

**Magnet Programs**



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

**Principal:** Brenda Meneguín

**School:** Dodge Traditional Magnet Middle School

**Magnet Program:** Traditional Education

**Region:** Arcadia

**Date Plan Last Revised:** 12/02/2024

**Planning Team:**

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

**Sign Off:**

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

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## **I. Magnet School Profile**

### **Mission**

Dodge Traditional Magnet Middle School creates a diverse, safe environment that fosters responsible life-long learners through rigorous academics, respectful behavior expectations, and strong community collaborations.

### **School Summary**

Dodge Traditional Magnet Middle School is currently integrated and earned the Arizona State letter grade of B for the SY 2023-24. The school encompasses rigorous academics in a structured environment with high support systems—the school's success results from teacher commitment, involved parents, and dedicated students. The school's exemplary behavioral expectations and partnerships enable each enrolled student to advance academically. In addition, Dodge offers an assortment of advanced learning opportunities for our students: GATE resource, advanced core classes, high school credit Algebra, PE, STEM, Geometry, as well as high school credit Spanish, a travel program, writing contests, and extracurricular clubs and sports to celebrate diversity and develop leadership skills.

### **Vision**

Dodge traditional Magnet Middle School prepares scholars to access opportunities to make a positive difference in their lives and the world around them.

### **Core Traits of a Traditional Education:**

- **Safety**
- **Diversity**
- **Rigorous Academics**
- **Respectful Behavior**
- **Community Collaborations**

### **Definition**

#### **USP subgroups and Federally Recognized Subgroups**

For the purposes of this report, when reference is made to the USP Subgroups or the Federally Recognized Subgroups the reference is to the following subgroups; African American, Asian American/Pacific Islander, Hispanic, Multiracial, White, and Native American

**E. School Profile**

2023-24 Letter Grade	2023-24 Integration Status	Magnet Theme
B	Integrated	Traditional

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (English Learner) (% of EL Students)	Ex Ed (% of Ex Ed Students)
5.92%	7.66%	100%	61%	4.69%	11.0%

School Integration Profile (USP Ethnicity)													
2024-25 70 <sup>th</sup> Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	118	27.69%	26	6.10%	242	56.80%	11	2.58%	10	2.34%	19	4.46%	426
Non-neighborhood %	118	27.69%	26	6.10%	242	56.80%	11	2.58%	10	2.34%	19	4.46%	426
USP Integration Range +/- 15% MS District Avg													
	2.54-32.54%		0-22.02%		50.21-80.21%		0-18.59%		0-17.63%		0-18.98%		
Future Integration Range +/- 25% MS District Avg													
	0-42.54%		0-32.02%		40.21-90.21%		0-28.5%		0-27.63%		0-28.98%		

**F. Achievement Data**

<b>3 Years of ELA Percent Proficiency by Grade</b>									
<b>ELA</b>	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8	2024 Gr. 6	2024 Gr. 7	2024 Gr. 8
State MS Average	39%	43%	36%	39%	43%	36%	TBA	TBA	TBA
District MS Avg	24%	26%	23%	24%	26%	23%	25.8%	24.0%	22.2%
Dodge	38%	43%	45%	55.1%	41.8%	43.3%	39.8%	48.2%	35.2%
<b>3 Years of Math Percent Proficiency by Grade</b>									
<b>Math</b>	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8	2024 Gr. 6	2024 Gr. 7	2024 Gr. 8
State MS Avg	31%	27%	27%	31%	27%	27%	TBA	TBA	TBA
District MS Avg	13%	11%	12%	13%	11%	12%	12.7%	13.9%	15.0%
Dodge	24%	32%	35%	33.8%	31.1%	37%	24.8%	34.8%	35.2%

**Three Year AZ Merit/AASA by Subgroup**

**ELA**

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 6</b>	17%	50%	43.8%	34%	45.2%	25.0%	58%	80.8%	61.8%
<b>Grade 7</b>	50%	12.5%	35.7%	39%	32.4%	41.0%	55%	73.5%	72.7%
<b>Grade 8</b>	33%	66.7%	21.1%	34%	33.8%	31.3%	63%	56.3%	52.9%

**Math**

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 6</b>	0%	10%	31.3%	20%	26.2%	16.2%	44%	61.5%	35.3%
<b>Grade 7</b>	20%	12.5%	21.4%	28%	23.9%	27.7%	44%	52.9%	57.6%
<b>Grade 8</b>	11%	33.3%	26.3%	28%	29.9%	28.1%	54%	53.1%	55.9%

Overall, 2023-2024 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	62.4%	49.5%
African American	32.7%	26.5%
Hispanic	33.0%	24.2%
Native American	14.3%	14.3%
Asian-PI	57.1%	42.9%
Multi-Racial	52.9%	35.3%
<b>All</b>	41.4%	31.6%

## II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

### 1. Integration

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

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

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

### 2. Student Achievement

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

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

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

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

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

3. **Academic Performance** (Federally recognized subgroups of; African American, Asian American/Pacific Islander, Hispanic, Multiracial, and Native American.)
- a. Gaps, Compared to District Cohorts. Whether state test scores for federally recognized subgroup students in a particular school exceed the average test scores of the same subgroups 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 students in the federally recognized subgroups.
  - 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 students in the federally recognized subgroups.



### III. INTEGRATION

#### A. Integration: Gap Analyses

##### Interpretive Summary - Integration Gap Analysis

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

- For the 2023-2024 SY, the site improved to an “A” label as measured by the Arizona Department of Education, according to the A-F accountability model. Having a label of “A” inherently attracts more families to seek enrollment. Moreover, the site continues to be renowned within the Tucson community as a higher performing school and, therefore, continues to be sought after by families for student enrollment. This will favorably affect recruitment efforts.
- The site is not a pipeline to any High Schools, but many students who are promoted from Dodge, go on to attend University High School (UHS). Because UHS requires entrance tests, families reported seeking out the high school credit program at Dodge to improve their student’s chances of gaining acceptance.
- The site’s AASA scores ranked in the top 1/3<sup>rd</sup> of all TUSD schools for the past three years, a fact that also positively affects recruitment efforts.

**Root Cause Analysis**

<b>Identify Top Causes of these Gaps</b>	<b>Identify the Surface Causes</b>	<b>Identify Deep Causes</b>
Effective Marketing and Recruitment	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> <li>• More community outreach and the subsequent dissemination of information about the site</li> <li>• Create a cohesive magnet story</li> </ul>	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> <li>• Lack of access to neighborhood schools where information about Magnet School opportunities is most needed</li> <li>• Educate community about the purpose of the magnet, and the creation of media to disperse that information</li> </ul>
Effective Communication	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> <li>• Mission and Vision</li> </ul>	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> <li>• Site lacks an updated statement/outline of educational goals and objectives</li> <li>• Once this statement/outline is created it must be made clearly visible to the community</li> <li>• Entire magnet team must share one cohesive mission and vision</li> </ul>

**B. SMART Goal for Integration**

<b>SMART Goal Statement</b>	<b>Evidence to Be Used to Assess Progress and Accomplishment</b>
<p>By May of 2025, Dodge will increase its socioeconomic diversity by 2% to more closely match the 78.8% free and reduced-price lunch average percentages of the Tucson Unified School District, as well as maintain its integrated status with no racial or ethnic group exceeding 70% of the total enrollment, as measured by 40<sup>th</sup> day enrollment reports, and AZ Department of Education Free and Reduced-Price Lunch Reports.</p>	<ul style="list-style-type: none"><li>• TUSD Web data (Controlled by School Community Services Department)</li><li>• “AZ Dept. of Ed. Health and Nutrition Services Free and Reduced-Price Percentage Report”</li></ul>

**C. Goal Attainment**

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	Strengths and Obstacles
<p><b>1.</b> Marketing and Recruitment</p>	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• District Communication Department</li> <li>• District Marketing Department</li> <li>• Magnet Department</li> <li>• Magnet Coordinator</li> <li>• Site Staff</li> <li>• PD time set aside for staff to update mission and vision statement</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• False idea that educating about magnet school options will take a lot of time/teaching time.</li> <li>• Means of widespread communication with the community outside of social media outlets such as Facebook.</li> </ul>

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement 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
<p>1. Begin in-person visits to schools to drop off information about the magnet program and foster relationships.</p> <p>1a. Educate staff of non-magnet programs about the purpose of the magnet, allowing them to refer students.</p> <p>1b. Provide tours to referred families</p>	Magnet Coordinator	August 2024-May 2025	<ul style="list-style-type: none"> <li>Marketing materials</li> <li>Added duty/mileage pay for staff members.</li> </ul>	Contact Sheets	<p>Track program interest contacts &amp; include zip code data.</p> <p>Track zip codes of students who enter the lottery.</p>

<p>2. Update the site's mission and vision statement</p>	<p>Site Level Teaching Staff</p> <p>Instructional Leadership Team</p>	<p>August 2024-October 1, 2024</p>	<ul style="list-style-type: none"> <li>• Committee</li> <li>• Professional Development Time</li> </ul>	<p>Committee minutes</p>	<p>Completion of task</p>
<p>3. Generate media to explain why the magnet exists and what happens at the site</p>	<p>Communications &amp; Media Relations</p> <p>District Webmaster</p> <p>Magnet Coordinator</p> <p>Site Level Teaching Staff</p> <p>Dean of Students</p>	<p>August 2024-May 2025</p>	<p>Teacher/Staff invitations to record events that capture the magnet mission and vision</p> <p>SharePoint where media can be deposited</p>	<p>Magnet Coordinator</p> <p>Dean of Students</p>	<p>Media Generated</p>

#### IV. Overall Student Achievement

##### A Gaps in Student Achievement

<b>Interpretive Summary of Overall Student Achievement Data 2023-2024 AASA Data</b>
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The AASA was used as the data point for the identification of academic achievement gaps. This information will help to identify needs to increase overall school academic performance. The site’s proficiency levels are as follows:

- **6<sup>th</sup> Grade ELA Proficiency- 39.8%**
- **7<sup>th</sup> Grade ELA Proficiency-48.2%**
- **8<sup>th</sup> Grade ELA Proficiency- 35.2%**
- **6<sup>th</sup> Grade Math Proficiency- 24.8%**
- **7<sup>th</sup> Grade Math Proficiency- 34.8%**
- **8<sup>th</sup> Grade Math Proficiency- 35.2%**
  
- **6<sup>th</sup> Grade ELA Proficient Students in Special Education Program-0%**
- **7<sup>th</sup> Grade ELA Proficient Students in Special Education Program-20.0%**
- **8<sup>th</sup> Grade ELA Proficient Students in Special Education Program-0%**
- **6<sup>th</sup> Grade Math Proficient Students in Special Education Program-0%**
- **7<sup>th</sup> Grade Math Proficient Students in Special Education Program-6.7%**
- **8<sup>th</sup> Grade Math Proficient Students in Special Education Program-0%**

<b>Root Cause Analysis</b>		
<b>Top Causes of these Gaps</b>	<b>Surface Causes</b>	<b>Deep Causes</b>

<p>Reading Comprehension (including math word problems)</p>	<ul style="list-style-type: none"> <li>• Need for broader vocabulary instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary development requires repeated contacts across multiple curriculums, but during the 23-24 SY cross-curricular PLCs (professional learning communities) were still developing.</li> </ul>
<p>Reading Level</p>	<ul style="list-style-type: none"> <li>• Need for remedial reading instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• During the 23-24 SY the remedial reading entrance and exit guidelines were not utilized, allowing students to be placed in Academic Literacy for assistance with nonrelated issues- overfilling the class and disrupting remedial reading groups.</li> </ul>
<p>Math Computation Skills</p>	<ul style="list-style-type: none"> <li>• Need for increased student engagement during class time</li> </ul>	<ul style="list-style-type: none"> <li>• During the 23-24 SY, iXL did not yield the desired student gains when used for more than 20% of direct instruction time. According to Hattie (2009, 2014), effective practice procedures that create a year of growth must have an affect size of at least 0.4%. The following procedures are effective according to that definition: <ul style="list-style-type: none"> <li>• Distributing practice This is planned/managed reinforcement practice over multiple sessions, over multiple periods of time, with planned reteaching, as necessary.</li> <li>• Problem solving or worked solutions for practice</li> </ul> </li> </ul>



<p>The site did not have an ELA Resource teacher for quarters 3 and 4 of the 23-24 SY.</p>	<p>Students in the ELA Resource classes did not receive consistent instruction</p>	<p>Planned and managed practice activities to reinforce and create retention of new concepts.</p> <ul style="list-style-type: none"> <li>• Retrieval practice           <p>This is the planned/managed revisiting of learned material to facilitate the movement of new knowledge into long-term memory.</p> </li> </ul> <p>During the 2023-24 SY, students in the ELA Resource classes had limited instruction in the AZ State standards included on the quarters 3 and 4 pacing calendar</p>
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**B. SMART Goals Student Achievement\***

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<ul style="list-style-type: none"> <li>• By May 2025, ELA proficiency levels in grades <b>six, seven, and eight</b> for students enrolled the following programs:               <ul style="list-style-type: none"> <li>• Special Education</li> <li>• English Language Development</li> </ul> </li> </ul> <p>as well as students in the federally recognized subgroups will increase by 3%, as measured by the AASA assessment.</p>	<p>2025 AASA scores (available Fall of 2025) disaggregated by race/ethnicity.</p> <p>Benchmark assessment data.</p>
<ul style="list-style-type: none"> <li>• By May 2025, math proficiency levels in grades <b>six, seven, and eight</b> for students enrolled the following programs:               <ul style="list-style-type: none"> <li>• Special Education</li> <li>• English Language Development</li> </ul> </li> </ul> <p>as well as students in the federally recognized subgroups will increase by 3%, as measured by the AASA assessment.</p>	<p>2025 AASA scores (available Fall of 2025) disaggregated by race/ethnicity.</p> <p>Benchmark assessment data.</p>

*\* Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in a 9% increase or over 5 years results in a 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
<p>1. Close the vocabulary gap.</p> <p><i>Research indicates that vocabulary size directly correlates to comprehension. This barrier interferes with understanding in every subject, (Snow, Porche, Tabors, Harris, 2007). English Language Learners and students in Special Education programs are more likely to have vocabulary gaps, (Butler &amp; Hakuta, 2006).</i></p> <p><i>“Vocabulary means more than a list of words—it is a proxy for content knowledge. Learning unfamiliar words often involves learning innovative ideas and information; memorizing definitions is not the same thing,” (Stahl &amp; Fairbanks, 1986). Because students require repeated exposure to learn new vocabulary, it must be integrated into instruction throughout the day and integrated from cross-curricular sources, (Gersten et al., 2007).</i></p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• <b>Routine Silent Sustained Reading</b> (Blachowicz, Fisher, Ogle, &amp; Watts-Taffe, 2006).</li> <li>• <b>Teacher Read-Aloud &amp; Whole Class Discussions</b>, creating exposure to new vocabulary before students can read it independently, (Beck and McKeown, 2007)</li> <li>• <b>Vocabulary Enrichment Interventions</b> (Carlo, 2004)               <ul style="list-style-type: none"> <li>• Provide Cross-Curricular PLCs w/ research-based book study opportunity</li> </ul> </li> <li>• <b>Planned Vocabulary Exposure</b> <ul style="list-style-type: none"> <li>• subject-specific (Marzano &amp; Pickering, 2005)</li> <li>• cross-curricular (Coxhead, 2000)</li> <li>• reading core specific (Gersten et al., 2007)</li> </ul> </li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Knowledge of vocabulary instruction strategies</li> </ul>
<p>2. Direct Instruction in Reading</p> <p>“Research has established that there are five major elements of reading instruction that contribute to the successful acquisition of reading. These elements are:</p> <ul style="list-style-type: none"> <li>• phonological awareness (elementary reading level),</li> <li>• phonics,</li> <li>• fluency,</li> <li>• vocabulary,</li> <li>• comprehension.</li> </ul> <p><i>These are not the only elements that contribute to reading success. Evidence also supports the connection between learning to read and learning to spell and write. The emphasis on each element varies based on the reader's unique needs. However, learners benefit from</i></p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Academic Literacy Classes               <ul style="list-style-type: none"> <li>• MTSS Coordinator/Referral System in place</li> </ul> </li> <li>• Resource English Language Arts Classes and English Language Development Classes               <ul style="list-style-type: none"> <li>• Direct instruction in reading, spelling, and writing conventions.</li> <li>• Direct instruction in components of comprehension:                   <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Predicting</li> <li>• Visualizing</li> </ul> </li> </ul> </li> </ul>

*organized, deliberate, and explicit instruction in these critical elements,” ((Fletcher et al., 2019; Foorman et al., 2016), (Student Achievement Partners, 2020)),*

- Inferences

**Constraints:**

- Sizes of Academic Literacy classes
- Resource English Language Arts Position vacant during Quarters 3 and 4 of SY 23-24
- Fractured remedial reading curriculum that does not follow students through the grades

3. Increase Student Engagement

*“Richardson and Swan (2001) ...active learning and student engagement is imperative for increased student learning and ultimately retention.”*

**Supports:**

- According to Hattie (2009, 2014), effective practice procedures that create a year of growth must have an affect size of at least 0.4%. The following procedures are effective according to that definition:
  - **Distributing practice**
    - Reinforcement of learning by repeated practice over time
  - **Problem solving or worked solutions for practice.**
  - **Retrieval practice**
    - using games and activities to test and apply what has been previously learned.

**Constraints:**

- Use of iXL for more than 20% of instructional time
- Need for increase of formative assessments via distributive practice, problem solving practice, and retrieval practice.

4. Hire a Resource ELA teacher for the 24-25 SY

Goal completed

<p>5. Increase students with IEPs exposure to the same curriculum as their peers</p>	<p><b>Supports</b></p> <ul style="list-style-type: none"><li>• Students with IEPs selected for inclusion with push-in support</li><li>• Some students with IEPs selected to remain in ELA Resource classroom, but aligning IEP goals to AZ State Standards</li></ul> <p><b>Constraints</b></p> <ul style="list-style-type: none"><li>• Because inclusion is new to the site, staff will need support with making accommodations and modifications to the curriculum</li></ul>
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**2. Action Steps to Implement Strategies.**

<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1</b>					
<b>Strategy 1:</b> Close the vocabulary gap.					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Alter Lesson Plan Template to include target vocabulary section	Curriculum Service Provider	August 2024-May 2025	SharePoint	Instructional Leadership Team	Lesson Plans Walkthrough Observations
2. Implementation of new ELA curriculum that includes novel studies, and guidance for class discussions.	Teaching staff	August 2024-May 2025	Curriculum Materials	Instructional Leadership Team	Walkthrough Observations
3. Begin Cross-Curricular Professional Learning Community (PLC) rotation to create whole-staff inclusion, which will allow staff to collaborate more effectively	Teaching Staff Instructional Leadership Team	August 2024-May 2025	Designated PLC Time	Instructional Leadership Team Curriculum Service Provider	PLC Meeting Notes Lesson Plans

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

<b>Strategy 2</b>					
<b>Strategy 2: Direct Instruction in Reading</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/ Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Monitor lesson plans for evidence of necessary instruction.	Curriculum Service Provider & Instructional Leadership Team	August 2024- May 2025	SharePoint	Curriculum Service Provider	Lesson Plans  Walkthrough Observations
2. Disallow use of Academic Literacy Class as a study hall	Instructional Leadership Team  Academic Literacy Teacher	August 2024-May 2025	ELA Intervention ENTRANCE Criteria Worksheet	Curriculum Service Provider  Instructional Leadership Team	Lesson Plans  Walkthrough Observations
3. Put “Cusp” students into reading support classes	Teaching Staff School Councilor/ Scheduler  Instructional Leadership Team	August 2024- May 2025	Monitoring by Educational Leadership Team to ensure remedial reading staff have what they need as the year progresses	Instructional Leadership Team	iReady Diagnostic data  Teacher progress monitoring

	Reading Teacher & 6/5ths. Teachers with Remedial Reading Endorsement				
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<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3</b>					
<b>Strategy 3: Increase Student Engagement</b>					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/ Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Monitor lesson plans for evidence of necessary instruction.	Curriculum Service	August 2024- May 2025	SharePoint	Curriculum Service	Lesson Plans



<p>2. Limit use of iXL to no more than 20% of instructional time</p>	<p>Entire Instructional Leadership Team</p> <p>Curriculum Service Provider</p>	<p>August 2024- May 2025</p>	<p>Walkthrough Data</p> <p>Monitor Lesson Plans</p>	<p>Instructional Leadership Team</p>	<p>Walkthrough Data</p> <p>Lesson Plans</p>
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<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 5</b>					
<b>Strategy 5:</b> Increase students with IEPs exposure to the same curriculum as their peers					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/ Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
<p>1. ELA resource teacher reviews IEPs, talks with parents and teachers to decide which students will go to inclusion classrooms</p>	<p>ELA Resource Teacher</p>	<p>August 2024- May 2025</p>	<p>Protected Planning Time for ELA Resource Teacher</p>	<p>Educational Leadership Team</p> <p>ELA Resource</p>	<p>Student Schedules</p> <p>Walkthrough Observations</p>

				Teacher Classroom Teachers	
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V. Academic Performance for USP subgroups

A. Gaps in USP Subgroups Performance

Interpretive Summary - Academic Performance for Federally Recognized Subgroups		
The 23-24 SY AASA scores were used as the data point for this evaluation. The following data summary includes the USP subgroups.		
Subgroup	Gap in ELA	Gap in Math
<b>African American</b>		
Grade 6	18%	4%
Grade 7	37%	13.4%
Grade 8	31.8%	29.6%
<b>Asian American/Pacific Islander</b>		
Grade 6	28.5%	2%
Grade 7	+2.3%	7.6%
Grade 8	*	*
<b>Hispanic</b>		
Grade 6	36.8%	19.1%
Grade 7	31.7%	7.1%
Grade 8	21.6%	27.8%
<b>Multiracial</b>		
(9 students) Grade 6	+16%	+9%
(5 students) Grade 7	53%	38%
(3 students) Grade 8	50%	23%
<b>Native American</b>		
(3 students) Grade 6	62%	35%
(2 students) Grade 7	23%	8%
(2 students) Grade 8	53%	56%
<ul style="list-style-type: none"> <li>All federally recognized subgroups have academic gaps in both ELA and Math, except;               <ul style="list-style-type: none"> <li>Seventh grade Asian American/Pacific Islander group in ELA</li> </ul> </li> </ul>		

- Sixth grade Multiracial group in ELA.
- During the 23-24 SY, our Native American subgroup, although a small group, had gaps of over 50% in sixth and eighth grade ELA, as well as eighth grade math which indicates a need for priority focus.
- During the 23-24 SY, our Multiracial subgroup, although also a small group, had gaps of 50% or over in seventh and eighth grade ELA, which indicates a need for priority focus.
  - Begin/Continue:
    - Instructional observations in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade ELA
    - Instructional observations in 8<sup>th</sup> grade math
    - Increased focus on Tier II & III Response to Intervention structures in 6<sup>th</sup> and 8<sup>th</sup> grade ELA, as well as 8<sup>th</sup> grade math, specifically looking at the lowest performing groups
- **Important to note:** The table below outlines the connection between the ELD program, the special education program, and our Hispanic subgroup.

**SY 2023-2024 Enrollment Data to Align with 2023-2024 AASA Scores**

Percentage of Hispanic Students in ELD	Percentage of Hispanic Students in Special Education	Percentage of students in the Hispanic Subgroup	Percentage of Hispanic Students in either ELD or Special Education
7%	14.7%	54.59%	21.7%

**Root Cause Analysis**

<b>Identify Top Causes of these Gaps</b>	<b>Identify the Root of these Causes</b>	<b>Identify Foundational Causes</b>
<ul style="list-style-type: none"> <li>Reading Comprehension (including math word problems)</li>   <li>Reading Level</li> </ul>	<ul style="list-style-type: none"> <li>Need for broader vocabulary instruction.</li>   <li>Need for remedial reading instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary development requires repeated contacts across multiple curriculums, but during the 23-24 SY cross-curricular PLCs were still developing.                             <ul style="list-style-type: none"> <li>One out of every six words, or 16 percent of the words in most textbooks, are academic words (Santos, 2000). That means some students do not comprehend every 16<sup>th</sup> word they read. Currently, the program lacks a means of student identification and vocabulary development, a fact that is affecting the English Language Learners, as well as students, across all races, who have not heard academic vocabulary in the home.</li> </ul> </li> <li>During the 23-24 SY the remedial reading entrance and exit guidelines were not utilized, allowing students to be placed in Academic Literacy for assistance with nonrelated issues- overfilling the class and disrupting remedial reading groups.</li> </ul>

<ul style="list-style-type: none"> <li>• Math Computation Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Need for increased student engagement during class time</li> </ul>	<ul style="list-style-type: none"> <li>• During the 23-24 SY, iXL did not yield the desired student gains when used for more than 20% of direct instruction time.</li> <li>• According to Hattie (2009, 2014), effective practice procedures that create a year of growth must have an affect size of at least 0.4%. The following procedures are effective according to that definition: <ul style="list-style-type: none"> <li>• Distributing practice <ul style="list-style-type: none"> <li>• This is planned/managed reinforcement practice over multiple sessions, over multiple periods of time, with planned reteaching, as necessary.</li> </ul> </li> <li>• Problem solving or worked solutions for practice <ul style="list-style-type: none"> <li>• Planned and managed practice activities to reinforce and create retention of new concepts.</li> </ul> </li> <li>• Retrieval practice <ul style="list-style-type: none"> <li>• This is the planned/managed</li> </ul> </li> </ul> </li> </ul>
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		<p>revisiting of learned material to facilitate the movement of new knowledge into long-term memory.</p> <ul style="list-style-type: none"><li>• Although the intervention referral system was revised and entrance and exit criteria were put into place during the 23-24 SY, interventions that were meant to assist students relied on iXL for more than 20% of direct instruction time.</li></ul>
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**B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups**

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By May 2025, the ELA achievement gap between students in the Federally Recognized Subgroups and White students will be closed by 3% points, at each grade level, as measured by the Arizona Academic Standards Assessment. (Important to note: The expected overall site gain is 3%. Gains made by this subgroup are in addition to an expected 3% site gain-creating an actual gain of 6% for this subgroup.)</p>	<p>2025 AASA Scores (available Fall of 2025)</p>
<p>2. By May 2025, the mathematics achievement gap between students in the Federally Recognized Subgroups and White students will be closed by 3% points at each grade level, as measured by the Arizona Academic Standards Assessment. (Important to note: The expected overall site gain is 3%. Gains made by this subgroup are in addition to an expected 3% site gain-creating an actual gain of 6% for this subgroup.)</p>	<p>2025 AASA Scores (available Fall of 2025)</p>



**C. Goal Attainment:**

**1. Strategies to Achieve SMART Goals**

Strategies that help Magnet Schools Achieve Improvement for USP subgroups MSA Pillar 3 Academic Excellence Standard 6 Student Achievement	
Strategies	Strengths and Obstacles
<p><b>1. Close the vocabulary gap.</b></p> <p><i>Research indicates that vocabulary size directly correlates to comprehension. This barrier interferes with understanding in every subject, (Snow, Porche, Tabors, Harris, 2007). English Language Learners and students in Special Education programs are more likely to have vocabulary gaps, (Butler &amp; Hakuta, 2006).</i></p> <p><i>“Vocabulary means more than a list of words—it is a proxy for content knowledge. Learning unfamiliar words often involves learning innovative ideas and information; memorizing definitions is not the same thing,” (Stahl &amp; Fairbanks, 1986). Because students require repeated exposure to learn new vocabulary, it must be integrated into instruction throughout the day and integrated from cross-curricular sources, (Gersten et al., 2007).</i></p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Routine Silent Sustained Reading (Blachowicz, Fisher, Ogle, &amp; Watts-Taffe, 2006).</li> <li>• Teacher Read-Aloud &amp; Whole Class Discussions, creating exposure to new vocabulary before students can read it independently, (Beck and McKeown, 2007)</li> <li>• Vocabulary Enrichment Interventions (Carlo, 2004)</li> <li>• Planned Vocabulary Exposure</li> <li>• subject-specific (Marzano &amp; Pickering, 2005)</li> <li>• cross-curricular (Coxhead, 2000)</li> <li>• reading core specific (Gersten et al., 2007)</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Knowledge of vocabulary instruction strategies</li> </ul>
<p><b>2. Direct Instruction in Reading</b></p> <p>“Research has established that there are five major elements of reading instruction that contribute to the successful acquisition of reading. These elements are:</p> <ul style="list-style-type: none"> <li>• phonological awareness (elementary level),</li> <li>• phonics,</li> <li>• fluency,</li> <li>• vocabulary,</li> <li>• comprehension.</li> </ul> <p><i>These are not the only elements that contribute to reading success.</i></p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Academic Literacy Classes               <ul style="list-style-type: none"> <li>• Referral System in place</li> <li>• Wilson Reading Program</li> </ul> </li> <li>• Resource English Language Arts Classes, English Language Development Classes               <ul style="list-style-type: none"> <li>• Phonics: Remedial Reading Secondary</li> <li>• Whole Word Reading &amp; Fluency: Read Live and/or Six Minute Solution</li> <li>• Direct instruction in spelling and writing conventions.</li> <li>• Direct instruction in components of</li> </ul> </li> </ul>

*Evidence also supports the connection between learning to read and learning to spell and write. The emphasis on each element varies based on the reader's unique needs. However, learners benefit from organized, deliberate, and explicit instruction in these critical elements," (Fletcher et al., 2019; Foorman et al., 2016), (Student Achievement Partners, 2020).*

### 3. **Increase Student Engagement**

*"Richardson and Swan (2001) ...found that active learning and student engagement are imperative for increased student learning and ultimately retention."*

*Research indicates that student engagement has positive effects on student academic growth...after considering student variables such as gender and race. The effects of student engagement are consistent regardless of minority and gender, (Park, 2005).*

comprehension:

- Sequencing
- Predicting
- Visualizing
- Inferences

#### **Constraints:**

- Sizes of Academic Literacy classes
- Resource English Language Arts Position vacant during Quarters 3 and 4 of SY 23-24

#### **Supports:**

- According to Hattie (2009, 2014), effective practice procedures that create a year of growth must have an affect size of at least 0.4%. The following procedures are effective according to that definition:
  - **Distributing practice**
    - Reinforcement of learning by repeated practice over time
  - **Problem solving (allowing students to engage/struggle with the material)**
  - **Retrieval practice**
    - using games and activities to test and apply what has been previously learned

#### **Constraints:**

- Use of iXL for more than 20% of instructional time

## 2. Action-Steps to Implement Strategies

<b>Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for students in the USP subgroups</b>					
<b>Subgroup Strategy 1:</b> Close the vocabulary gap.					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Alter Lesson Plan Template to include target vocabulary section	Curriculum Service Provider	August 2024-May 2025	SharePoint	Instructional Leadership Team	Lesson Plans Walkthrough Observations
2. Learning Group PLCs that target vocabulary instruction	Teaching staff	August 2024-May 2025	Curriculum Materials	Instructional Leadership Team	Walkthrough Observations
3. Begin Cross-Curricular Professional Learning Community (PLC) rotation to create whole-staff inclusion.	Teaching Staff	August 2024-May 2025	Designated PLC Time	Instructional Leadership Team	PLC Meeting Notes
	Instructional Leadership Team			Curriculum Service Provider	Lesson Plans

**Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for students in the USP subgroups**

**Subgroup Strategy 2: Direct Instruction in Reading**

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Monitor lesson plans for evidence of necessary instruction.	Curriculum Service Provider  Instructional Leadership Team	Aug. 2024- May 2025	SharePoint	Curriculum Service Provider	Lesson Plans  Walkthrough Observations
2. Form additional remedial reading classes	Instructional Leadership Team  Academic Literacy Teacher  Teaching Staff	Aug. 2024- May 2025	AASA & Benchmark Data	Curriculum Service Provider  Instructional Leadership Team	Lesson Plans  Walkthrough Observations

**Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for students in the USP subgroups**

**Subgroup Strategy 3: Increase Student Engagement**

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Monitoring of assessment section of lesson plan template	Teaching Staff	Aug. 2024- May 2025	SharePoint	Curriculum Service Provider	Lesson Plans Walkthrough Observations
2. Monitor use of iXL	Teaching Staff	Aug. 2024- May 2025	Access to iXL Dashboard	Teaching Staff (self-monitoring)  Curriculum Service Provider  Instructional Leadership Team  Instructional Leadership Team	iXL Dashboard Data  Walkthrough Observations and Lesson Plans
3. Offer Learning PLCs that focus on serving students in our ELD and Special Education groups	Teaching Staff	Aug.2024- May 2025	Learning Materials		Instructional Leadership Team Visits & Feedback from Teachers Walkthrough Observations

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## **VI. MAGNET SCHOOL BUDGET**

After reviewing site needs, the following budget is added to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. This includes a list of Full-Time Employees (FTE) to support the Goals for integration and academic quality.

This report also includes 910(G) or non-910(G) FTE and other support staff assigned to the site by the district.

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

- 1.0 FTE Magnet Coordinator (910G, 202)



Personnel

Desegregation Budget 2024-2025 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Reading Interventionist (and benefits)	\$76,495.00	1.0	All 6 <sup>th</sup> grade students will take two hours of ELA with one hour dedicated to reading instruction and one to grammar and writing	AA	Student Achievement
Math Interventionist (and benefits)	\$76,495.00	1.0	Students identified as needing supplemental Tier 2 support for math will be assigned an intervention classes moving in and out based on performance data	AA	Student Achievement

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Magnet Coordinator (and benefits)	\$57,070.00	1.0	<p>To attract diverse ethnically balanced students and maintain an integrated status: the Magnet Coordinator will market, conduct recruitment events, track recruiting activities, and attend all District-sponsored magnet events pertinent to middle school enrollment targeting the ethnic groups needed.</p> <p>In addition to recruitment responsibilities, the Magnet Coordinator will ensure that student interventions are working. To help identify intervention needs, the Magnet Coordinator will participate in regular data analysis and support the MTSS (Multi-Tiered System of Supports) team.</p>	IN	Integration
Substitutes for Magnet Funded Teachers	\$2,000.00		Substitutes for Magnet Funded Teachers	AA	Student Achievement

Added Duty: Certified Summer Hourly Jump Program	\$8,000.00	Dodge will maintain a 10-day summer JumpStart program for incoming 6th graders. This sets guidelines and expectations of the Dodge program, establishes relationships with teachers, and provides remediation of basic skills	AA	Student Achievement
Classified Hourly Summer Jump Program	\$1,200.00	Reduce the achievement gap between subgroups. Specifically working Summer Jump Program.	AA	Student Achievement
Teacher Summer Planning	\$8000.00	Dodge will have a planning day for staff to review the mission, vision, and traditional model for our magnet certification. In addition, the magnet coordinator will work with admin to begin the organization of the certification process.		

Certified Added - Recruitment	\$2,000.00	Additional monies for magnet coordinator/teachers for off-contract hours spent at magnet events to promote our school to become integrated.	IN	Student Achievement
<b>Total Budget</b>	<b>\$231,260.00.</b>			
<b>Total FTE</b>	<b>3.0</b>			

Non-Personnel

<b>Desegregation Budget 2024-2025 SY</b>				
Description	Amount	Purpose	Magnet Plan Focus	Goal Focus:
District Supplies	\$20,000.00	Dodge will purchase district supplies to support the classroom and teacher planning. Dodge will also obtain supplies for campus branding.	PL	Student Achievement
Supplies Instructional	\$14,787.50	This will include resources for teachers to use in the classroom to improve instruction.	PL	Student Achievement
Milage	\$100.00	Magnet Coordinators are required to travel to sites around the district.	IN	Integration
Tech related Hardware & Software less than \$5,000	\$6000	Tier II interventions include usage of software, as well as several other platforms such as Newsela. Tier III interventions include usage of iReady software. These require student access to technology and the purchase of site level licenses.	AA	Student Achievement

<b>Desegregation Budget 2024-2025 SY</b>	
<b>Personnel Cost</b>	<b>\$231,260.00</b>
<b>Non-Personnel Cost</b>	<b>\$40,887.50</b>
<b>Total Budget</b>	<b>\$270,047.50</b>