

Magnet Programs



**TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY 2024-25**

Principal: Marisela Campillo
School: Davis Bilingual Magnet School

Magnet Program: Two-Way Dual Language

Region: Santa Cruz

Date Plan Revised: 4 /24/2024

Planning Team:

Position	Name	Position	Name
Magnet Coordinator	Troyana Elgersma	ExEd Resource	Anel Green
Principal	Marisela Campillo	Curriculum Service Provider	Clarissa Alvarez
Teacher 5th Grade		Community Liaison	Yolanda Sevillano
Davis Parent	Ashley Ali-Osman	Teacher, 1 st Grade	Stephanie Alvarez

Sign Off:

Position	Name	Signature	Date
Principal	Marisela Campillo		
Regional Assistant Superintendent	Mark Alvarez		
Magnet Department	Kamren Taravati		

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I. Magnet School Profile

A. Mission

Davis Dual Language Magnet exists to celebrate the diversity of our students' cultures and languages. We empower our students with the tools to be lifelong biliterate and multicultural learners.

B. School Summary

Davis is a bilingual elementary school that engages learners in a Two-Way Dual Language model. The focus of the school is to produce bilingual, bi-literate and bi-cultural students who are ready for Middle School. All students are immersed in the Two-Way Dual Language program at all grade levels, beginning with 90% Spanish/10% English at K-1, 80% Spanish/20% English in 2nd grade, 70% Spanish/30% English in 3rd grade, 60% Spanish/40% English in 4th grade, and 50% Spanish/50% English in 5th grade. The aim of the program is to balance the number of native English speakers and Spanish native speakers into one class so that there is model proficiency in both languages. Davis strives to implement culturally relevant instruction strategies to successfully support students in their academic achievements. Students and adults alike serve as language models across the school campus to provide consistent exposure and visual support in the Spanish language. Davis also prides itself on the arts, which includes its Mariachi program. Specialists' teachers (i.e. art, librarian, P.E. music) offer not only enrichment through the arts, but also serve as models for our students of the minority language. Teacher assistants are available in every classroom to provide additional support with Tier II interventions as well as language models for our students. The school offers students to learn through hands-on opportunities and take advantage of their garden. Davis promotes positive behavior and community building through Mayan philosophy *In Lak'ech*, which states "you are my other me- what I do unto you, I do unto myself."

C. Vision

Davis Dual Language Magnet: Inspiring and empowering our students to become thoughtful, productive, biliterate communal global citizens (as measured by TUSD Dual Language Assessments) who work for global justice.

D. Core Values

1. committed to serving our families and community
2. committed to Respect, Responsibility, Kindness and Safety
3. committed to the TUSD 90/10 Dual

E. School Profile

2024-2025 Letter Grade	2024-25 Integration Status	Magnet Theme
B	Integrated	Two-Way Dual Language

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of ExEd Students)
8.68%	5.88%	100%	49%	13.25%	10.5%

School Integration Profile (USP Ethnicity)													
2024-2025 40 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	71	23.6%	22	7.24%	189	62.2%	6	1.8%	1	.33%	15	4.9%	304
Non-neighborhood	48	23.7%	19	9.4%	117	58%	5	2.5%	1	.4%	12	6%	202
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%		

F. Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2023 Gr. 3	2023 Gr.4	2023 Gr.5	2024 Gr.3	2024 Gr.4	2024 Gr.5
State ES Avg	41%	44%	39%	41%	45.2%	37%	39%	46%	38%
District ES Avg	29%	33%	27%	30.5%	33.4%	26.2%	28%	35%	27%
Davis Avg	46%	48%	40%	45.5%	50.9%	45%	52%	53%	27%
3 Years of Math Percent Proficiency by Grade									
Math	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2023 Gr. 3	2023 Gr.4	2023 Gr.5	2024 Gr.3	2024 Gr.4	2024 Gr.5
State ES Avg	39%	39%	37%	43%	45%	37%	43%	36%	33%
District ES Avg	28%	27% +	24%	32.9%	26.9%	24.9%	33%	26%	24%
Davis Avg	42%	19%	20%	48.9%	20%	19.5%	45%	33%	38%

2021=AZM2, 2022/2023=AASA

Three Year AASA by Subgroup

ELA

	African American			Latino			White		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50%	60%	100%	52%	29.2%	39.4%	39%	71.4%	87.9%
Grade 4	50%	50%	100%	42%	46.7%	36.7%	71%	52.9%	83.4%
Grade 5	*	*	*	37%	50%	19.4%	45%	54.5%	50%

Math

	African American			Latino			White		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25%	60%	100%	39%	40.7%	30.3%	56%	64.3%	80%
Grade 4	*	*	50%	16%	16.7%	16.7%	36%	35.3%	75%
Grade 5	*	*	100%	17%	30%	32.3%	27%	16.7%	58.3%

21-22/22-23 data = AASA. Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall, 2023-2024 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	89.09%	88.24%
African American	90%	75%
Hispanic	43.3%	47.98%
Native American	65%	50%
Asian-PI		
Multi-Racial	84%	74%

II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

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

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

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

2. Student Achievement

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

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

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for

ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

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

Interpretive Summary - Integration Gap Analysis
<p>There are multiple data points and key information to support the site integration gap analysis. However, the site is currently integrated based on SY 23-24 enrollment.</p> <ul style="list-style-type: none"> • This is due in large part to: The site is historically a sought-after school with large numbers of students on the waiting list post lottery. • There was a shift for SY 22-23 in enrollment for African American students from SY 21-22 dropping < 1%, but also an increase in White students by 1%. However, there was an increase in Hispanic students and a decrease in White students from 22-23 to 23-24. <p>Our aim is to continue to recruit and outreach to all families in the area to further increase our integration.</p>

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
Effective Marketing and Recruitment	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> • Leave of absence of coordinator position during SY 23-24 Spring semester • Targeted digital advertisements • Social media leveraging 	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> • Absence of coordinator left responsibilities unattended (i.e. Recruitment events and marketing)

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By November 1 st , of SY 2024-2025, Davis will maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40 th day enrollment reports.	<ul style="list-style-type: none"> • Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings • Magnet Enrollment Plan • Smart Choice

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal 1 MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	Strengths and Obstacles
1. Marketing and Recruitment	<p>Supports:</p> <ul style="list-style-type: none"> • Magnet coordinator position filled • 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 <p>Constraints:</p> <ul style="list-style-type: none"> • Access to non-district parent contact information for communication. • Training related to targeted social media use • Content on social media

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for Integration SMART Goal					
Strategy 1: Marketing and Recruitment					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Attend targeted recruitment activities and events; inclusive of Davis Elementary tours targeting students that will help keep linguistic balance in our classrooms as well as Asian and African American students. Highlight benefits of bilingual education through research and visuals	Magnet Coordinator; Principal;	Aug. 2024- May 2025	District support & funding Family Engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Calendar of district and school events, attendance documentation and agendas, meeting notes, open house logs, virtual and in-person tour logs.
2. Create two posts per week on the site Facebook page highlighting: <ul style="list-style-type: none"> Kindergarten students First grade students “Specials,” i.e., Mariachi and Art Academics Benefits of bilingualism 	Magnet Coordinator Back Ups: -Principal -Office Manager -CSP	Aug. 2024- May 2025	Access to the site Facebook page Media Release Forms for students	During quarterly progress monitoring reports to the Magnet Department, include information Social Media Analytics	Facebook analytic reports

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:

- In ELA, Davis *dropped* by 16 % in 5th grade level.
- In ELA, Davis increased by 18% in 4th grade level.
- In ELA, Davis increased by 4% in 3rd grade level.
- In Math, Davis increased by 25% in 3rd grade level.
- In Math, Davis increased by 4% in 4th grade level.
- In Math, Davis increased by 4% in 5th grade level.

Comparison of students per cohort from 2022 to current year:

ELA	2021-2022	2022-2023	2023-2024
3 rd grade cohort-5 th grade	46.5%	50.9%	
4 th grade cohort-5 th grade	48%	45%	

MATH	2021-2022	2022-2023	2023-2024
3 rd grade cohort- 5 th grade	42.1%	48.9%	
4 th grade cohort- 5 th grade	19%	19.5%	

From a content/subject perspective, Davis students outperformed the district and state average grade by considerable amounts:

Root Cause Analysis		
Top Causes of these Gaps	Surface Causes	Deep Causes
1. Tier I instruction effectiveness	1. Minimal professional development on rigor with new adoption	1. Lack of consistency with using new adoption and curriculum. Lack of follow-through and accountability through walkthroughs and feedback forms from Instructional Leadership Team.
2. Need for academic math interventions specifically in math subject area.	2. Lack quality system for CTTs that supports academic interventions at the Tier II and Tier II level	2. Lack of academic math interventionists to support Tier II and Tier III classes
3. Need for academic interventions at the 4 th and 5 th grade level	3. Lack quality system for CTTs that supports academic interventions at the Tier II and Tier II level	3. Lack of academic interventionists to support Tier II and Tier III classes

B. SMART Goals Student Achievement

SMART Goal Statements*	Evidence to Be Used to Assess Progress and Accomplishment
<p><u>Overall Student Achievement</u></p> <ol style="list-style-type: none">1. By June 2025, ELA proficiency levels in Grade 3 will increase by 3%, from 46% to 49%, as measured by AASA reports.2. By June 2025, ELA proficiency levels in Grade 4 will increase by 3%, from 48% to 51%, as measured by AASA reports.3. By June 2025, ELA proficiency levels in Grade 5 will increase by 3%, from 40% to 43%, as measured by AASA reports.	<p>2024 AASA Scores Monitored by quarterly benchmarks</p>

<ol style="list-style-type: none"> 1. By June 2025, Math proficiency levels in Grade 3 will increase by 3%, from 42% to 45%, as measured by AASA reports. 2. By June 2025, Math proficiency levels in Grade 4 will increase by 3%, from 19% to 22%, as measured by AASA reports. 3. By June 2025, Math proficiency levels in Grade 5 will increase by 3%, from 20% to 23%, as measured by AASA reports. 	<p>2024 AASA Scores Monitored by quarterly benchmarks</p>
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** Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.*

C. Goal Attainment

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
1. Targeted Tier 1 instruction in math subject area	<p>Supports:</p> <ul style="list-style-type: none"> • Language Acquisition TWDL program model • District Web-Data • Differentiated curricula • Targeted PD in Spanish math instruction <p>Constraints:</p> <ul style="list-style-type: none"> • Delayed data results • Gaps in instructional observation/feedback cycle • Lack of interventionists schedule(s) • Strong formative assessment model to inform instructional practice
2. Creation of targeted academic interventions	<p>Supports:</p> <ul style="list-style-type: none"> • Benchmarking structure is in place • Access to formative assessment tools <p>Constraints:</p> <ul style="list-style-type: none"> • Strong CTT/PLCs to support data informed interventions • Lack of Tier II academic support classes • Lack of Tier III academic support classes

<p>3. Family and Community Engagement</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Davis families have a positive feeling about the school based on school quality survey <p>Constraints:</p> <ul style="list-style-type: none"> • Families feel that there was no communication about what is being taught • Connections with community partners
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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: Instructional Improvement					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/ Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Utilize weekly instructional observations with follow-up feedback to improve Tier I instruction.	Principal; Curriculum Service Provider; Teachers	Aug. 2024- May 2025	-Updated Walkthrough Protocol -Checklist (google form) Magnet Walkthrough	Progress in checklist /Instructional Protocol (digital form) Short cycle unit assessments (Adelante); benchmark assessments; instructional observation data, student data binders	Short cycle unit assessments (Adelante) benchmark data assessments; benchmark assessments; end of year evaluations, student data binders
2. Implement short-cycle assessments from Benchmark Adelante/Advance and Eureka Math and data analysis in CTT	Principal; Curriculum Service Provider; Teachers	Aug. 2024- May 2025	CTT form to highlight students of greater need and to analyze data on weekly basis	Short cycle unit assessments; assessments and benchmark	Short cycle unit assessments; Benchmark data guided reading observation log
75-80% of learners should reach successful levels of competency through Tier 1 alone (Shapiro, 2008)					

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

Strategy 2: Creation of academic interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop schedule- determine time for push-in/ pullout support with all Specialist teachers.	Principal; Magnet Coordinators; Teachers and TAs;	Weekly August 2024– May 2025	<i>El Camino al Exito</i> EDL resource Lesson Plans	Progress Monitoring	EDL progress; benchmark data
2. Use small groups where teachers and TAs meet with low-performing students at least 1/day. (Tier II, III interventions) based on EDL scores and running records.	Classroom Teachers; Teacher assistants	Weekly August 2024– May 2025	Data to inform small groups Scholastic Bookroom Adelante resources	Progress Monitoring/ Running records Short cycle unit assessments; Benchmark data	EDL Short cycle unit assessments; Benchmark data
3. Implementation of weekly collaborative teacher time (CTT) to plan strategies and create materials for interventions needed	Principal; Curriculum service provider; teachers	Weekly August 2024– May 2025	Data CTT form	Short cycle assessments/CFA Benchmark data	Short cycle assessments/CF Benchmark data

“Schools need to organize the RTI model in a way that allows for tiered instruction to be implemented by the available personnel.” (Shapiro, 2008)

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

Strategy 3. 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. Implement monthly Cafecito to provide strategies to families that they can employ at home to then directly help academic achievement and social-emotional learning to those students.	Principal Family Community Liaison	Throughout the school year Aug. 2024- May 2025	Principal Monthly Newsletter School Website Updates District Support Media & Communication	Attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, meeting agendas and notes School-quality survey
2. Schedule, plan and execute academic training for families 2-3 times to support academic achievement in reading/math: <ul style="list-style-type: none"> • Math Night • Literacy Night 	Principal CSP Family Community Liaison	2-3 times a year, Quarters 1, 2 and 3	Principal, Curriculum service provider, PTA, Teachers and TWDL staff	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 School-quality survey
J. Hattie's Meta Analysis (December 2017) visible-learning.org					

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).
<p>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:</p> <ul style="list-style-type: none"> • Latino students have academic gaps in both ELA and Mathematics <ul style="list-style-type: none"> ○ White students outperform Latino students in ELA by 7.4% ○ White students outperform Latino students in Mathematics by 25% • African American students have academic gaps in both ELA and Mathematics <ul style="list-style-type: none"> ○ White students outperform African American students in ELA by 6.8% ○ White students outperform African American students in Mathematics by 30.8%

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 for 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"> • Increased subgroup analysis that results in interventions, which supports 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.

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 2025, the reading achievement gap between Latino students and White students will be closed by 3% at each grade level in 3-5 grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2025, the reading achievement gap between African American students and White students will be closed by 3% at each grade level in 3-5 grade, as measured by the Arizona Academic Standards Assessment. 	<p>2024 AASA Scores Quarterly Benchmark Assessments</p>
<ol style="list-style-type: none"> 3. By June 2025, the mathematics achievement gap between Latino students and White students will be closed by 3% at each grade level in 3-5 grade, as measured by the Arizona Academic Standards Assessment. 4. By June 2025, the mathematics achievement gap between African American students and White students will be closed by 3% at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 	<p>2024 AASA Scores Quarterly Benchmark Assessments</p>

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 culturally relevant instructional practice specific to African American and Latino Students.</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Language Acquisition TWDL program model • Teacher trained in GLAD strategies Leveled guided reading groups School-City • District supports culturally relevant instruction • SPARKS • SEL curriculum <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

<p>2. Ensure effective academic interventions for African American and Latino Students</p>	<p>Supports:</p> <ul style="list-style-type: none">• Benchmarking structure is in place• Access to formative assessment tools <p>Constraints:</p> <ul style="list-style-type: none">• Strong CTT/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
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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 from multi-cultural curriculum department for teachers	Principal; Assistant Principal; Curriculum Service Provider	Spring 2024	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Utilize Daily instructional observations with follow up feedback on Culturally relevant integration	Principal; Assistant Principal; Curriculum Service Provider	Jan. 2025- May 2025	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOB Strategies Checklist	Short cycle unit assessments; benchmark assessments; instructional observation data	Short cycle unit assessments; benchmark assessments; instructional observation data ; end-of-year evaluations

Action Steps to Implement, Monitor and Assess Improvement 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
1. Utilize small groups in ELA (Adelante) and Math (Eureka) to provide targeted interventions to African American and Latino students weekly and evaluate data from assessments provided by the curriculum during CTT	Principal; Teachers; CSP; Magnet Coordinator	Weekly SY 24-25 August – May	Lesson Plans ELA/Math connection	Short cycle unit assessments benchmark data	Short cycle unit assessments benchmark data

2. Provide after school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators; 21 st CCLC Coordinator	Weekly SY 24-25 August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
<p>J. Hattie's Meta Analysis (December 2017) visible-learning.org</p> <p>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).</p>					

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.):

List other school FTE to support the MSP Goals for integration and student achievement. Include 910(G) or non-910(G) FTE and other support staff that are assigned to your school by the District (e.g., Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 2.5 FTE Teacher (910G, 202)
- 0.5 FTE Reading Interventionist (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER, Centrally funded)
- 4.5 FTE Teaching Assistants (910G, 202)
- 6.5 FTE Teaching Assistants (Language Acquisition, other (504))
- 2.0 FTE Teaching Assistants (ESSER)
- 1.0 FTE Librarian (910G, 202)
- 0.5 FTE Instructional Tech Liaison (Title I)
- 0.5 FTE School Community Liaison (Title 1)
- 0.5 FTE Library Assistant (M&O)

Magnet School Budget

Resp	Resp Nam	Funding Source	Account	Detail Description	FY22 Adjusted Budget	FY22 FTE	FY23 Budget	FY24 Budget	FY24 FTE	For Positions, list job title	Notes
1191	Davis	03 - Deseg Magnet	001.511.1000.6112.1191.80202.5092	Teacher Salary	\$146,001.00	3.000	\$147,500.00	\$101,283.00	2.000	Music Teacher, Resource Teacher, Reading Interventionist	Eliminating Reading Interventionist
			001.511.1000.6113.1191.80202.5092	Substitute Teachers	\$2,000.00	0.000	\$2,000.00	\$1,000.00			
			001.511.1000.6120.1191.80202.5092	Added Duty	\$5,000.00	0.000	\$0.00	\$10,000.00		Tutoring	
			001.511.1000.6220.1191.80202.5092	Employer FICA/Medicare	\$45,200.30	0.000	\$45,200.30	\$35,610.56			
			001.511.1900.6150.1191.80202.5092	Classified Salary	\$78,815.00	4.250	\$78,815.00	\$40,588.67	2.000	5x.5, 2x.25, 1	TA Salary Move from 4 to 2
			001.511.1900.6160.1191.80202.5092	Classified Temporary	\$3,000.00	0.000	\$0.00	\$0.00			tutoring not needed - covered by esser
			001.511.1900.6220.1191.80202.5092	Benefits	\$24,244.50	0.000	\$24,244.50	\$12,988.37			
			001.511.2190.6120.1191.80202.5092	Added Duty	\$7,000.00	0.000	\$500.00	\$500.00		recruiting/ family engagement	
			001.511.2190.6160.1191.80202.5092	Classified Temporary	\$5,000.00	0.000	\$0.00	\$0.00			
			001.511.2190.6220.1191.80202.5092	Employer FICA/Medicare	\$400.00	0.000	\$400.00				
			001.511.2210.6114.1191.80202.5092	Other Certified Salary	\$38,400.00	1.000	\$46,400.00	\$47,792.00	1.000	Magnet Coordinator	
				Need Budget Line				\$50,000.00	1.000	MTSS	
			001.511.2210.6220.1191.80202.5092	Employer FICA/Medicare	\$14,520.00	0.000	\$14,520.00	\$31,293.44			
			001.511.2213.6120.1191.80202.5092	Added Duty	\$9,500.00	0.000				Tutoring	
			001.511.2213.6220.1191.80202.5092	Employer FICA/Medicare	\$1,900.00	0.000	\$1,900.00	\$0.00			
			001.511.2220.6114.1191.80202.5092	Other Certified Salary	\$34,475.00	1.000	\$34,975.00	\$36,024.25	1.000	Library Media Specialist	
			001.511.2220.6220.1191.80202.5092	Employer FICA/Medicare	\$10,342.50	0.000	\$10,342.00	\$11,527.76			
			001.511.2579.6360.1191.80202.5092	Employee Training and Professi	\$1,800.00	0.000	\$1,800.00	\$1,800.00			
			001.511.2579.6583.1191.80202.5092	Out-Of-State Travel	\$6,000.00	0.000	\$6,000.00	\$6,000.00			
		03 - Deseg Magnet Total			\$433,598.30	9.250	\$414,596.80	\$386,408.05	7.000		

Goal Focus: Integration and / or Student Achievement

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

Personnel

Deseg Budget 2024-2025 SY						
Description	Amount	FTE	Purpose		Magnet Focus Area	Magnet Plan Strategy

Teacher- Art	\$57,454	1.0	<p>Support PLC/CTT schedule Support Magnet theme implementation- Art classes are in Spanish.</p> <p>PLC-CTT time is embedded in the school day so that staff can meet weekly for at least 1 1/2-hour blocks. Staff will address achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed.</p> <p>Specialist teachers support the schedule to allow for PLC-CTT time. Specialist also teaches in Spanish to support implementation of the Magnet theme and provide reading intervention support in the morning.</p>	PL, MT, AA	Student Achievement
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Teacher- Music	\$57,454	1.0	<p>Support PLC/CTT schedule Support Magnet theme implementation- Music classes are in Spanish.</p> <p>PLC-CTT time is embedded in the school day so that staff can meet weekly for at least 1 1/2-hour blocks. Staff will address achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed.</p> <p>Specialist teachers support the schedule to allow for PLC-CTT time. Specialist also teaches in Spanish to support implementation of the magnet theme and provide reading intervention support in the morning.</p>	PL, MT, AA	Student Achievement
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Library Media Specialist	\$38,547	1.0	<p>To allow teachers to meet in PLC-CTT groups, Davis will fund a full-time librarian who creates multi-cultural learning opportunities and materials for all K-5 students.</p> <p>Teachers will meet in PLC- CTTs 1 1/2 hours weekly to analyze student data and implement action plans for Tier I/II differentiated instructional groups, common assessments, and planning.</p>	AA, PL, MT	Student Achievement
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Teacher Assistants	\$92,931	4.0	While certified teachers provide intervention, teacher assistants will be used to provide support for all students. Bilingual para- professionals support in dual language classrooms is critical as language models, assist in district/state required assessments and help teachers manage workloads which double when learning/teaching in two languages. Bilingual paraprofessionals are language role models and are guided by teachers to support students as the teacher directs learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement.	AA, MT	
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Magnet Site Coordinator	\$37,792	1.0	Magnet Coordinator will focus on all pillars- student achievement and integration: PLC –CTT coordinator, quarterly PLC-CTT units, student progress monitoring data, family event coordinator, and recruitment.	IN, AA, PCI, PL, MT	Integration and Student Achievement
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Substitutes for Magnet teachers	\$3,000		Substitute pay magnet teacher sick leave.	AA	Student Achievement
Certified Added Duty	\$4,200		Before and After School Tutoring	AA	Student Achievement
Classified Hourly	\$3,500		Support before and after school tutoring- supervise approved computer-based platform use while teacher provides interventions.	AA	Student Achievement
Certified Hourly Added Duty	\$1,009		Added Duty for certified staff to participate in parent training session at school. Work with families to support family engagement and provide training sessions in reading and mathematics for parents.	PCI	Student Achievement
Certified Added Duty -	\$3,900		Summer PD- Focus on Strategies to support language development (TWDL Magnet Theme- such as SIOP strategies, GLAD strategies, Thinking Maps), also building capacity to use authentic experiences to build language.	AA, PL, MT	Student Achievement

Certified Added Duty/ Hourly	\$ 2,597	Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information cards, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large-targeted populations). Maintain high parent participation in PTA, Site Council and school- wide functions, and train parents as school recruiters. Pursue partnerships with the U of A, Pima College, South Tucson, Hispanic Chamber of Commerce, Mariachi clubs, and other agencies that embrace Hispanic culture to enhance the current program.	In, PL, AA	Integration
Classified Temporary	\$26,000			
Benefits (Insurance,FICA,etc)	\$81,624			
Total Budget	\$.00			
	Total FTE	7.0		

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus
MSA Registration	\$2,000	Davis will send the Magnet Coordinator and one Administrator to the MSA National Conference. Conference registration.	In, AA, PCI, PL, MT	Integration and Student Achievement
MSA Out of State Travel	\$5,000	Travel, lodging, transfers and per diem will be provided for the 2 people travelling out of state to the MSA National Conference.	In, AA, PCI, PL, MT	Integration and Student Achievement
Total Budget	\$7,000			

Deseg Budget 2021-2022 SY	
Personnel Cost	\$433,598
Non-Personnel Cost	\$7,000
Total Budget	\$440,598