

Magnet Programs



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

Principal: Luke van Schie

School: Mansfeld STEM Plus Middle School

Magnet Program: STEM Plus

Region: Arroyo Chico

Date Plan Revised: 8/15/2023

Planning Team:

| Name | Position | Name | Position |
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Sign Off:

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I. Magnet School Profile

A. Mission

Mansfeld is a community dedicated to student academic and personal success, for today, and the future, through STEM education, with an emphasis on diversity and inclusivity.

B. School Summary

Mansfeld STEM *Plus* Middle Magnet School is currently a B-rated, integrated school. Mansfeld is also a nationally recognized Magnet School of Excellence (Magnet Schools of America) and a nationally certified Demonstration Magnet School (Magnet Schools of America). Mansfeld's programmatic theme is STEM *Plus* (Science, Technology, Engineering, and Math, *plus* arts, music, and sports). In order to best prepare the diverse student population for a variety of educational opportunities and career choices, Mansfeld has selected 17 STEM practices to embed into the curriculum. Students engage in these STEM practices in every lesson in every class, including electives. Students also engage in quarterly integrated STEM units in all classes, so students apply STEM thinking across subject areas. Mansfeld is proud to offer a 7-period school day, which allows all students to take a STEM core class, plus two electives of their choice, along with the core classes of Language Arts, Math, Social Studies, and Science. As a STEM Plus school, Mansfeld offers a variety of electives, including Physical Education, Visual Arts, Band, Orchestra, Guitar, Spanish, and LEGO Robotics. Throughout all of these classes, students utilize practices of scientists, technicians, engineers, and mathematicians (STEM) to work through all types of problems creatively. These foundational processes teach analytical thinking and problem solving that will make all students successful in furthering their future educational, vocational, and professional pursuits.

C. Mansfeld was the recipient of a new Verizon Innovative Learning (VILS) Lab grant in the 2020-2021 SY. This grant built a new Immersive Media Lab on campus that allows students to engage in 3D modeling and printing and virtual and augmented reality. In addition, Mansfeld received an extension grant to extend our VILs one-to-one iPad program through 2024, which provides all students and teachers with an iPad. It also provides coaching support and professional development for Mansfeld teachers in the areas of technology integration and project-based learning (PBL).

D. Vision

Mansfeld will be an A-rated, nationally recognized and certified STEM+ magnet school and state-recognized A+ School of Excellence that attracts racially, economically, and culturally diverse students who are challenged and supported to achieve academic excellence. All students have the support they need to succeed, and all students engage in rigorous STEM thinking in each class throughout every day at Mansfeld. Technology is deeply and richly integrated throughout the curriculum, so that students experience innovative opportunities to build technology skills. Families feel deeply connected to the school and are valuable partners in their children's education. Community STEM partners, including academic institutions, STEM-related nonprofit organizations, local businesses, and industry groups, enhance the educational opportunities available to students and expand students' vision for college and career. When students leave Mansfeld, they are curious, innovative problem-solvers who are ready to tackle the demands of high-performing high schools throughout Southern Arizona.

D. Core Values: Mansfeld's Collective Commitments are:

- We will create a culture of success with consistent policies and scaffolding in order to encourage perseverance and independence by:
 - Allowing students to reflect on their classwork and make necessary improvements to show mastery
 - Allowing students to reflect on their assessments and make the necessary corrections to demonstrate mastery
 - Accepting late work/alternative assignments so students can show mastery (cut off at teacher discretion)
- We will hold ourselves and our students to high expectations by providing clear rubrics so that students can produce quality work by:
 - Creating rubrics for projects and major assignments
 - Using concrete and specific language in rubrics
 - Including descriptions to levels of performance for criteria
- We will provide a culturally relevant curriculum by utilizing real world, interdisciplinary, and STEM connections to prepare students for high school and beyond by:
 - Creating and implementing lessons and units that allow students to see the “WiiFM”
 - Creating and implementing 4+ STEM units
 - Embedding the STEM practices into daily lessons
- We will increase complexity by providing open-ended opportunities to show mastery by:
 - Gradually increasing complexity of tasks
 - Using project menus to allow for student choice
 - Using open ended questions to encourage student thinking
- We will encourage students to become intrinsically motivated and take ownership of their academic success by providing a variety of formative assessment tools so both teachers and students can reflect and analyze their progress by:
 - Using projects, essays, tests, etc. to assess mastery
 - Encouraging students to become self-reflective and focus on a growth mindset

E. School Profile

| 2022-23 Letter Grade | 2022-23 Integration Status | Magnet Theme |
|----------------------|----------------------------|--------------|
| B | Integrated | STEM Plus |

| Student Profile | | | | | |
|-----------------|--------------------|------------------|--------------------------|-----------------------|-----------------------------|
| Mobility (Rate) | Absenteeism (Rate) | Promotion (Rate) | F&RL (% of FRL Students) | EL (% of EL Students) | Ex Ed (% of Ex Ed Students) |
| 26.1% | 10.9% | 98.3% | 60% | 8.79% | 12.3% |

| School Integration Profile (USP Ethnicity) | | | | | | | | | | | | | |
|--|-------|-------|------------------|-------|------------------|-------|-----------------|------|-------------------------|------|--------------|------|-------|
| 2022-23 40 th Day | White | | African American | | Hispanic/ Latino | | Native American | | Asian/ Pacific Islander | | Multi Racial | | Total |
| | N | % | N | % | N | % | N | % | N | % | N | % | |
| Enrollment | 149 | 17.2% | 86 | 9.9% | 569 | 65.8% | 22 | 2.5% | 12 | 1.4% | 27 | 3.1% | 865 |
| Magnet | 82 | 29.0% | 34 | 12.0% | 145 | 51.2% | 9 | 3.1% | 4 | 1.4% | 9 | 3.1% | 283 |
| USP Integration Range +/- 15% District MS Avg | | | | | | | | | | | | | |
| | 6-36% | | 0-25% | | 44-70% | | 0-19% | | 0-17% | | 0-19% | | |
| Future Integration Range +/- 25% District MS Avg | | | | | | | | | | | | | |
| | 0-45% | | 0-35% | | 35-70% | | 0-29% | | 0-27% | | 0-29% | | |

F. Achievement Data

Three Year AZ Merit/AASA by Subgroup ELA

| | African American | | | Hispanic | | | Anglo | | |
|----------------|------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | 31 | 0 | 26.7 | 31.9 | 24 | 27.7 | 76.9 | 60 | 54.5 |
| Grade 7 | 24.3 | 16 | 22.2 | 33 | 21 | 29.4 | 69.4 | 52 | 62.3 |
| Grade 8 | 33.3 | 0 | 11.8 | 38.6 | 20 | 25.5 | 51.2 | 47 | 67.1 |

Math

| | African American | | | Hispanic | | | Anglo | | |
|----------------|------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | 34.5 | 0 | 14.3 | 35.6 | 10 | 16.1 | 74.4 | 36 | 40 |
| Grade 7 | 21.1 | 16 | 9.1 | 29.5 | 11 | 20 | 68.3 | 38 | 45.3 |
| Grade 8 | 48.1 | 0 | 11.1 | 49.6 | 9 | 18.3 | 68.4 | 27 | 60.4 |
| WS | | | | | | | | | |

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

| Overall Percent Proficiency by USP Ethnicity | | | | |
|---|------------------|------------------|------------------|------------------|
| USP Ethnicity | ELA | | Math | |
| | 2021-AASA | 2022-AASA | 2021-AASA | 2022-AASA |
| White | 60% | 61.1% | 50% | 48.6% |
| African American | 16% | 23.1% | 11% | 16.9% |
| Hispanic | 25% | 27.6% | 16% | 17.5% |
| Native American | 10% | 26.3% | 5% | 5.3% |
| Asian-PI | 50% | 31.1% | 25% | 37.5% |
| Multi-Racial | 31% | 34.6% | 17% | 42.3% |
| ALL | 31% | 33.9% | 21% | 24.3% |

II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

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

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

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

2. Student Achievement

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

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

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

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

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

3. Academic Performance (African American and Latino Students)

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

III. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis

There are data points and key information to support the site gap analysis. This information will help to identify needs to continue integrating the school. This includes:

- The site currently has a “B” label as measured by the Arizona Department of Education, A-F accountability model. Having a label of “A” or “B” inherently attracts more families who want to enroll at the site. Therefore, one need is to continue increasing overall student academic performance to achieve an “A” label to attract more families and **secure** existing families.
- Mansfeld is fully integrated overall. Digging deeper into each grade level, all grade levels are within **25%** of the district percentage for that grade level.

Root Cause Analysis

| Identify Top Three Causes of these Gaps | Identify the Surface Causes | Identify Deep Causes |
|--|---|---|
| <p>1. The student achievement gap among ethnic groups has not been narrowed or eliminated.</p> | <p>1. Lack of district SEL curriculum per grade level to facilitate teacher’s implementation in alignment with student achievement. Lack of master teachers/instructional coaches training the staff effectively that includes job-embedded professional development, coaching, follow-up, and evaluation of the curriculum and instruction implementation.</p> | <p>1. The growth and performance of students of color are not being accelerated.</p> |
| <p>2. Hispanic student enrollment is above 70% in 8th grade and is approaching 70% in 6th grade.</p> | <p>2. The diversity of neighborhood students who enroll and the number of magnet seats available is limited. Magnet seats are no longer allocated to promote diversity.</p> | <p>2. Lack of advocating for the number of magnet seats available.</p> |
| <p>3. Gaps in performance persist on benchmark and end-of-year assessments between White/Caucasian students and African American, Hispanic/Latino, and Native American students.</p> | <p>3. Mansfeld is not proactively recruiting and supporting underrepresented students to enroll in ALES.</p> | <p>3. The enrollment of underrepresented students is not correlate with the total enrollment threshold.</p> |

B. SMART Goal for Integration

| SMART Goal Statement | Evidence to Be Used to Assess Progress and Accomplishment |
|---|---|
| Goal 1: By SY 2024-2025, Mansfeld will remain an integrated school. | <ul style="list-style-type: none">• Enrollment data, disaggregated by race/ethnicity• Recruitment plan• Magnet seat allocations |

C. Goal Attainment

1. Strategies to Achieve SMART Goal

| Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2 | |
|--|---|
| Strategies | Strengths and Obstacles |
| <p>1 Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing.</p> | <p>Strengths:</p> <ol style="list-style-type: none"> 1. Strong school reputation and popularity, full enrollment, integrated school 2. Strong relationships in magnet department and School Community Services department 3. Targeted recruitment plan and existing relationships with targeted elementary schools 4. Academic excellence and theme recognition 5. Additional magnet department support to eliminate the tension between GATE school choice and magnet school choice <p>Constraints:</p> <ol style="list-style-type: none"> 1. Lottery allocations are no longer made to support diverse student enrollment 2. Feeder neighborhoods are not as diverse 3. School choice decisions ultimately rest with families |

2. Action Steps to Implement Strategies

| Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal | | | | | |
|--|---|-----------------------|---|------------------------------|---|
| Strategy 1: Increase enrollment of students who support integration goals, through recruitment, theme integration, and marketing. | | | | | |
| Action Steps to Implement Strategy | Person(s) to Carry Out Tasks | Timeline/Target Dates | Resources Needed | Monitoring | Evidence of Assessment |
| 1.Magnet Coordinator, in collaboration with school and magnet leadership, will continue discuss constraints and explore possible options to increase enrollment of students who support integration goals ¹ | Magnet Coordinator, with school leadership team | May 2024 | Personnel contacts | Quarterly enrollment reports | Sign in sheets from meetings |
| 2.Magnet Coordinator, in collaboration with school leadership, will brainstorm and evaluate possible steps to increase enrollment of students who support integration goals ² | Magnet Coordinator, with school leadership team | May 2023-October 2024 | Personnel contacts | Quarterly enrollment reports | Sign in sheets from meetings |
| 4.Magnet coordinator will develop and implement marketing and recruitment plan that emphasizes neighborhood students who will support integration goals, continuing partnership and outreach to Same Hughes, Tully, Carrillo, Lineweaver, and Fruchthendler ³ | Magnet Coordinator | July-October 2023 | Recruitment materials, mileage, time off campus | Quarterly enrollment reports | Marketing plan and sign in sheets from meetings |

¹ MSA Standard 1: Student Recruitment and Selection

² MSA Standard 2: Diversity and Equity

³ MSA Standard 1: Student Recruitment and Selection

| | | | | | |
|--|--------------------|--------------------|---|------------------------------|------------------------------|
| 5.Magnet coordinator will attend recruitment events at neighborhood schools and targeted non-neighborhood schools, including middle school nights, literacy nights, Love of Reading events, and district recruitment events ⁴ | Magnet Coordinator | July-December 2023 | Recruitment materials, mileage, time off campus | Quarterly enrollment reports | Sign in sheets from meetings |
|--|--------------------|--------------------|---|------------------------------|------------------------------|

⁴ MSA Standard 1: Student Recruitment and Selection

| | | | | | |
|--|--------------------|--------------------|-----------------------|------------------------------|------------------------------|
| 6.Magnet Coordinator will collaborate with principal and leadership team to strategically identify areas for school-based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to elementary parent nights, community centers, fitness centers, places of worship] ⁵ | Magnet Coordinator | July 2023-May 2024 | Marketing materials | Quarterly enrollment reports | Sign in sheets from meetings |
| 8.Magnet coordinator will provide campus tours and shadowing opportunities for interested students and registered neighborhood students to encourage matriculation ⁶ | Magnet Coordinator | January-April 2024 | Teacher participation | Quarterly enrollment reports | Sign in sheets from meetings |
| 10.The Communication Department will provide marketing materials appropriate to support the school’s branding and activities. Materials include banners, posters, brochures, and other school specific materials ⁷ | District | July 2023-May 2024 | Marketing materials | Quarterly enrollment reports | Sign in sheets from meetings |

⁵ MSA Standard 1: Student Recruitment and Selection

⁶ MSA Standard 1: Student Recruitment and Selection

⁷ MSA Standard 1: Student Recruitment and Selection

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-8).

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:

21-22 AASA

- 6th Grade ELA Proficiency – 32%
- 7th Grade ELA Proficiency – 36%
- 8th Grade ELA Proficiency – 25%
- 6th Grade Math Proficiency – 20%
- 7th Grade Math Proficiency – 21%
- 8th Grade Math Proficiency – 22%

22-23 AASA

- 6th Grade ELA Proficiency – 33.1%
- 7th Grade ELA Proficiency – 35.1%
- 8th Grade ELA Proficiency – 33.3%
- 6th Grade Math Proficiency – 21.5%
- 7th Grade Math Proficiency – 24.4%
- 8th Grade Math Proficiency – 26.8%

Root Cause Analysis

| Top Causes of these Gaps | Surface Causes | Deep Causes |
|--|--|---|
| 1. Need of instructional effectiveness | 1. Need for increased instructional observations with follow up feedback and job embedded coaching | 1. Lack of time for job embedded instructional coaching |
| 2. Need of academic interventions | 2. Need for academic interventions at the Tier II and Tier III in math | 2. Lack of academic interventionists to support Tier II and Tier III classes; need for increase FTE |

B. SMART Goals for Overall Student Achievement *

| SMART Goal Statements | Evidence to Be Used to Assess Progress and Accomplishment |
|---|---|
| <ol style="list-style-type: none"> 1. By the end of SY 2023-24, 6th grade student ELA Proficiency will increase by 3%, as measured by the AASA assessment. 2. By the end of SY 2023-24, 7th grade student ELA Proficiency will increase by 3%, as measured by the AASA assessment. 3. By the end of SY 2023-24, 8th grade student ELA Proficiency will increase by 3%, as measured by the AASA assessment. | <ul style="list-style-type: none"> • AASA assessment data, disaggregated by race/ethnicity • Monitored by quarterly Benchmark assessment data |
| <ol style="list-style-type: none"> 1. By the end of SY 2023-24, 6th grade student Math Proficiency will increase by 3%, as measured by the AASA assessment. 2. By the end of SY 2023-24, 7th grade student Math Proficiency will increase by 3%, as measured by the AASA assessment. 3. By the end of SY 2023-24, 8th grade student Math Proficiency will increase by 3%, as measured by the AASA assessment. | <ul style="list-style-type: none"> • AASA assessment data, disaggregated by race/ethnicity • Monitored by quarterly Benchmark assessment data |

** 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. In addition, the COVID pandemic significantly disrupted learning from March 2020 through May 2021. Therefore, Mansfeld has set a goal for proficiency recovery of 3% as suggested by TUSD Assessment and Evaluation.*

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. Strengthen consistency of high-quality Tier 1 instruction through job-embedded coaching and professional development.</p> | <p>Supports:</p> <ul style="list-style-type: none"> • 7-period day provides daily PLC time to plan, monitor, and adjust instruction • Instructional Coach-Innovative Learning provides theme-aligned technology integration coaching and professional development for teachers • Curriculum Service Provider provides job-embedded coaching, instructional support, professional development, and data analysis for teachers • Magnet Coordinator provides job-embedded theme-aligned professional development for teachers • Culture of excellence and theme integration • Existing coaching cycle, observation protocol, and peer observation structure • Coaching support through district’s monthly CIPDA Academy • Integrated and articulated STEM curriculum, including quarterly STEM units <p>Constraints:</p> <ul style="list-style-type: none"> • Reluctance or hesitation among teachers to participate in coaching • Time to observe teachers and engage in meaningful feedback conversations • Teachers who are new to Mansfield need time and training to build STEM+ context |

| | |
|---|---|
| | |
| <p>2. Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment.</p> | <p>Supports:</p> <ul style="list-style-type: none"> ▪ Existing program of diverse before- and after-school STEM-related intervention and enrichment opportunities ▪ Culture of academic excellence and existing tiered interventions ▪ Dedicated MTSS role to more strategically and comprehensively identify and meet the academic and behavioral needs of struggling students ▪ Part-Time Native American Student Support Specialist housed at Mansfeld. ▪ Full-Time Behavioral Support Specialist works closely with students who are struggling to meet expectations in the classroom ▪ Full-Time In-School Interventionist to support students' academic progress when they are in the Responsibility Room <p>Constraints:</p> <ul style="list-style-type: none"> ▪ Teacher participation ▪ Historically limited strategic targeting of students for interventions and strategic student placement in intervention classes |

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1

| Strategy 1: Strengthen consistency of high-quality Tier 1 instruction. ⁸ | | | | | |
|---|---------------------------------|-----------------------|--|--|--|
| Action Steps to Implement Strategy | Person(s) to Carry Out Tasks | Timeline/Target Dates | Resources Needed | Monitoring | Evidence of Assessment |
| 1. Mansfeld School Reform Model will implement STEM (Science, Technology, Engineering, and Math) practices across the curriculum and use of the Reteach/Enrich Model. ⁹ | Leadership Team, Staff, Faculty | July 2023-May 2024 | MSA Pillars, STEM Handbook, STEM Curriculum, Marketing Materials | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks | Quarterly benchmark assessment; sign in logs; observations |
| 2. Weekly Wednesday Professional Development will be provided for all Certified Staff (PLC's, Theme-Based Curriculum, Restorative Practices, Cultural Relevancy, SchoolCity, and GATE-Aligned Instruction). ¹⁰ | Principal | July 2023-May 2024 | District PD Calendar & Trainings | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks | Quarterly benchmark assessment; sign in logs; observations |
| 3. The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources) and theme integration. ¹¹ | Principal | July 2023-May 2024 | District PD Calendar & Initiatives Training | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks | Quarterly benchmark assessment; sign in logs; observations |

⁸ Focusing on Tier 1 instruction is supported by research. Research shows that “When Tier 1 is implemented with a high degree of integrity and by trained educators, a majority of learners will show proficiency on curricular assessments consistent with the grade-level benchmarks” (Swanson, et al, 2007).

⁹ Using magnet theme as an instructional reform model is supported by research. Research shows that students in magnet schools outperform students in traditional public schools, likely because of the strong academic focus and cohesion created in a magnet school environment (Gamoran, ASCD, 1996). MSA Standard 3: Theme and Curriculum Fidelity.

¹⁰ MSA Standard 4: Professional Development

¹¹ MSA Standard 4: Professional Development

| | | | | | |
|--|---|---------------------------|--|---|---|
| <p>4. The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.¹²</p> | <p>Principal & Evaluation Designees</p> | <p>July 2023-May 2024</p> | <p>Danielson Framework, Training & Materials, Online Evaluation System</p> | <p>Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks</p> | <p>Quarterly benchmark assessment; sign in logs; observations</p> |
| <p>5. The leadership team (principal, Magnet Coordinator, Instructional Coach-Innovative, CSP, MTSS Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.¹³</p> | <p>Leadership Team</p> | <p>July 2023-May 2024</p> | <p>Magnet Plan</p> | <p>Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks</p> | <p>Quarterly benchmark assessment; sign in logs; observations</p> |
| <p>6. CSP will provide coaching and support in PLCs for level 3 teachers to evaluate and strengthen their instruction based on student performance data.¹⁴</p> | <p>Curriculum Service Provider</p> | <p>July 2023-May 2024</p> | <p>Protected Daily PLC Time</p> | <p>Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks</p> | <p>Quarterly benchmark assessment; sign in logs; observations</p> |

¹² MSA Standard 4: Professional Development

¹³ MSA Standard 7: Leadership and Educator Development

¹⁴ Research suggests that teachers most improve through instructional coaching that is positive in tone; specific, detailed, and timely feedback; and opportunities to practice strategies (Hammond, L. & Moore, W. M., 2018). MSA Standard 4: Professional Development

| | | | | | |
|--|--------------------------------------|---------------------|--|---|--|
| 7. Magnet coordinator will work collaboratively with school leadership team to strengthen walkthrough protocol and tool. ¹⁵ | Magnet Coordinator & Leadership Team | July-September 2023 | Magnet Walkthrough Tool, Leadership Team Meeting | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks | Quarterly benchmark assessment; sign in logs; observations |
| 8. The principal, in collaboration with administrative team, will implement an Instructional Leadership Team to support instruction through professional Development, observations with feedback, and coaching in specific math strategies as aligned to the TUSD Curriculum and magnet theme. ¹⁶ | Principal | July 2023-May 2024 | TUSD Curriculum, STEM Curriculum | Quarterly progress monitoring reports; Instructional; observation log; CFAs; Benchmarks | Quarterly benchmark assessment; observations |

¹⁵ Classroom walkthrough tools are supported by research. Research suggests that classroom walkthroughs help support both instructional practices and relationships that improve student performance (Rouleau & Corner, 2020). MSA Standard 4: Professional Development

¹⁶ MSA Standard 4: Professional Development

| | | | | | |
|--|--|--------------------|--|--|---|
| 9. All lessons in all classes will integrate student application of STEM practices as a thinking and problem-solving strategy. ¹⁷ | Teachers | July 2023-May 2024 | STEM Practices, STEM Curriculum, STEM Units | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks | Quarterly benchmark assessment; sign in logs; observations |
| 10. PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day and teams meet daily, creating common formative assessments, analyzing data, and developing action plans for students. ¹⁸ | Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers | July 2023-May 2024 | 7-period bell schedule, weekly PLC calendar | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks | Quarterly benchmark assessment; sign in logs; observations |
| 11. STEM focused PLC-CTTs, facilitated by Magnet Coordinator and Instructional Coach-Innovative Learning, will meet weekly to review and analyze STEM curriculum and revise STEM units based on student past performances and the EQuIP (Educators Evaluating the Quality of Instructional Products) Rubric. ¹⁹ | Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Teachers | July 2023-May 2024 | 7-period bell schedule, weekly, PLC calendar, STEM Curriculum, STEM Units, EQuIP Rubrics | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks | Quarterly Benchmark; assessment; sign in logs; observations |

¹⁷ MSA Standard 5: Instructional Fidelity

¹⁸ MSA Standard 4: Professional Development

¹⁹ The EQuIP rubric was created by Achieve and Next Generation Science Standards to support teachers' self-reflection to improve instructional planning. MSA Standard: Instructional Fidelity

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|---|---------------------|--------------------|--------------------------------------|--|--|
| 12. Principal and school leadership team will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/course teamwork (mutually developed with teachers, structured systems for PLC team support). ²⁰ | Principal | July 2023-May 2024 | PLC Agendas, Sign - in Sheets, Notes | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks | Quarterly benchmark assessment; sign in logs; observations |
| 13. Language opportunities providing Sheltered English Language development and visual models will be provided to support all students including recently reclassified ELD strategies through delivery of quality Tier 1 instruction. ²¹ | Teachers | July 2023-May 2024 | ELD Materials & Training | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks | Quarterly benchmark assessment; sign in logs; observations |
| 14. Mansfeld will use Positive Behavior Supports (PBIS) to support a healthy school climate conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments. ²² | All Faculty & Staff | July 2023-May 2024 | Bulldoggers, LiveSchool App, Prizes | Quarterly progress monitoring reports; Instructional observation logs, Benchmarks | Quarterly benchmark; observation logs |

²⁰ MSA Standard 7: Leadership and Educator Development

²¹ MSA Standard 2: Diversity and Equity

²² PBIS is supported by research. Research shows that comprehensive Positive Behavior Intervention Systems increase positive student behaviors and academic performance, reduce classroom and school disruptions, and improve school climate (Bradshaw, Waasdorp, & Leaf, 2012). MSA Standard 2: Diversity and Equity

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|---|--|-------------------------|------------------------|---|---|
| <p>15. Teachers who are new to Mansfeld will participate in summer training to build context and skills around the STEM curriculum and instructional approach.²³</p> | <p>Magnet Coordinator, Instructional Coach- Innovative Learning, CSP, Teachers New to Mansfeld</p> | <p>July-August 2023</p> | <p>STEM Curriculum</p> | <p>Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks</p> | <p>Quarterly benchmark assessment; sign in logs; observations</p> |
|---|--|-------------------------|------------------------|---|---|

²³ MSA Standard 3: Theme and Curriculum Fidelity

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

Strategy 2: Maintain and strengthen before-, during-, and after-school Tier 2 and 3 interventions and enrichment.²⁴

| Action Steps to Implement Strategy | Person(s) to Carry Out Tasks | Timeline/Target Dates | Resources Needed | Monitoring | Evidence of Assessment |
|--|---|------------------------------|----------------------------------|-----------------------------------|--|
| 1. Teachers will use data to plan embedded interventions and enrichments to support instructional needs for all students at the Tier 1 level. ²⁵ | Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Magnet Counselor Teachers | July 2023-May 2024 | TUSD WebData, PLC Calendar | MTSS Meeting Minutes; PLC Minutes | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks |
| 2. Mansfeld will use data to plan embedded interventions to support instruction of students who are identified to be below proficient with learning standards. ²⁶ | Magnet Coordinator, Instructional Coach-Innovative Learning, CSP, Magnet Counselor Teachers | July 2023-May 2024 | TUSD WebData, PLC Calendar, MTSS | MTSS Meeting Minutes; PLC Minutes | Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks |

²⁴ Tier 2 and Tier 3 interventions through RTI and MTSS are supported by research. Research shows that when students are placed in fluid interventions based on valid and reliable performance data, student performance improves (Higgins & Rinaldi, 2013).

²⁵ MSA Standard 6: Student Achievement

²⁶ MSA Standard 6: Student Achievement

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|--|--|---------------------------|---|--|---|
| <p>3. MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, subgroup, or individual student level).²⁷</p> | <p>MTSS Facilitator, Student Success Specialist, Dean of Students, Magnet Counselor, Community Liaison, Teachers</p> | <p>July 2023-May 2024</p> | <p>TUSD WebData, PLC Calendar, MTSS</p> | <p>MTSS Meeting Minutes; PLC Minutes</p> | <p>Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks</p> |
|--|--|---------------------------|---|--|---|

²⁷ MSA Standard 6: Student Achievement

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|--|--|---------------------------|--|--|---|
| <p>4. Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.²⁸</p> | <p>MTSS Facilitator, Student Success Specialist, Dean of Students, Magnet Counselor, Community Liaison, Teachers</p> | <p>July 2023-May 2024</p> | <p>MTSS, UA Tutors, Intervention Classes</p> | <p>MTSS Meeting Minutes; PLC Minutes</p> | <p>Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks</p> |
| <p>5. Supplemental Tier 2 instruction, including tutoring, will be embedded in the school day for students who do not reach mastery on Tier 1 level formal formative assessments, including tutoring.²⁹</p> | <p>MTSS Facilitator, Student Success Specialist, Dean of Students, Community Liaison, Magnet Counselor, Teachers</p> | <p>July 2023-May 2024</p> | <p>MTSS, UA Tutors, Intervention Classes</p> | <p>MTSS Meeting Minutes; PLC Minutes</p> | <p>Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks</p> |

²⁸ MSA Standard 6: Student Achievement

²⁹ MSA Standard 6: Student Achievement

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|--|-------------------------|---------------------------|---|--|---|
| <p>6. Math & Reading Intervention Classes: Students who do not master standards as measured by District benchmark or AzMERIT will be enrolled in math/reading intervention classes. That focus on text connections and argumentation from evidence (reading) and mastery of gap standards (math).³⁰</p> | <p>Magnet Counselor</p> | <p>July 2023-May 2024</p> | <p>Student Achievement Data, Student Schedules, Master Calendar</p> | <p>MTSS Meeting Minutes; PLC Minutes</p> | <p>Quarterly progress monitoring reports; instructional observation log; CFAs; Benchmarks</p> |
| <p>7. Magnet Counselor will advertise and recruit students for CRC courses and strategically place students who are most likely to benefit in CRC courses in all three grade levels.</p> | <p>Magnet Counselor</p> | <p>Jan 2024-May 2024</p> | <p>Student Achievement Data, Student Schedules, Master Calendar</p> | <p>Student Schedules</p> | <p>Quarterly progress monitoring reports; Benchmarks; Student grade reports</p> |

³⁰ MSA Standard 6: Student Achievement

V. Academic Performance for African American and Latino Students

A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).

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

There are disparities in performance on state assessments among white students and Latino and African American students in both ELA and mathematics. The disparities are most pronounced for students in 8th grade.

White students outperform Latino students in ELA by:

26.8% in 6th grade
32.9% in 7th grade
41.6% in 8th grade

White students outperform Latino students in Mathematics by:

23.9% in 6th grade
25.3% in 7th grade
42.1% in 8th grade

White students outperform African American in ELA by:

27.8% in 6th grade
40.1% in 7th grade
55.3% in 8th grade

White students outperform African American students in Mathematics by:

25.7% in 6th grade
36.2% in 7th grade
49.3% in 8th grade.

| Root Cause Analysis | | |
|--|--|--|
| Identify Top Causes of these Gaps | Identify the Root of these Causes | Identify Foundational Causes |
| <ul style="list-style-type: none"> • Need of instructional effectiveness that supports the SPARKS (Cultural Relevance) framework. | <ul style="list-style-type: none"> • Lack of frequent instructional observations with follow up feedback and job embedded coaching related to SPARKS (Cultural Relevance) | <ul style="list-style-type: none"> • Lack of structure that supports SPARKS (Cultural Relevance) on site |
| <ul style="list-style-type: none"> • Need of Academic Interventions specific to African American and Latino students | <ul style="list-style-type: none"> • Lack of school day interventions for African American and Latino students | <ul style="list-style-type: none"> • PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions. |
| <ul style="list-style-type: none"> • Need for African American and Latino students to have opportunity to participate in Culturally Relevant ELA courses. | <ul style="list-style-type: none"> • Lack of strategic marketing of CRC courses and scheduling of students in CRC courses | <ul style="list-style-type: none"> • Counselors to do advertise CRC courses during course selection and do not individually place students in CRC courses |

B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups

| SMART Goal Statements for Subgroups | Evidence to Be Used to Assess Progress and Accomplishment |
|--|---|
| <ol style="list-style-type: none"> 1. By June 2024, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2024, the reading achievement gap between African American students and White students will be closed by three percentage points at each grade level in sixth through eighth grade, as measured by the Arizona Academic Standards Assessment. | <ul style="list-style-type: none"> • AASA assessment data, disaggregated by race/ethnicity • Monitored by quarterly Benchmark assessment data |
| <ol style="list-style-type: none"> 3. By June 2024, the mathematics achievement gap between Latino students and White students will be closed by three percentage points at each grade level in six through eighth grade, as measured by the Arizona Academic Standards Assessment. 4. 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 six through eighth grade, as measured by the Arizona Academic Standards Assessment. | |

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

| Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6 | |
|--|---|
| Strategies | Strengths and Obstacles |
| <p>1. Increase family involvement and communication regarding community events (STEM Nights), academically-oriented events (Open House, Parent-Teacher Conferences), and student progress.</p> | <p>Supports:</p> <ol style="list-style-type: none"> 1. Family and community participation in quarterly STEM Nights 2. Strong STEM-related community partnerships 3. Culture of academic excellence 4. Existing tier 2 interventions and personnel, including tutoring, family liaison, student support specialist, and MTSS <p>Constraints:</p> <ol style="list-style-type: none"> 1. Time for teachers to collaborate with families 2. Difficulty engaging some families/caregivers 3. Language/transportation barriers |
| <p>Increase culturally relevant instructional practice specific to African American and Latino Students.</p> | <p>Supports:</p> <ul style="list-style-type: none"> • District supports for culturally relevant instruction • SPARKS <p>Constraints:</p> <ul style="list-style-type: none"> • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Strong formative assessment model to inform instructional practice • Lack of strategic recruitment and placement of students in CRC courses |

Ensure effective academic interventions for African American and Latino Students

Supports:

- Benchmarking structure is in place
- Access to formative assessment tools

Constraints:

- Strong PLCs to support data informed interventions
- Lack of Tier II academic interventions specific to African American and Latino students
- Lack of Tier III academic support classes to African American and Latino students

2. Action Steps to Implement Strategies

| Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students | | | | | |
|---|-------------------------------------|------------------------------|--------------------------------|--|--|
| Subgroup Strategy 1: Increase family involvement and communication regarding community events (STEM Nights), academically-oriented events (Open House, Parent-Teacher Conferences), and student progress ³¹ | | | | | |
| Action Steps to Implement Strategy | Person(s) to Carry Out Tasks | Timeline/Target Dates | Resources Needed | Monitoring | Evidence of Assessment |
| 1. The Magnet Coordinator will organize semester STEM Academic Family Nights with community STEM partners. ³² | Magnet Coordinator | July 2023-May 2024 | Community Partners, Volunteers | Quarterly progress monitoring related to family and community partnership survey | Sign in logs from stakeholder groups; school quality survey data |
| 2. The Leadership Team will support teachers in developing and implementing structures for Student-Led Conferences. ³³ | Leadership Team | July 2023-May 2024 | Leadership Team, Teachers | Quarterly progress monitoring related to family and community partnership survey | Sign in logs from stakeholder groups; school quality survey data |

³¹ Family engagement is a research-supported strategy for improving student performance. Research shows that family involvement in a student’s education is a top factor in student achievement (Garbacz, et al, 2017).

³² MSA Standard 9: Community Engagement and Partnerships / MSA Standard 10: Family Engagement and Communication

³³ MSA Standard 6: Student Achievement

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|--|---|---------------------------|----------------------------------|---|---|
| <p>3. The School Community Liaison and Magnet Coordinator will plan, implement, and oversee all family and community engagement activities and assist families with resources and to encourage them to be active participants in their child’s educational experience, including method for giving input on interventions that are likely to be successful for their child.³⁴</p> | <p>School Community Liaison, Magnet Coordinator</p> | <p>July 2023-May 2024</p> | <p>Community Engagement Plan</p> | <p>Quarterly progress monitoring related to family and community partnership survey</p> | <p>Sign in logs from stakeholder groups; school quality survey data</p> |
| <p>4. The Community Liaison will collect, monitor, and document data related to parent and</p> | <p>School Community Liaison</p> | <p>July 2023-May 2024</p> | <p>Community Engagement Plan</p> | <p>Quarterly progress monitoring related to family and</p> | <p>Sign in logs from stakeholder groups; school</p> |

³⁴ MSA Standard 10: Family Engagement and Communication

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|--|--------------------------|--|---|--|--|
| community involvement with activates implemented. ³⁵ | | | | community partnership survey | quality survey data |
| 5. Mansfeld will continue partnerships with community stakeholders who are currently established and support the school mission and vision. (Arizona Trail Association, Sky School, Women in Science and Engineering, STEMAZing Project, etc...) ³⁶ | Magnet Coordinator | July 2023-May 2024 | Community Partner Interest Form & Log | Quarterly progress monitoring related to family and community partnership survey | Sign in logs from stakeholder groups; school quality survey data |
| 6. Mansfeld will establish additional lines of communication to families, community members, and organizations. ³⁷ | Principal | July 2023-May 2024 | Newsletters, Website, ParentLink | Quarterly progress monitoring related to family and community partnership survey | Sign in logs from stakeholder groups; school quality survey data |
| 7. Mansfeld will continue to use social media structures to connect with students and families. ³⁸ | Social Media Facilitator | July 2023-May 2024 | Facebook Page & Instagram | Quarterly progress monitoring related to family and community partnership survey | Sign in logs from stakeholder groups; school quality survey data |
| 8. Mansfeld will publicize and host Open House and Parent/Teacher conferences. ³⁹ | Principal, Teachers | August 2023, October 2023, February 2024 | Marketing Materials, Volunteers, Family Contacts, Communication Tools | Quarterly progress monitoring related to family and community partnership survey | Sign in logs from stakeholder groups; school quality survey data |

³⁵ MSA Standard 10: Family Engagement and Communication

³⁶ MSA Standard 9: Community Engagement and Partnerships

³⁷ MSA Standard 10: Family Engagement and Communication

³⁸ MSA Standard 10: Family Engagement and Communication

³⁹ MSA Standard 10: Family Engagement and Communication

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|--|-----------------|----------------------|--|--|--|
| 9. Mansfeld will host quarterly Bulldog Saturdays for student discipline, volunteer opportunities, campus beautification, and parent professional development. ⁴⁰ | Leadership Team | August 2023-May 2024 | Volunteers, Staff, Community Resources | Quarterly progress monitoring related to family and community partnership survey | Sign in logs from stakeholder groups; school quality survey data |
|--|-----------------|----------------------|--|--|--|

⁴⁰ MSA Standard 9: Community Engagement and Partnerships / MSA Standard 10: Family Engagement and Communication

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

Subgroup Strategy 2: Increase culturally relevant instructional practice specific to African American and Latino Students.⁴¹

| Action Steps to Implement Strategy | Person(s) to Carry Out Tasks | Timeline/Target Dates | Resources Needed | Monitoring | Evidence of Assessment |
|---|------------------------------|-----------------------|--|---|--|
| 1. The Principal will schedule professional development with TUSD’s Culturally Relevant Curriculum department and outside vendors to increase cultural competencies among staff and strengthen culturally relevant instructional practices. ⁴² | Principal | July 2023-May 2024 | TUSD’s CRC Department | Instructional observations | CFAs and Benchmark results for subgroups |
| 2 Teachers will use pedagogical approaches that include culturally responsive instruction in addition to theme-based instruction. ⁴³ | Teachers | July 2023-May 2024 | CR Training & STEM Training/Curriculum | Teachers will use pedagogical approaches that include culturally responsive instruction in addition to theme-based instruction. | Instructional observations |

⁴¹ Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

⁴² MSA Standard 2: Diversity and Equity

⁴³ MSA Standard 2: Diversity and Equity / MSA Standard 5: Instructional Fidelity

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|---|-------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|
| <p>3. Students will be offered placement in CRC courses and will be placed strategically in CRC courses to support increased student achievement.</p> | <p>Magnet Counselor</p> | <p>February-May 2024</p> | <p>CRC Course Offerings</p> | <p>Student Schedules</p> | <p>Student Schedules</p> |
|---|-------------------------|--------------------------|-----------------------------|--------------------------|--------------------------|

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

Subgroup Strategy 3 Ensure effective academic interventions for African American and Latino Students

| Action Steps to Implement Strategy | Person(s) to Carry Out Tasks | Timeline/Target Dates | Resources Needed | Monitoring | Evidence of Assessment |
|---|---|------------------------|--|---|---|
| 1. Provide school day Tier III academic interventions for African American and Latino students. ⁴⁴ | Principal; Magnet Coordinators; Magnet Counselors, Teachers | Weekly August – May | Lesson Plans ELA/Math connection; interventionist FTE | Formative assessment and benchmark data | Formative assessment and benchmark data |
| 2. Provide after school, targeted tutoring for African American and Latino students. ⁴⁵ | Principal; Magnet Coordinators; Magnet Counselor, BOOST Coordinator | Weekly August – May | Lesson Plans ELA/Math connection; added duty | Formative assessment and benchmark data | Formative assessment and benchmark data |

⁴⁴ MSA Standard 2: Diversity and Equity / MSA Standard 6: Student Achievement

⁴⁵ MSA Standard 2: Diversity and Equity / MSA Standard 6: Student Achievement

VI. MAGNET SCHOOL BUDGET

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

Personnel

| Mansfeld Magnet Budget 2022-23 SY | | | | |
|--|--------------|---|-----------------------------|------------------------------------|
| Description | Total | Purpose | MSA Pillar Alignment | Magnet Plan Essential Focus |
| Magnet Teachers (5.0 FTE) | \$251,340 | In order to maintain and strengthen our focus on the STEM Practices, our program requires continued support of the 7-period day allowing for PLC-CTT time during the school day. During this time, PLC-CTTs participate in STEM related lesson/unit design, data analysis of benchmark results as part of the continuous school improvement model, as well as planning interventions for students with academic gaps. Magnet teachers support STEM practices in related courses and the ability to run a 7-period day for PLC-CTTs to meet daily. | AA, PL | Student Achievement |
| Curriculum Service Provider (1.0 FTE) | \$52,000 | The Curriculum Service Provider supports Tier 1 and Tier 2 instruction through professional development, job-embedded coaching, and student data analysis. The CSP also supports STEM curriculum integration as well as PLC-CTTs. | AA, PL | Student Achievement & Integration |
| | | | | |

| | | | | |
|------------------------------|----------|--|--------|-----------------------------------|
| Magnet Coordinator (1.0 FTE) | \$49,000 | Magnet Coordinator who stays up to date on ways to integrate STEM into content areas while supporting the AZCCRS with a specific emphasis on standards not being mastered by students. Magnet Coordinator will continue to provide PD to staff and facilitate PLC-CTTs that inform staff and allow them to make connections across content. One of the primary duties of the Magnet Coordinator will be to continue to recruit students from across the city in order to integrate Mansfeld's student body. Magnet Coordinator will also assist the principal with the work and support of Tier 1 instruction and PLC- Collaborative Teacher Teams | AA, PL | Student Achievement & Integration |
| Magnet Counselor (1.0 FTE) | \$52,000 | Magnet Counselor who assists other counselors to support magnet students in all grade levels (registration, class scheduling, parent conferences, behavior and academic support). The magnet counselor will provide additional support to students and parents of students new to Mansfeld. The magnet counselor will ensure PBIS support throughout the year. The magnet counselor will also meet with support staff, community liaison, and African American, Mexican American, and Native American liaisons to review data and coordinate efforts to ensure students new to the program are supported. Strategic placement of students in intervention classes during the school day requires support of a magnet counselor who can carefully monitor student academic progress towards mastery, ensure that the correct students are | AA | Student Achievement |

| | | | | |
|--------------------------------|------------------|---|--------|---------------------|
| | | receiving interventions and meets with students and parents to strengthen any academic needs. | | |
| Added Duty – Tutoring | \$12,000 | Tutoring will be made available to all students. Tutors will be made up of interested Mansfeld faculty and augmented by outside vendors as needed so that all students can receive the necessary academic support to be successful in all classes, pass benchmark and state assessments, and be college and career ready. 16 hours per week x 30 weeks | AA, PL | Student Achievement |
| Added Duty – Family Engagement | \$2,000 | Facilitation of 2 family STEM Nights that allow students and their families to learn and apply STEM practices and STEM concepts outside school hours. | PCI | Student Achievement |
| Added Duty – Recruitment | \$1,000 | Recruiting students from across the city requires our Magnet Coordinator to facilitate and attend school and community functions both on and off campus. These events are often after contract hours so that potential students and parents can learn about Mansfeld's STEM Program. | In | Integration |
| Substitutes | \$5,000 | | | |
| Employee Benefits | \$129,277 | | | |
| Total Budget | \$553,617 | | | |
| Total FTE | 8.0 | | | |

Non-Personnel

| Mansfeld Magnet Budget 2023-2024 SY | | | | |
|--|---------------|---|---------------------|------------------------------------|
| Description | Amount | Purpose | MSA Pillar | Magnet Plan Principle # |
| Registration – MSA | \$1,800 | Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs. | In, AA, PCI, PL, MT | Integration & Academic Achievement |
| Out of State Travel – MSA | \$6,000 | Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs. | In, AA, PCI, PL, MT | Integration & Academic Achievement |
| Instructional Aides | \$1,000 | Instructional aides will enhance our STEM curriculum. Teachers will purchase instructional supplies that facilitate STEM-based Problem-Based and Project-Based Learning, including quarterly STEM units. | AA, MT | Academic Achievement |
| Technology Supplies | \$10,000 | Technology supplies will support technology integration in our STEM theme, including our Verizon Innovative Learning one-to-one iPad program. These supplies, such as chargers and cables, are necessary to ensure we can maintain our one-to-one iPad program. | AA, MT | Academic Achievement |
| District Supplies | \$2,000 | Purchase STEM supplies and materials to supports STEM classes. | AA, MT | Academic Achievement |
| UA Sky School | \$4,400 | 20 - 7th and 8th grade students will participate in off-campus learning activities with U of A Sky School in the Sky Island Survey program. | AA, MT | Academic Achievement |
| Technology – Under \$5000 | \$1,267 | To continue updating our student computer labs. | AA, MT | Academic Achievement |
| Student Transportation | \$2,374.30 | To provide transportation for students attending our Summer School bridge program (summer school funded in Title 1) and Sky School. | In, AA | Integration & Academic Achievement |

| | | | | |
|---------------------------------------|--------------------|---|--------|----------------------|
| Student Admissions – STEM Field Trips | \$220 | STEMbassador student leadership team attends STEM-focused field trips. | AA, MT | Academic Achievement |
| TUSD Busses (Field Trips) | \$500 | STEMbassador student leadership team travels to STEM-focused field trips. | AA, MT | Academic Achievement |
| Total Budget | \$29,561.30 | | | |

| Mansfeld Magnet Site Budget 2023-2024 SY | |
|---|---------------------|
| Personnel Cost | \$553,617 |
| Non-Personnel Cost | \$29,561.30 |
| Total Budget | \$583,178.30 |