 and students that select the Magical Theatre course for Magnet Wednesday for grades 3-5. Students will participate in weekly Performing Arts course where they will learn the piano keyboard and various other instructions. The Performing Arts Teacher will also lead the Performing Arts Club during student lunch sessions. Grade level PLC sessions will meet during the contract day for 2-hour sessions when students attend weekly Visual Arts and Performing Arts courses.	AA; MT	Student Achievement
Teacher – Visual Arts	\$41,700.00	1.0	Holladay will produce culturally relevant fine arts exhibitions for the winter magnet showcase, spring magnet showcase, throughout the school year, and around the Tucson community. The Visual Arts Teacher will also lead the Visual Arts Club during student lunch sessions. Grade level PLC sessions will meet during the	AA; MT	Student Achievement

			contract day for 2-hour sessions when students attend weekly Visual Arts and Performing Arts courses.		
Instructional Data and Intervention Coordinator	\$54,020.00	1.0	The Instructional Data and Intervention Coordinator (IDIC) will lead grade level PLCs. The IDIC will mentor teachers and provide coaching sessions for best practices for all K – 5 teachers. The IDIC will provide Tier 2 and 3 interventions in Math and ELA for grades 2 –5. The IDIC will work with the principal and teachers to assess, analyze, and collect relevant student data using exit tickets and formative and summative assessments to improve instruction.	AA; PL; MT	Student Achievement
Instructional Specialists	\$33,242.00	1.5	Instructional Specialists will provide classroom management and support for the classroom teacher when the classroom teacher and certified instructional staff provide Tier 2 and 3 interventions/re-teaching.	AA	Student Achievement
School Community Liaison	\$26,181.00	1.0	The full-time School Community Liaison will be the point of contact to provide resources to address the financial, social, and emotional needs of our community. The need for a full-time School Community Liaison was stressed heavily by the Special Master and his team.	PCI	Student Achievement
Magnet Site Coordinator	\$42,400.00	1.0	Holladay will utilize a full-time Magnet Site Coordinator whose responsibilities include the marketing, recruitment, and retention of students. Other responsibilities include working with the Principal on the Magnet Programs quarterly progress monitoring reports that review student population, academic achievements, walkthrough data, student behavior, and district needs. Other duties include attending monthly Magnet Program professional development.	In; PCI; MT	Integration Student Achievement
School Counselor	\$23,950.00	0.5	Holladay uses various funding sources to ensure it has a full-time School Counselor. Half of the funding comes from Maintenance and Operation (M&O) funds and the other half is funding comes from desegregation funds. The School Counselor provides full-time support for social and emotional learning in individual and small groups. The School Counselor also provides culturally relevant support with Social and Emotional Learning (SEL) lessons in all classrooms. The School Counselor supports Holladay’s Positive Behavioral Interventions and Supports (PBIS) framework.	AA	Student Achievement

Employee Benefits	\$95,575.80	12,660 + 16,467.90 + 12,510 + 16,206 + 9,972.60 + 7854.30 + 7,185 + 12,720
Total Budget	\$414,161.80	
Total FTE	8.0	

Non-Personnel

Desegregation Budget SY 2023-24					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus:
Stipend	\$6,000.00	NA	The Instructional Data and Interventions Coordinator (IDIC) will be provided a stipend for the additional duties for providing supplemental tier 2 and 3 interventions for identified students and sub-groups, progress monitor, provide coaching, and to be available to support K-5 classroom teachers.	AA; MT	Student Achievement
Substitute Teachers	\$3,000.00	NA	Sick leave funds to pay substitute teachers for magnet teachers including Magnet Teacher, Performing Arts Teacher, and Visual Arts Teacher.	AA	Student Achievement
Added Duty – Recruitment	\$3,000.00	NA	To increase racial and ethnic diversity, the Magnet Site Coordinator will focus recruitment activities at targeted recruitment events, libraries, preschools, private preschools, and charter preschools.	In; MT; PCI	Integration Student Achievement
Tutoring	\$18,000.00	NA	Certified Added Duty for Holladay’s certified staff to provide tutoring for students with support in the areas of math and ELA with Arts Integration. Tutoring will be offered before, after school, and summer school. After school and before school	AA	Student Achievement

			1-hr x 4 days x 5 teachers x \$25 an hour x 30 weeks = \$15,000 Summer school 6-hr x 5 days x 2 teachers x \$25 an hour x 2 weeks = \$3,000		
Certified PLC Work	\$2,475.00	NA	3 certified teachers will support Holladay’s Leadership Team in pursuing the Magnet Schools of America’s Magnet School Certification. 33 weeks x \$25 per hour x 3 hours total a week = \$2475	MT	Student Achievement
Classified PLC Work	\$1,980.00	NA	3 classified employees will support Holladay’s Leadership Team in pursuing the Magnet Schools of America’s Magnet School Certification. 33 weeks x \$20 per hour x 3 hours total a week = \$1980	MT	Student Achievement
Certified Professional Development	\$10,000.00	NA	Certified instructional staff will participate in Professional Development (PD) during pre-contract, post-contract, and off-contract time for district mandates, magnet theme integration, build organizational capacity, and work on school-wide initiatives. This will include reviewing student data and the creation of action plans for individual students.	AA; PL; MT	Student Achievement
Supplies Fine Arts	\$4,000.00	NA	Holladay will purchase arts supplies for use in the Visual Arts and Performing Arts classrooms.	AA; MT	Student Achievement
Supplies Intervention	\$3,000.00	NA	Holladay will purchase classroom supplies for quality instruction.	AA; MT	Student Achievement
Magnet Schools of America – Registration	\$1,800.00	NA	Two (2) staff members will attend the annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	MT	Student Achievement
Magnet Schools of America – Out of State Travel	\$6,000.00	NA	Two (2) staff members will attend the annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhances magnet programs.	MT	Student Achievement
Consultants	\$20,000.00	NA	Art integration and Math/ELA (professional development and coaching; 3 consultants, throughout the school year) to develop art integration skills of all teachers in support of the magnet theme. Consultants also support cross curricular research based instructional strategies.	MT; PL; AA	Student Achievement

Employee Benefits	\$8,891.00	1,200 + 600 + 600 + 3,600 + 495 + 396 + 2,000
Total Budget	\$88,146.00	

Personnel and Non-Personnel Combined

Deseg Budget SY 2023-24	
Personnel Cost	\$414,161.80
Non-Personnel Cost	\$88,146.00
Total Budget	\$502,307.80