Magnet Programs

TUCSON UNIFIED
SCHOOL DISTRICT

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

Principal: Maricella Carranza

School: Roskruge

Magnet Program: Two-Way Dual Language

Region: Santa Cruz

Date Plan Revised: August 14, 2023

Planning Team:

Name	Position	Name	Position
Magnet Coordinator	Aide Silva Cereceres	Assistant Principal	Claudia Perez
Principal	Maricella Carranza	Curriculum Service Provider	Deborah Roche
Teacher		Parent	
Teacher		Community Liaison	TBD
MTSS	Chantal Ralls		

Sign Off:

Position	Name	Signature	Date
Principal	Maricela Carranza		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

Magnet Plan Table of Contents

I. Magnet School Profile

a. Roskruge Mission Statement:
Roskruge, the heart of bilingual learning; a community of biliterate and multicultural learners.

b. Roskruge K-8 Bilingual School Vision:
Roskruge Bilingual K-8 Magnet will prepare our students for academic success now and in the future by emphasizing a two-way dual language learning environment that fosters the skills to be critical thinkers, open-minded citizens and independent learners who embrace diversity.

a. Misión de la Escuela Bilingüe de Atracción Roskruge K-8:
Roskruge es el corazón del aprendizaje en dos idiomas, con una comunidad de estudiantes bilingües y multiculturales.

b. Visión de la Escuela Bilingüe de Atracción Roskruge K-8:
Roskruge Bilingual K-8 Magnet preparará a nuestros estudiantes para el éxito académico ahora y para el futuro, enfatizando un ambiente de aprendizaje bilingüe que fomente las habilidades para preparar pensadores críticos, ciudadanos de mente abierta y estudiantes independientes que valoran la diversidad.

A. School Summary-

Roskruge is a K-8 Magnet school with a Dual Language focus. The mission of the school is to produce bilingual, bi-literate, and multicultural students that earn the Arizona State Seal of Biliteracy at graduation on their high school diploma. All students are immersed in the Two-Way Dual Language program at all grade levels. The program balances the number of native English speakers and Spanish native speakers into one class and is integrated for instruction so that both groups of students serve in the role of language models and language learners.

Roskruge is committed to the research-based Two-Way Dual Language model. The immersion program begins in kindergarten with a 90% Spanish and 10% English instruction with the Spanish portion decreasing by 10% and English portion increasing by 10% in 2nd through 5th grade. In middle school, the program is taught 50% in English and 50% in Spanish. This is met by the number of core-content class periods with three (3) out of seven (7) classes taught in Spanish and all other classes taught in English. Our school provides students the opportunity to earn three (3) high school credits in Spanish with a pathway to take AP classes in high school.

Roskruge is a unique school in that it is the only TUSD school that services 100% of students in the Two-Way Dual Language program. Roskruge strives daily toward a commitment of excellence in two languages by implementing culturally relevant instructional strategies that promote academic achievement for all students and align with the goals of dual language education. The Roskruge community, adults, and students alike, are committed to promoting the target language (Spanish), to all though continuous exposure and opportunities to engage in the target language. These invaluable tools and dispositions become a catalyst to recognizing and identifying social issues our students choose to be active participants in, as concerned citizens wanting to make

a positive impact in the community at large. Roskruge has a longstanding cultural rescue mission for many Spanish-speaking children. Folklorico and Mariachi are a stronghold along with dual Spanish-English classes. There is an existing effort to create a family-like culture among faculty and staff. We believe Roskruge enjoys a respectful, welcoming and safe environment.

B. Vision

Roskruge K-8 Bilingual School Vision:
Roskruge Bilingual K-8 Magnet will prepare our students for academic success now and in the future by emphasizing a two-way dual language learning environment that fosters the skills to be critical thinkers, open-minded citizens and independent learners who embrace diversity.

Visión de la Escuela Bilingüe de Atracción Roskruge K-8:
Roskruge Bilingual K-8 Magnet preparará a nuestros estudiantes para el éxito académico ahora y para el futuro, enfatizando un ambiente de aprendizaje bilingüe que fomente las habilidades para preparar pensadores críticos, ciudadanos de mente abierta y estudiantes independientes que valoran la diversidad.

C. Core Values

- We value the participation in staff development opportunities that align with the Mission and Vision of the school.
- We value the implementation of research-based methods to promote, model and practice the expectations of an exceptional two-way dual language program.
- We value the need to meet the differentiated academic needs of all students by integrating bilingual and multicultural instruction.
- We value the utilization of best practices to promote higher order thinking strategies by providing culturally relevant lessons that create high quality academic outcomes.

Collective Commitments:

- We will adhere to our Dual Language Program with fidelity and rigor.
- We will hold high expectations for ourselves and for all students.
- We will embrace diversity.
- We will commit to using data for ongoing collaborations with a focus on continuous academic progress.
- We will create rigorous learning environments, by crafting questions that foster critical thinking.
- We will practice and support a growth mindset.
- We will promote positive behavior and build character.

D.   School Profile

2018-19 Letter Grade	2021-22 Integration Status	Magnet Theme
C	Racially Concentrated	Two-Way Dual Language
2022-23	2022-23	
B	K-1 Not racially concentrated/2nd-8th Yes April 2023: Kinder is racially integrated April 2023:1st Grade racially concentrated	Two-Way Dual Language

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
16.28%	93.89% Attendance 22-23 SY 6.11 Absenteeism	99.64%	66%	14 % (84 of 592)	9.45% (56 of 592)

School Integration Profile (USP Ethnicity)													
2022-2023 40th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	47	8.4%	22	3.9%	451	80.4%	28	5%	4	.7%	9	1.6%	561
USP Integration Range + / - 15% District ES Avg													
	6-36%		0-25%		44-70%		0-19%		0-17%		0-19%		
Future Integration Range + / - 25% District ES Avg													

	0-45%	0-35%	35-70%	0-29%	0-27%	0-29%	

E.   Achievement Data-AASA Percentage Passing Math

Math	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8	
State Avg	35%	45%	45%	37%	37%	35%	39%	39%	37%	31%	27%	27%							
District Avg	13%	13%	15%	5%	11%	7%	28%	27%	24%	13%	11%	12%	32.9%	26.9%	24.9%	13.4%	13.9%	14.2%	
Roskruge	13%	29%	20%	10%	18%	0%	34%	36%	26%	6%	19%	8%	20.8%	26%	45.9%	4.7%	14.9%	4.3%	

Achievement Data-AASA Percentage Passing ELA																		
ELA	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
State Avg	35%	44%	45%	35%	38%	35%	41%	44%	39%	39%	43%	36%						
District Avg	21%	29%	32%	19%	19%	17%	29%	33%	27%	24%	26%	23%	30.5%	33.4%	26.2%	24.9%	25.4%	22.5%
Roskruge	26%	29%	48%	19%	31%	9%	31%	39%	22%	24%	28%	34%	31.3%	25%	30.6%	20.5%	28.7%	28.3%

Three Year AZ Merit/AASA by Subgroup
(Pending 22-23 SY AASA Results)

ELA

	African American			Latino			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	No Students Assessed	No Students Assessed	66.7%	27.8%	25%	24.3%	No Students Assessed	66.7%	66.7%
Grade 4	No Students Assessed	No Students Assessed	100%	25%	42.9%	22%	No Students Assessed	0%	50%
Grade 5	*	No Students Assessed	No Students Assessed	50%	19.5%	31.3%	No Students Assessed	40%	50%
Grade 6	No Students Assessed	*	50%	17.6%	24.4%	16.9%	100%	28.6%	45.5%
Grade 7	No Students Assessed	*	0%	28.9%	24.7%	29.9%	66.7	100%	40%
Grade 8	No Students Assessed	*	33.3%	6.9%	32.2%	25.6%	No Students Assessed	50%	66.7%

Math (Pending 22-23 SY AASA Results)

	African American			Latino			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	No Students Assessed	*	100% (3 of 3)	13	32.4	12.8% (5 of 39)	No Students Assessed	*	33.3% (1 of 3)
Grade 4	No Students Assessed	*	50% (1 of 2)	30	36.7	23% (10 of 42)	No Students Assessed	*	50% (1 of 2)
Grade 5	0	*	No Students Assessed	20	22	50% (16 of 32)	0	*	50% (1 of 2)
Grade 6	No Students Assessed	*	0% (o of 2)	10.5	7.7	2.9% (2 of 68)	0	*	18.2% (2 of 11)
Grade 7	No Students Assessed	*	50% (2 of 1)	17.1	20.7	12.4% (11 of 89)	33.3	*	20% (1 of 5)
Grade 8	No Students Assessed	*	0% (0 of 2)	No Students Assessed	9.2	4.7% (4 of 85)	No Students Assessed	*	0% (0 of 3)

18-19 and 20-21= AZM2 test; 21-22 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall 22-23. AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	50 (13/26)	27.3
African American	45.5 (5/11)	0
Hispanic	25 (86/344	17.4
Native American	12.5(2/16)	0
Asian-PI	50 (2/4)	50
Multi-Racial	28.6 (2/7)	25
All	**27.0 (110/408)**	**17.4**

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 percentage of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percentage of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

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

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.   <u>**Integration: Gap Analyses**</u>

Interpretive Summary - Integration Gap Analysis
There are multiple data points and key information to support the site gap analysis. This information will help to identify needs to more effectively integrate 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" would inherently attract more families who want to enroll at the site. A A S A d a t a f o r t h e 2 2 - 2 3 S Y w i l l i n f o r m o u r i n s t r u c t i o n a l f o c u s a n d a c t i o n s t o m a i n t a i n / i m p r o v e s t u d e n t o u t c o m e s . • Therefore, one needs to increase overall student academic performance to achieve an "A" or "B" label to attract more families. • SY 22-23 enrollment data indicates Roskruge is racially concentrated overall and making progress toward integration at Kinder and 1st grade points of entry. • Multi-year trends:

Daily Enrollment by Grade, Gender and USP Ethnicity

595 - Roskruge Bilingual K-8 Magnet

On: 09/30/2022 (Day 40 SY 2022-23)

Grade	White/Anglo F	White/Anglo M	African American F	African American M	Hispanic F	Hispanic M	Native American F	Native American M	Asian American F	Asian American M	Multi-racial F	Multi-racial M	Total F	Total M	Total
KG	5	4	0	3	9	14	1	3	0	0	1	1	16	25	41
	12.2%	9.8%	0.0%	7.3%	22.0%	34.1%	2.4%	7.3%	0.0%	0.0%	2.4%	2.4%	39.0%	61.0%	
01	3	0	3	1	20	15	1	0	0	0	0	1	27	17	44
	6.8%	0.0%	6.8%	2.3%	45.5%	34.1%	2.3%	0.0%	0.0%	0.0%	0.0%	2.3%	61.4%	38.6%	
02	6	2	0	1	10	14	3	1	0	0	0	0	19	18	37
	16.2%	5.4%	0.0%	2.7%	27.0%	37.8%	8.1%	2.7%	0.0%	0.0%	0.0%	0.0%	51.4%	48.6%	
03	2	1	1	2	22	16	2	1	0	0	2	0	29	20	49
	4.1%	2.0%	2.0%	4.1%	44.9%	32.7%	4.1%	2.0%	0.0%	0.0%	4.1%	0.0%	59.2%	40.8%	
04	1	1	2	1	18	25	3	1	2	0	0	0	26	28	54
	1.9%	1.9%	3.7%	1.9%	33.3%	46.3%	5.6%	1.9%	3.7%	0.0%	0.0%	0.0%	48.1%	51.9%	
05	2	0	0	0	17	15	1	2	0	0	0	0	20	17	37
	5.4%	0.0%	0.0%	0.0%	45.9%	40.5%	2.7%	5.4%	0.0%	0.0%	0.0%	0.0%	54.1%	45.9%	
06	8	3	1	1	35	43	2	1	0	1	1	0	47	49	96
	8.3%	3.1%	1.0%	1.0%	36.5%	44.8%	2.1%	1.0%	0.0%	1.0%	1.0%	0.0%	49.0%	51.0%	
07	5	1	2	0	52	40	3	2	0	0	0	2	62	45	107
	4.7%	0.9%	1.9%	0.0%	48.6%	37.4%	2.8%	1.9%	0.0%	0.0%	0.0%	1.9%	57.9%	42.1%	
08	2	1	2	2	37	49	0	1	1	0	0	1	42	54	96
	2.1%	1.0%	2.1%	2.1%	38.5%	51.0%	0.0%	1.0%	1.0%	0.0%	0.0%	1.0%	43.8%	56.3%	
Total	34	13	11	11	220	231	16	12	3	1	4	5	288	273	561
	6.1%	2.3%	2.0%	2.0%	39.2%	41.2%	2.9%	2.1%	0.5%	0.2%	0.7%	0.9%	51.3%	48.7%	
	47		22		451		28		4		9		561		

Daily Enrollment by Grade, Gender and USP Ethnicity
595 - Roskruge Bilingual K-8 Magnet
On: 08/18/2023 (Day 12 SY 2023-24)

Grade	White/Anglo F	White/Anglo M	African American F	African American M	Hispanic F	Hispanic M	Native American F	Native American M	Asian American F	Asian American M	Multi-racial F	Multi-racial M	Total F	Total M	Total
KG	0	0	1	1	30	13	1	0	0	0	1	0	33	14	47
	0.0%	0.0%	2.1%	2.1%	63.8%	27.7%	2.1%	0.0%	0.0%	0.0%	2.1%	0.0%	70.2%	29.8%	
01	4	2	0	4	11	17	1	2	0	0	1	0	17	25	42
	9.5%	4.8%	0.0%	9.5%	26.2%	40.5%	2.4%	4.8%	0.0%	0.0%	2.4%	0.0%	40.5%	59.5%	
02	2	0	2	1	21	22	1	0	0	0	0	0	26	23	49
	4.1%	0.0%	4.1%	2.0%	42.9%	44.9%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	53.1%	46.9%	
03	6	1	1	1	15	16	3	1	0	0	0	0	25	19	44
	13.6%	2.3%	2.3%	2.3%	34.1%	36.4%	6.8%	2.3%	0.0%	0.0%	0.0%	0.0%	56.8%	43.2%	
04	3	1	1	2	26	18	1	1	0	0	2	0	33	22	55
	5.5%	1.8%	1.8%	3.6%	47.3%	32.7%	1.8%	1.8%	0.0%	0.0%	3.6%	0.0%	60.0%	40.0%	
05	1	1	1	1	18	26	3	0	0	0	0	0	23	28	51
	2.0%	2.0%	2.0%	2.0%	35.3%	51.0%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	45.1%	54.9%	
06	7	4	1	2	39	36	1	2	0	0	2	3	50	47	97
	7.2%	4.1%	1.0%	2.1%	40.2%	37.1%	1.0%	2.1%	0.0%	0.0%	2.1%	3.1%	51.5%	48.5%	
07	7	5	2	1	32	38	1	0	0	1	2	0	44	45	89
	7.9%	5.6%	2.2%	1.1%	36.0%	42.7%	1.1%	0.0%	0.0%	1.1%	2.2%	0.0%	49.4%	50.6%	
08	4	1	2	1	59	39	4	2	0	0	0	2	69	45	114
	3.5%	0.9%	1.8%	0.9%	51.8%	34.2%	3.5%	1.8%	0.0%	0.0%	0.0%	1.8%	60.5%	39.5%	

2020-21	2021-22	2022-23
24	19	30
22	23	22
28	22	19
23	28	20
21	17	28
27	28	19
56	47	51
45	57	46
53	38	55
299	**279**	**289**

Roskruge's non-hispanic enrolled went from 18.758% in 2019-2020, to 15.52% % in 2021-2022. Roskruge experienced an increase of 4.08% in non-Hispanic enrollment during the 22-23 SY resulting in 19.6% non-Hispanic enrollment. These data as well as various sections in this document, establish a dire need to strengthen our recruitment efforts, specifically at the entry grades (Kinder and 1st Grade). Some steps to achieve this goal can be found throughout this Magnet Plan. Worthy of noting is that our point of entry grades did experience a slight enrollment increase as follows:
==Kinder: 7.22 % enrollment increase from SY 2021-2022 to beginning of SY 2022-2023 Kinder: 44.69 % enrollment 2022-2023 August 4, 2023: 36 Students 40th Day Enrollment: Kinder 41 students==
First Grade: 16% enrollment increase from SY 2021-2022 to beginning of SY 2022-2023

	21-22 100th Day Enrollment	21-22 EOSY enrollment as of 5/26/22	22-23 BOSY enrollment of 8/4/2022	2022-2023 100th Day Enrollment	23-24 BOSY Enrollment as of 8/18/23
Kinder	39	38	36	43	47
First Grade	38	38	42	47	42

	White/Anglo	African Amer.	Hispanic	Native Amer.	Asian Amer.	Multiracial
2019-20	5.78%	3.44%	81.25%	6.56%	0.31%	2.66%
2020-21	5.11%	1.46%	85.58%	5.29%	0.73%	1.82%
2021-22	6.14%	1.93%	84.74%	5.26%	0.70%	1.23%
2022-23 N: 561 40th Day	8.4%	3.9%	80.40 %	5%	.70%	1.6%
23-24 as of 8/18	6.72%	6.72%	79.52%	4.48%	0%	2.42%

Root Cause Analysis for Integration Gap		
Identifying Top Three Causes of these Gaps	Identifying the Surface Causes	Identify Deep Causes

Need for targeted/strategic Marketing and Recruitment efforts.	There are surface gaps related to: • Targeted digital advertisements • Social media leveraging	Deep or root causes are related to: • Lack of training related to effective utilization of digital tools to target enrollment audiences • Lack of digital tools to target enrollment audiences
Need for increased/refined Communication Strategies Feeder schools Social Media	**There are surface gaps related to:** • Creating ongoing content on social media that not only focuses on extracurricular activities, but also academic. • Site seeking stronger relationship with outside/district media to highlight Roskruge's Folkorico and Mariachi performances as well as students engaged in action research projects/project-based learning. • Informational meetings to provide the community information on the benefits of TWDL and program overview. (Team up with Language Acquisition & School Community Department) • Targeted recruitment efforts for entry grades to both integrate and linguistically balance classes.	**Deep or root causes are related to:** • Lack of understanding of how to create effective social media content. • A need for increased understanding of how to effectively leverage media to highlight site-based activities, especially via our school website. • A need for increased visibility of production of authentic, high quality, and rigorous academic work (student work displayed in classrooms hallways, social media, and school website) based on common questions that potential parents/students have during tours. ◊ A need for discussion among all staff for a common understanding of what this looks like and sounds like as it relates to our Collective Commitments. ◊ A need for determining what and how is made evident via our website/school/social media.

B.   SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By December 1st , SY 2023-24, Roskruge will increase non-Latino enrollment by 5% in First Grade, as measured by the 40th Day Enrollment Reports.	• Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings • Magnet Enrollment Plan • Smart Choice
2. By February 15th, 2022-23 SY, Roskruge will retain 95% of enrolled Kinder and 1st grade students to ensure continuous integration efforts year after year, as measured by 1**00th enrollment reports.**	• Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings

C.   Goal Attainment

Strategies	Strengths and Obstacles
• 1.Marketing and Recruitment • One effective way to market our program is by showcasing the many great things that happen in our classrooms. The following is a list of ideas of how we can secure ongoing high-quality content which can be a valuable marketing tool as well as recruitment strategies: • MC will create Social Media Content folder in TEAMS. There, grade level teachers are invited to upload information photos or videos we can use on social media. • A monthly calendar will be created in teams. There teachers can add class events, guest speakers details or activities they want to showcase through our various social media. • It was suggested by …. TUSD media person an Instagram account be created. Ms. Reily has expressed interest in helping manage that account as she has in the past. • A monthly Newsletter is an idea discussed. Goal: Grade levels take turn contributing content. Students can play an active role as contributors to the content, such as a report of the most recent happenings in their classroom. showcasing special projects, etc... This would be an excellent opportunity for students to practice their Spanish speaking skills as well as their writing skills. • Rational for the above.: What happens in the classroom is critical to attracting and keeping families. Conversely, the quality of instruction captured in the images, and videos, can become a powerful marketing, recruitment and retention tool. Some of these strategies, if agreed upon, may be best connected to the section **Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1:** Strengthen Tier I instruction •	**Supports:** • District Recruitment Events • School Community Services (TUSD) • District Communication Department District Media Department • District Community Services Open Enrollment Lottery District Transportation Department • District Pre-Schools • District and Out-of- District Daycare and Preschool Maps **Constraints:** • Access to non-district parent contact information for communication. • Training related to targeted social media use • Content on social media • School Community placing students in program without detailed explanation of the TWDL Model therefore parents think students have curriculum translated for them.

2.   Action Steps to Implement Strategies

<table>
<tr><td colspan="6">**Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal**</td></tr>
<tr><td colspan="6">**Strategy 1**: Marketing and Recruitment</td></tr>
<tr>
<td>**Action Steps to Implement Strategy**</td>
<td>**Person(s) to Carry Out Tasks**</td>
<td>**Timeline/Target Dates**</td>
<td>**Resources Needed**</td>
<td>**Monitoring**</td>
<td>**Evidence of Assessment**</td>
</tr>
<tr>
<td>1. Update Roskruge stark card with most current:
• Mission
• Vision
• Logo
• Appealing language and diverse photos for enrollment (need clarification: "appealing" language)</td>
<td>Magnet Coordinator</td>
<td>Aug. 2023- May 2024</td>
<td>District support & funding Family Engagement Sign-In Sheets</td>
<td>Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.</td>
<td>Revised stark card with new mission, vision, photos and marketing based language</td>
</tr>
<tr>
<td>2. Attend TUSD marketing and recruitment activities and events.</td>
<td>Magnet Coordinator; Principal; Assistant Principal</td>
<td>Aug. 2023- May 2024</td>
<td>District support & funding Family Engagement Sign-In Sheets</td>
<td>Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.</td>
<td>Calendar of district and school events, attendance documentation and agendas, meeting notes, open house logs, virtual and in-person tour logs.</td>
</tr>
<tr>
<td>3. Create two posts per week on the site Facebook & Site TUSD web page highlighting:
• Kindergarten students
• First grade students
• "Specials," i.e. Mariachi and Folklorico</td>
<td>Magnet Coordinator;

Back up:
Assistant</td>
<td>Aug. 2023- May 2024</td>
<td>Access to the site Facebook page

Access to the site TUSD web page

A digital camera (We can use it to quickly upload content to our social media platforms).</td>
<td>During quarterly progress

monitoring reports</td>
<td>Facebook analytic reports</td>
</tr>
</table>

	Principal			to the Magnet Department, include information Social Media Analytics	
4. Allocate funds for the Kinder Jumpstart summer experience	Principal	Summer 2024	Identify which budget we can fund this through	Secure funds by (date needed)	
5. Create and maintain a calendar of classroom activities highlighting: • student learning activities/student life (ie. student engaged in action research, project-based learning, collaborative groupings, culture-centered projects or presentations, guest presenters, community engagement, field trips, Folklorico/Mariachi presentations	Magnet Coordinator/All Staff	SY 2023-May 2024	Digital Calendar School Website Access Facebook page Digital camera	Bi-weekly	Created and maintained calendar of highlighted events

Standards of Excellence 1: Student Recruitment and Selection

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).
There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes: SY 2022-2023: Quarterly Benchmarks: SLA   - Q1-Q2 2nd grade proficiency levels dropped from Q1 to Q2   - Q1-Q3 Q grade 3rd, 5th-8, there was minimal upward movement from MP to PP,   - Q1 4th 97.7 % students performed at MP. Q2 there was upward movement from MM to PP at the rate of 21.6%   - ELA Q3: all grade levels performed better compared to Q1 and Q2. (The English assessment version was administered)

Root Cause Analysis		
Top Three Causes of these Gaps	**Surface Causes**	**Deep Causes**
1. Need for strengthening effective Tier I instruction K-8 and PBIS expectation/procedures for common areas to reduce disruptions.	• Continued need to increase the frequency of instructional observations with follow-up feedback and job embedded coaching	• Opportunities for consistent/frequent instructional observations with follow-up feedback and job embedded coaching often interrupted by other school needs
2. Some elementary grade challenges keeping pace with district curriculum maps/scope-sequence.	• Adoptions spiral design conflicting with ~~thoughts~~ re teaching skills for mastery.	• Negative impact on implementation / pacing of ELA/SLA curriculum

3. Students entering the TWDL program after point of entry (K-1)	• Inconsistent structure of support for late entry students • 	• Lack of academic interventionists to support late entry students with limited to no foundational Spanish proficiency

B. **SMART Goals Student Achievement**

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<u>Overall Student Achievement</u> 1. *By June, 2024, ELA proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports. 2. *By June, 2024, Mathematics proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports. 3. Fall 2023-2024 SY, Roskruge will receive weekly support visits from the Magnet department,	2023 AASA assessment data Monitored by quarterly Benchmark assessments Weekly summary of classroom observations with instructional areas needing support/improvement as well as teacher feedback will be provided by the Magnet Department the day of or day after the support visit. Accordingly, site leadership will provide timely support.

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

C. Goal Attainment

The following has been developed for each identified improvement goal:

- Strategies that help Magnet School achieve Smart Goal
- Action Steps to Implement and Monitor Improvement Strategies

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	**Strengths and Obstacles (Constrains)**
1. Strengthen consistency of high-quality Tier 1 instruction through: - Job embedded coaching, - Cross grade level articulation/collaboration - Provide research-based instructional strategies/resources - Plan and deliver professional development aligned to areas of need - Teacher-led professional development to support Tier I instruction within our TWDL program model	**Supports:** - Language Acquisition TWDL program model - Teachers trained in GLAD strategies, guided reading groups, School City and district web-data - Administrators, CSP, Magnet Coordinator, and MTSS Facilitator teaming to provide job embedded coaching/ instructional support - Cross Grade Level CTT/Articulation initiated 22-23 SY - Differentiated professional development - Magnet Coordinator, provides job embedded/theme-aligned professional development and community partnerships for teachers - WestEd instructional coaching for alignment/calibration with common language, instructional strategies and teacher feedback. **Constraints:** - Continued need for a consistent coaching cycle & leadership & site leadership analysis of walkthrough data - Peer observation opportunities/structure - Need for specificity within our short cycle assessment calendar to allow for data analysis which informs instructional practice - Continued need for training/follow-up training in data-literacy, Guided Reading, GLAD/Thinking Maps o In person following up GLAD training - Need for consistent approach to develop phonics skills across grades levels-----ie. ZooPhonics

	grades K-2 (Common language/common approach) • PBIS procedures/expectations in need of review/refinement.

2. R e f i n e m e n t o f targeted interventions at all grade levels.
 	
    What will this look like 23-24 SY since the RTI classes currently in our master schedule will no longer be in place?
	Supports:
	  • Access to formative assessment tools
	  • RTI Math Teacher at the middle school
	  • RTI ELA at the middle school---Not for 23-24 SY
	  • Creation of consistent intervention structures K-5
	  • PLCs to support data informed interventions
	  • Imagine Español/Lectura, Camino al éxito, SIL, Imagine Math
	  • I-Ready, IXL at the middle school
	
	Constraints:
	  • **Intervention structures for** students entering the TWDL program after point of entry (K-1)
	  • Lack of Tier II academic support classes at the middle school
	  • Lack of Tier III academic support classes at middle school
	  • Lack of engaging intervention resources at the middle school

| 4. Family and Community Engagement | **Supports:**
• Community Partnerships Established
• Magnet Coordinator
• PTA
• Student performances throughout community
• District-provided conference days, events and activities
• Improved student attendance through outreach and community partnerships

Constraints:
• Need more theme-based partnerships to help promote bilingualism
• Family member availability, low turnout
• Lack of a SY calendar listing family engagement activities
    Note: Liz Hanson, our Community Laison and Aide Silva, Magnet Coordinator, created the calendar for SY 23-24 |

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 Tier I instruction					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide job embedded coaching with a consistent observation/feedback cycle along with meaningful PD for teaching staff or teacher led PD based on walkthrough trends, such as: • How to articulate success criteria for lesson's objective • Ways to implement lesson-embedded assessment of the learning	Principal; Assistant Principal; Curriculum Service Provider Magnet Coordinator, MTSS, Reading Interventionist, DL itinerant teachers	Aug. 2023- May 2024	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOP Strategies GLAD strategies PD presentations	Short cycle assessments; benchmark assessments; instructional observation data	Documented Walkthrough and Coaching data Short Cycle assessments; benchmark assessments; end of year evaluations Student work

• How to establish effective Guided Reading structures • Ways to encourage/support accountable student talk • Writing rubrics student/teacher co-created with exemplars.			Checklist PD calendar		
2. The School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	Principal + AP Magnet Coordinator Magnet Dept	Monthly (Contingent on School's Letter grade)	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data

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

Strategy 2: Academic Interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop and implement a Math/ELA/SLA RTI structure to close academic gaps for students entering TWDL after point of entry.	Principal; Assistant Principal; ELA RTI teacher?	Aug. 2023 May 2024	22-23AASA Data to identify targeted ELA /SLA and Math	Short cycle assessments benchmark assessments	Short cycle assessment data; benchmark data

	Math RTI teacher SLA teachers		groups RTI Schedule that is embedded into the school day (pending administrative final decision)	PLCs will monitor assessment data to adjust small groups every 4-6 weeks	
2. **T r a i n T e a c h e r** A ssistants to support interventions in SLA/ELA and Math	Principal Assistant Principal **Teachers, with support from:** Grade level TAs Reading Interventionist Math TA ELA TA	Weekly August – May	Data to inform small groups	Formative assessment and benchmark data	Formative assessment and benchmark data

J. Hattie's Meta Analysis (December 2017) visible-learning.org   Standard of Excellence 4: Professional Development.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 4. Family and Community Engagement					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Communicate with families and about school programs and student academic achievement using: monthly newsletters, school website/Facebook, district website Continued creation/maintenance of: • Cafecitos • Class Dojo • Monthly calendar of events • Family engagement team • Community Resources Bulleting	Principal Asst. Principal Family Magnet Coordinator MTSSS Community Liaison	Throughout the school year Aug. 2022- May	Principal Monthly Newsletter School Website Updates District Support Media & Communication	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring ClassDojo ParentLink Community Liaison bulletin board	School-wide data, attendance logs for events/meetings, meeting agendas and notes

board • Parent Focus group (an annual event) • Title I events (literacy/math night)					
2. Schedule, plan and execute academic training for families 2-3 times to support academic achievement in reading/math: • Math Night • Literacy Night • Understanding State Assess student results • TWDL Night.	-Principal -Asst. Principal -Teachers -Magnet Coordinator CSP MTSS	2-3 times a year, Quarters 1, 2 and 3	Teachers and TWDL staff Community Liaison Calendar of events Timely communication to families PPT presentation	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, meeting agendas and notes
3. Parent informational meetings to also include an informational video for recruitment and retention	Principal Asst. principal Magnet coordinator CSP MTSS LAD Community Liaison	September-October	TWDL Staff Communications	Parent Commitment Form	Attendance logs, agendas

J. Hattie's Meta Analysis (December 2017) visible-learning.org
Standard 9: Community Engagement and Partnerships

V. Academic Performance for African American and Latino Students

A. Gaps in USP Subgroup 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: • White students outperform Latino students in ELA by 22.7% • White students outperform Latino students in Mathematics by 10% • White students outperform African American in Mathematics by 27.3% • White students outperform African American students in ELA by 10% • Latino students especially struggle in 5th through 8th grade Math, which indicates need for priority focus. • Latino students especially struggle in 5th grade ELA, which indicates need for priority focus.

Root Cause Analysis		
Identify Top Causes of these Gaps	**Identify the Root of these Causes**	**Identify Foundational Causes**
• Need of effective Tier I instruction specific to African American and Latino students. • Needed support to effectively implement the SPARKS framework.	• Lack of effective Tier I instruction that directly supports African American and Latino students	• Need for research-based effective Tier I instructional practices such as guided reading, guided math, writing across the curriculum • Need for a consistent observation and feedback cycle

B.   SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
1. By June 2024, the reading achievement gap between Latino students and White students will be closed by five percentage points 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 five percentage points as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Quarterly Benchmark data
1. By June 2024, the mathematics achievement gap between Latino students and White students will be closed by five (three?) percentage point as measured by the Arizona Academic Standards Assessment. 2. By June 2024, the mathematics achievement gap between African American students and White students will be closed by five (three?) percentage points as measured by the Arizona Academic Standards Assessment.	2023 AASA Scores Quarterly Benchmark data

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students	
Strategies	**Strengths and Obstacles**
1. Increase culturally relevant instructional practice specific to African American and Latino Students.	**Supports:** • Language Acquisition TWDL program model (third pillar of dual language education, socio-cultural competency • Teacher trained in GLAD strategies Leveled guided reading groups School-City • District supports culturally relevant instruction • SPARKS **Constraints:** • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Strong formative assessment model to inform instructional practice

2. Ensure effective academic interventions for African American and Latino Students	**Supports:** • Benchmarking structure is in place • Access to formative assessment tools **Constraints:** • Lack of PLCs support on 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 culturally relevant instructional practice specific to African American and Latino Students.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence of Assessment**
1. Provide professional development on SPARKS (Culturally relevant) framework for all teachers.	Principal; Assistant Principal; CSP	August 2023	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Provide weekly instructional observations with follow-up feedback on SPARK (Culturally relevant) integration	Principal; Assistant Principal; CSP	Aug. 2023- May 2024	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist GLAD Strategies	Short cycle assessments; benchmark assessments; instructional observation data	Short cycle assessments; benchmark assessments; end of year evaluations
3. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	principal Magnet Coordinator Magnet Dept	Weekly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data

	Principal Magnet Coordinator CSP Teachers West Ed Rep	6 sessions, Semester 1	Magnet Dept West Ed	instructional walkthrough data	Instructional Walkthrough data Quarterly Benchmarks

John Hattie's Meta Analysis identifies Professional Development Programs with an effect-size of .41. Having a positive effect on teacher efficacy and on student learning. Furthermore, Collective Teacher Efficacy yields a 1.57 effect-size. Source: J. Hattie (Dec. 2017) Visible-Learning.org
Standard of Excellence 4: Professional Development. Standard of Excellence 7: Leadership and Educator Development.

Action Steps to Implement Improvement, Monitor and Assess Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: 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. Utilize targeted, small groups in ELA/SLA and Math to provide targeted interventions to African American and Latino students.	Principal; Magnet Coordinators; **Teachers with support from:** Reading Interventionist Math TA ELA TA	Weekly August – May	Lesson Plans ELA/SLA/Math connection	Short cycle assessment and benchmark data	Formative assessment and benchmark data
2. Provide after school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators; **21st CCLC Coordinator**	Weekly August – May	Lesson Plans ELA/SLA/Math connection	Short cycle assessment and benchmark data	Formative assessment and benchmark data

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

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

#Deseg Budget 2022-2023 SY					
Description	**Amount**	**FTE**	**Purpose**	**MSA Pillar**	**Magnet Plan Essential Focus:**
Math Bilingual Teachers		1.4	Offer math lessons in our Two-Way Dual Language model/program required in Spanish language development for any students without prior dual language experience. This also provides an opportunity for students to take Algebra (an Advanced Learning Experiences course) in 8th grade for high school credit.	In AA MT	Student Academic Achievement
Spanish Teachers		2.0	All 6th-8th grade students are enrolled in Spanish as a core class to fulfill the TWDL program requirements in progress of the pathway. This also increases the number of students that participate in Advanced Learning Experiences (ALE) for opportunities to be promoted from Roskruge with Spanish high school credits.	In AA MT	Student Academic Achievement
Technology Teacher	46,200	1.0	Supports our Professional Learning Communities and Collaborative Teacher Teams by providing time for teachers to review data and support students with Tier 2 interventions in our elementary grades (K-5). Computer science classes provide real-world 21st Century skills that support the TWDL program and the global digital world.	PL In AA	Student Academic Achievement
Mariachi Teachers		2.0	Supports magnet theme program by presenting and performing music in Spanish. Also supports our Professional Learning Communities and Collaborative Teacher Teams by providing time for teachers to review data and support students with Tier 2 interventions in our elementary grades (K-5).	PL MT	Magnet Theme-Based Integration
Folklorico Teacher		1.0	Supports our TWDL program by increasing oral reinforcement of Spanish language development through fine arts experiences, especially in music and dance.	PL MT	Magnet Theme-Based Elective Support

Bilingual Teacher Assistants	30,300	1.5	Support our TWDL program by serving as language models for students in the process of learning Spanish as a second language. Assistants will be used in the classroom to provide support to classroom teachers by working with students on assignments, tasks or projects while teachers work with struggling students and provide small group interventions.	In AA MT	Student Academic Achievement
Curriculum Service Provider	40,902	1.0	CSP provides curriculum and instructional support for teachers and school leaders, supports district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement and links teachers with resources they need to help students with academic growth and achievement.	AA PL MT	Student Academic Achievement
Magnet Site Coordinator	48,900	1.0	Coordinate all the components of the SAAP with MSA Pillars to assure all goals and strategies are monitored throughout the school year. Coordinator will also promote the magnet theme program and recruit the necessary students to meet (make progress towards) the USP recruitment requirements.	In AA PCI PL MT	School Integration
Library Media Specialist	34,441	0.75	Support skills and strategies in our TWDL program and technology in all classes with direct instruction on reading, research and writing skills to support all students, while targeting the lower 25% academic population. Provide Spanish materials for dual language integration within the classrooms.	In AA	Student Academic Achievement
Sick Leave for Magnet Teachers	7,400	0.0	Substitute coverage pay for magnet teachers on sick leave.		
Employee Benefits	**169,413.70**				
Total	**733,800.30**	11.65			

Standard of Excellence 8: District and Magnet Relations

Non-Personnel

Description	Amount	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Recruitment Added Duty	1,000.00	Student recruitment efforts for student selection are designed to ensure equal access for all students and reduce minority group isolation.	In	School Integration
Supplies for Family Engagement	6,762.41	Provide families with supplies that support school academic events for student growth and achievement.	In PCI	Family Engagement

Description	Amount	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Magnet School of America Registration	1,800.00 ??? Should this be included in the 6k out of state travel?	Attend MSA conference for access to resources and training that foster our magnet program to promote choice equity, diversity, and academic excellence for all students at Roskruge.	In AA PCI PL MT	Student Academic Achievement School Integration Family Engagement
Magnet School of America Out of State Travel	6,000.00	Covered expenses for MSA conference attendance.	In AA PCI PL MT	Student Academic Achievement School Integration Family Engagement
Total Budget	**15,562.41**			

#Deseg Budget 2022-2023 SY	
Personnel Cost	$733,800.30
Non-Personnel Cost	$15,562.41
Total Budget	$749,131.01