

Magnet Programs



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

**Principal:** Mrs. Shakenya Humphries-Gholson

**School:** Holladay Magnet Elementary School

**Magnet Program:** Visual and Performing Arts

**Region:** Santa Cruz

**Date Plan Revised:** 21 November 2024

**Planning Team:**

Name	Position	Name	Position
Shakenya Humphries-Gholson	Principal	Teresia Albritton	School Counselor
Kim Comey	Curriculum Service Provider	Maria Alcorta	Office Manager
		Sarah Barker	Magnet Site Coordinator

**Sign Off:**

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

## Magnet Plan Table of Contents

- I. Magnet School Profile (page 3)**
  - A. Mission
  - B. School Summary
  - C. Vision
  - D. Core Values
  - E. School Profile
  - F. Achievement Data
  
- II. Goals for Magnet School Effectiveness (page 8)**
  - A. Integration
  - B. Achievement
  - C. Academic Achievement for African American and Hispanic Students
  
- III. Integration (page 10)**
  - A. Gaps in Integration
  - B. SMART Goal for Integration
  - C. Goal Attainment
    - 1. Strategies to Achieve SMART Goal
    - 2. Action Steps to Implement Strategies
  
- IV. Overall Student Achievement (page 21)**
  - A. Gaps in Student Achievement
  - B. SMART Goals for Overall Student Achievement
  - C. Goal Attainment
    - 1. Strategies to Achieve SMART Goals
    - 2. Action Steps to Implement Strategies
  
- V. Academic Performance for African American and Hispanic Students (page 39)**
  - A. Gaps in USP subgroups performance (African American and Hispanic)
  - B. SMART Goals for Reducing Achievement Gaps
  - C. Goal Attainment
    - 1. Strategies to Achieve SMART Goals
    - 2. Action Steps to Implement Strategies
  
- VI. Magnet School Budget (page 50)**

## **I. Magnet School Profile**

### **A. Mission**

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

### **B. School Summary**

With the motto "Where the Arts Come Alive!", Holladay's visual and performing arts magnet program attracts creative and artistic students in the Tucson area. Our goal is to maintain a diverse student population to reduce minority group isolation. Holladay has an integrated population with no ethnic group exceeding 70 percent of the school population and all ethnic groups falling within a range of +/- 25 percentage points from the elementary district averages.

Holladay's unique approach to our thematic program means the arts are used throughout the school day. The arts are not stand-alone course or activities. Teachers and staff participate in professional learning opportunities to promote art integration or art enrichment. Teachers then intentionally plan to use the arts as the vehicle to the student learning experience with core subjects. The magnet program is planned, monitored, assessed, and adjusted to ensure theme and curriculum fidelity.

Academic excellence is at the forefront of our data driven practices. Teachers use TUSD adopted curriculum programs and Holladay specific supplemental programs. Teachers participate in weekly school-wide professional development and weekly grade level Professional Learning Communities (PLCs). During weekly PLCs, teachers review student data, unpack standards, create formative assessments, intentionally lesson plan for tier 1 instruction and tier 2/3 interventions, and participate in job embedded professional learning opportunities.

Students also participate in weekly art courses, clubs, sports, leadership program, and after-school programs. We love getting our families, neighborhood, and community partnerships involved to help sustain our magnet program and support academic achievement.

### **C. Vision**

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

### **D. Core Values**

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

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

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

Leadership – We believe that everyone is a leader.

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

**E. School Profile**

2024-25 Letter Grade	2024-25 Integration Status	Magnet Theme
C	Integrated	Visual and Performing Arts

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
24.88%	9.26 %	100%	100%	16.4%	14%

School Integration Profile (USP Ethnicity)													
2024-25 100th Day	White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
<b>Enrollment</b>	9	6.5%	19	13.8%	94	68.1%	2	1.4%	2	1.4%	7	5.1%	138
<b>Non-neighborhood %</b>	3	4.2%	13	18.6%	46	65.7%	2	2.9%	1	1.4%	4	5.7%	70

2024-25 100 <sup>th</sup> Day District ES Avg						
	85.19%	94.12%	89.11%	100%	100%	88.2%
Future USP Integration Range +/- 25% District ES Avg						
	%	%	%	%	%	%

**F. Achievement Data**

<b>3 Years of ELA Percent Proficiency by Grade</b>									
<b>ELA</b>	<b>21-22 Gr. 3</b>	<b>21-22 Gr. 4</b>	<b>21-22 Gr. 5</b>	<b>22-23 Gr. 3</b>	<b>22-23 Gr. 4</b>	<b>22-23 Gr. 5</b>	<b>23-24 Gr. 3</b>	<b>23-24 Gr. 4</b>	<b>23-24 Gr. 5</b>
<b>State ES Avg</b>	42	46	41	NA	NA	NA	TBD	TBD	TBD
<b>District ES Avg</b>	30.5	34.8	29.4	31.1	34.4	27.9	31.9	35.6	32.0
<b>Holladay</b>	17.6	18.5	12.1	20.48	20.28	28.46	15.98	29.05	25.68
<b>3 Years of Math Percent Proficiency by Grade</b>									
<b>Math</b>	<b>21-22 Gr. 3</b>	<b>21-22 Gr. 4</b>	<b>21-22 Gr. 5</b>	<b>22-23 Gr. 3</b>	<b>22-23 Gr. 4</b>	<b>22-23 Gr. 5</b>	<b>23-24 Gr. 3</b>	<b>23-24 Gr. 4</b>	<b>23-24 Gr. 5</b>
<b>State ES Avg</b>	42	41	39	NA	NA	NA	TBD	TBD	TBD
<b>District ES Avg</b>	28.4	28.4	26.6	34.5	28.4	26.2	35.0	30.5	30.6
<b>Holladay</b>	2.9	11.1	12.1	35.91	22.16	41.92	44.29	14.29	36.6

**Three Year AASA State Data by Subgroup**

<b>ELA</b>									
	<b>African American</b>			<b>Hispanic</b>			<b>White/Anglo</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	33.3	40.0	28.0	8.0	13.3	30.0	66.7	0.0	56.0
<b>Grade 4</b>	40.0	16.7	32.0	15.8	11.1	34.0	0.0	0.0	60.0
<b>Grade 5</b>	0.0	0.0	24.0	14.3	31.3	27.0	33.3	0.0	52.0
<b>WS</b>	21.2	15.0	28.0	12.3	17.2	29.0	42.9	0.0	55.0

<b>Math</b>									
	<b>African American</b>			<b>Hispanic</b>			<b>White/Anglo</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	0.0	0.0	28.0	4.0	11.8	33.0	0.0	0.0	59.0
<b>Grade 4</b>	16.7	0.0	22.0	11.1	11.1	28.0	0.0	0.0	55.0
<b>Grade 5</b>	0.0	11.1	20.0	9.5	18.8	26.0	66.7	0.0	51.0
<b>WS</b>	5.0	5.0	19.0	7.8	13.3	23.0	28.6	0.0	49.0

**2023-24 AASA Percent Proficiency by USP Ethnicity**

<b>USP Ethnicity</b>	<b>ELA</b>	<b>Math</b>
<b>White/Anglo</b>	33.3	11.1
<b>African American</b>	28.6	18.8
<b>Hispanic</b>	6.6	16.1
<b>Native American</b>	0.0	100
<b>Asian American</b>	0.0	0.0
<b>Multi-Racial</b>	0.0	0.0
<b>All</b>	12.4	16.3

## II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

### 1. Integration

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

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

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

### 2. Student Achievement

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

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

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

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

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



**3. Academic Performance (African American and Hispanic Students)**

- a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Hispanic students in a particular school exceed the average test scores of African American and Hispanic 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 Hispanic 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 Hispanic students.

### III. INTEGRATION

#### A. Integration: Gap Analyses

##### Interpretive Summary - Integration Gap Analysis (see page 3)

Data Points /Key Information Supporting Integration Site Gap Analysis:

Student population profile from the 100<sup>th</sup> instructional school day of the 2023-24 academic school year:

- 14 White/Anglo students that represented 7.78% of the school's population. The district had 19.3% of its elementary population represented by the White/Anglo sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 38 African American students that represented 21.11% of the school's population. The district had 10.67% of its elementary population represented by the African American sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 113 Hispanic students that represented 62.78% of the school's population. The district had 60.95% of its elementary population represented by the Hispanic sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 3 Native American students that represented 1.67% of the school's population. The district had 3.62% of its elementary population represented by the Native American sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 3 Asian American students that represented 1.67% of the school's population. The district had 1.89% of its elementary population represented by the Asian American sub-group. Holladay maintained a +/- 25% from the district's percentage.
- 9 Multi-racial students that represented 5.00% of the school's population. The district had 3.57% of its elementary population represented by the Multi-racial sub-group. Holladay maintained a +/- 25% from the district's percentage.

Data review:

- The largest population at Holladay on the 100<sup>th</sup> day was the Hispanic group at 62.78% of the school population. No ethnic group exceeds the 70% threshold of the school's population on the 100<sup>th</sup> day.
- All ethnic groups fall +/- 25 percentage points of the district's elementary school averages on the 100<sup>th</sup> day.
- Isolated minority groups include the White/Anglo, Native American, and Asian American groups on the 100<sup>th</sup> day.

<b>Root Cause Analysis</b>		
<b>Identify Top Three Causes of these Gaps</b>	<b>Identify the Surface Causes</b>	<b>Identify Deep Causes</b>
<b>85713 zip code demographics</b>	<b>Surface gaps are related to:</b> School is made of mostly neighborhood students that fall under the Hispanic group based on the USP ethnic groups.	<b>Deep or root causes are related to:</b> Zip code 85713 is made of 70.1 Hispanic/Latino (of any race) and 29.9% Not Hispanic/Latino. Not Hispanic/Latino accounts for 29.9% White, 3.1% Black or African American, and 2.8% Native American or Alaskan Native.
<b>School location</b>	<b>Surface gaps are related to:</b> Holladay does not sit on a main street.	<b>Deep or root causes are related to:</b> Holladay is tucked away in a neighborhood. The school does not sit on any main streets with traffic. The school has no signage indicating there is a school in the local area on the main streets.
<b>District recruitment events</b>	<b>Surface gaps are related to:</b> Recruitment events pull from existing TUSD students.	<b>Deep or root causes are related to:</b> All recruitment events take place in downtown Tucson within the TUSD boundaries. TUSD families from other sites often move between district schools. Recruitment events are not close to Holladay.

**B. SMART Goal for Integration**

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p><b>1. By the 100<sup>th</sup> day of SY 2024-25, Holladay will increase non-Hispanic enrollment by 5% as measured by the comparison of the SY 2023-24 100<sup>th</sup> day enrollment data and SY 2024-25 100<sup>th</sup> day enrollment data.</b></p> <p><i>*Goal commitment strategy.</i></p> <p><i>MSA Pillar 1: Diversity.</i></p> <p><i>- Standard 1: Student Recruitment and Selection.</i></p> <p><i>- Standard 2: Diversity and Equity.</i></p>	<ul style="list-style-type: none"><li>• TUSD web data for 100<sup>th</sup> day enrollment data.</li><li>• Synergy records and reports.</li><li>• Magnet Programs quarterly progress monitoring presentations.</li><li>• Magnet school plans.</li><li>• MSA Certification and Merit Awards.</li></ul>

**C. Goal Attainment**

<b>Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 &amp; 2</b>	
<b>Strategies</b>	<b>Strengths and Obstacles</b>
<p><b>1. Utilize marketing and recruitment practices to maintain student diversity and an integrated student population.</b></p> <p><i>*Goal commitment strategy.</i>  <i>MSA Pillar 1: Diversity.</i>                      - Standard 1: Student Recruitment and Selection.                      - Standard 2: Diversity and Equity.</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Integrated population.</li> <li>• Recruitment events.</li> <li>• Open enrollment lottery.</li> <li>• TUSD departments including School Community Services; Communication Department; Media Department; Transportation Department; Early Childhood Programs.</li> <li>• District and out-of-district daycare and preschool programs.</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Access to out of district recruitment events</li> <li>• Funding for boosting content on social media.</li> </ul>
<p><b>2. Utilize student retention practices to maintain student diversity and reduce minority group isolation.</b></p> <p><i>*Goal commitment strategy.</i>  <i>MSA Pillar 1: Diversity.</i>                      - Standard 1: Student Recruitment and Selection.                      - Standard 2: Diversity and Equity.</p>	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Integrated population.</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Funding for boosting content on social media.</li> </ul>

## 2. Action Steps to Implement Strategies

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

#### Strategy 1: Utilize marketing and recruitment practices to maintain student diversity and an integrated student population.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The leadership team develops an annual marketing and recruitment plan. The action steps are listed in this SY 2024-25 magnet plan. The plan reviews 100<sup>th</sup> day enrollment data, gap analysis, strategies, action steps, and designated personnel to carry out the task. The action steps are monitored, assessed, and adjusted quarterly to make progress towards reducing the isolation of minority groups.</p> <p>Based on 100<sup>th</sup> day data from SY 2023-24, Holladay’s largest population was its Hispanic population. To reduce the isolation of minority groups, Holladay must increase student enrollment of its White/Anglo, Native American, and Asian American populations based on USP ethnic groups.</p> <p><i>*School choice programs strategy.</i>  <i>*Creativity programs strategy.</i>  <i>*Strategy monitoring strategy.</i>  <b>MSA Pillar 1: Diversity.</b>            - <i>Standard 1: Student Recruitment and Selection.</i>            - <i>Standard 2: Diversity and Equity.</i></p>	<p>Principal; Magnet site coordinator.</p>	<p>Magnet School Plan submitted May 2024; Principal contract starts July 1, 2024; Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024.</p>	<p>Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds.</p>	<p>Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.</p>	<p>SY 25-26 enrollment data; 100<sup>th</sup> day data goal reflection from SY 23-24 and SY 24-25.</p>

<p>2. The magnet site coordinator will attend district and non-district recruitment activities and events to increase non-Hispanic populations to decrease the isolation of minority groups including White/Anglo, Native American, and Asian American populations.</p> <p>The district’s annual Magnet Programs Fair is in November 2024.</p> <p><i>*School choice programs strategy.</i>  <i>*Creativity programs strategy.</i>  <i>MSA Pillar 1: Diversity.</i>  - Standard 1: Student Recruitment and Selection.  - Standard 2: Diversity and Equity.</p>	<p>Magnet site coordinator.</p>	<p>Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.</p>	<p>Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds; marketing materials.</p>	<p>Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.</p>	<p>SY 25-26 enrollment data; 100<sup>th</sup> day data goal reflection from SY 23-24 and SY 24-25.</p>
<p>3. The school will post at minimum one social media post per week for Facebook and Instagram, as well as submit website updates to the district. Postings will highlight art courses, classroom learning, students, staff, clubs, sport activities family events, etc.</p> <p>Holladay will work with the TUSD Communication Department to boost select posts throughout the school year.</p> <p><i>*School choice programs strategy.</i>  <i>*Creativity programs strategy.</i>  <i>*Drama/arts programs strategy.</i>  <i>MSA Pillar 1: Diversity.</i>  - Standard 1: Student Recruitment and Selection.  - Standard 2: Diversity and Equity.</p>	<p>Principal; Magnet site coordinator.</p>	<p>Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.</p>	<p>Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds; marketing materials.</p>	<p>Social media engagement, views, comments, etc.; Phone calls; Social media private messages; Communication logs.</p>	<p>Facebook analytic reports of individual posts and weekly reports; Instagram analytic reports of individual posts and weekly reports.</p>

<p>4. Office staff will routinely monitor open enrollment applications with School Community Services and reach out to families that place Holladay in the 2<sup>nd</sup> or 3<sup>rd</sup> choice categories.</p> <p><i>*School choice programs strategy.</i>  <i>*Creativity programs strategy.</i>  <i>MSA Pillar 1: Diversity.</i>  - Standard 1: Student Recruitment and Selection.  - Standard 2: Diversity and Equity.</p>	Principal; Magnet site coordinator; Office Manager; Attendance Tech; Enrollment support.	Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.	Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds; marketing materials.	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.	SY 25-26 enrollment data; 100 <sup>th</sup> day data goal reflection from SY 23-24 and SY 24-25.
<p>5. Office staff will follow up with transportation needs when students are placed at Holladay. If families are eligible for free bus transportation (living 2+ miles from an elementary school), Holladay will help families with the application and timeline process.</p> <p><i>*School choice programs strategy.</i>  <i>*Creativity programs strategy.</i>  <i>MSA Pillar 1: Diversity.</i>  - Standard 1: Student Recruitment and Selection.  - Standard 2: Diversity and Equity.</p>	Principal; Magnet site coordinator; Office Manager; Attendance Tech; Enrollment support.	Holladay enrollment office available July 8 – 26, 2024; Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.	Transportation applications and route placements; Communication logs.	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.	SY 25-26 enrollment data; 100 <sup>th</sup> day data goal reflection from SY 23-24 and SY 24-25.



<p>6. To prepare for the district’s January lottery selection, the magnet site coordinator will attend recruitment events, complete quarterly progress monitoring presentations, and update/complete the annual magnet school plans during off-contract hours.</p> <p>20 hours per month at \$25 per hour from the \$3,000 Added Duty – Family Engagement funding line.</p> <p><i>*School choice programs strategy.</i>  <i>*Drama/arts programs strategy.</i>  <i>MSA Pillar 1: Diversity.</i>  <i>- Standard 1: Student Recruitment and Selection.</i>  <i>- Standard 2: Diversity and Equity.</i></p>	Magnet site coordinator	Magnet coordinator contract starts July 29, 2024; Magnet Fair – November 2024; Open Enrollment Application opens November 2024; Lottery begins in January 2024.	Computer, tablet, cell phone, etc.; Printing services; Social media boosting funds; marketing materials.	Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Recruitment event sign-in sheets; Communication logs.	SY 25-26 enrollment data; 100 <sup>th</sup> day data goal reflection from SY 23-24 and SY 24-25.
--	-------------------------	---	--	--	--

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

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

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

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

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

**Strategy 2: Utilize student retention practices to maintain student diversity and reduce minority group isolation.**

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The Magnet site coordinator, school community liaison, and classroom teachers will monitor students from isolated minority groups. The staff will work together on strategies, goals, and action steps to ensure students are celebrated and remain enrolled.</p> <p>Based on SY 2023-24 integration gap analysis, Holladay’s isolated minority groups include White/Anglo, Native American, and Asian American student populations.</p> <p><i>*Diverse student body strategy.</i>  <i>*Teacher-student relationships strategy.</i>                      MSA Pillar 1: Diversity.                      - Standard 2: Diversity and Equity.</p>	<p>Principal; Magnet site coordinator; School community liaison; Classroom teachers.</p>	<p>August 2024 – May 2025.</p>	<p>Computer, tablet, cell phone, etc.</p>	<p>Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Communication logs.</p>	<p>School’s mobility rate; School’s attendance rate.</p>
<p>2. To provide culturally relevant instruction, support diverse learners, and provide engagement, accommodations, and modifications for our isolated minority groups, Holladay will connect with the district’s Native American Student Services, Asian Pacific American and Refugee Student Services, Exceptional Education Department, and Language Acquisition Department.</p> <p><i>*Diverse student body strategy.</i>  <i>*Teacher-student relationships strategy.</i>                      MSA Pillar 1: Diversity.                      - Standard 2: Diversity and Equity.</p>	<p>Principal; Leadership team.</p>	<p>August 2024 – May 2025.</p>	<p>Synergy Demographic Data; TUSD Web Data for Enrollment</p>	<p>Magnet Programs quarterly progress monitoring presentations; Biweekly principal and magnet coordinator check-ins; Enrollment data; Communication logs.</p>	<p>School’s mobility rate; School’s attendance rate.</p>

<p>3. The leadership team will survey stakeholders including students, staff, families, and community partners on needs and wants for the arts magnet program. Results will guide the courses, topics, activities, and partnerships for the school year. These events and programs will take place on-campus, off-campus, during the school day, and during before or after-school programs.</p> <p><i>*School choice programs strategy.</i>  <i>*Creativity programs strategy.</i>  <i>MSA Pillar 1: Diversity.</i>  <i>- Standard 2: Diversity and Equity</i></p>	<p>Principal; Leadership team.</p>	<p>August 2024 – May 2025.</p>	<p>Web-based survey platform to capture responses</p>	<p>District’s school quality survey; Magnet program survey.</p>	<p>School’s mobility rate; School’s attendance rate.</p>
---	--	------------------------------------	---	---	--

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

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

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

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

## IV. Overall Student Achievement

### A. Gaps in Student Achievement

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

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

Proficiency / Students Achieving Grade Level Content Mastery for SY 2023-24 AASA Data:

#### ELA

- 3<sup>rd</sup> Grade achievement in ELA was 20.8%. 3<sup>rd</sup> grade students for this year increased grade level proficiency compared to the previous school year.
- 4<sup>th</sup> Grade achievement in ELA was 12.8%. 4<sup>th</sup> grade students for this year decreased grade level proficiency compared to the previous school year.
- 5<sup>th</sup> Grade achievement in ELA was 17.9%. 5<sup>th</sup> grade students for this year increased grade level proficiency compared to the previous school year.

#### MATHEMATICS

- 3<sup>rd</sup> Grade achievement in Mathematics was 15.4%. 3<sup>rd</sup> grade students for this year increased grade level proficiency compared to the previous school year.
- 4<sup>th</sup> Grade achievement in Mathematics was 10.0%. 4<sup>th</sup> grade students for this year decreased grade level proficiency compared to the previous school year.
- 5<sup>th</sup> Grade achievement in Mathematics was 14.3%. 5<sup>th</sup> grade students for this year increased grade level proficiency compared to the previous school year.

Previous Data for 2022 – 2023 AASA State Assessment Data:

3<sup>rd</sup> Grade achievement in ELA – 20.8%

4<sup>th</sup> Grade achievement in ELA – 12.8%

5<sup>th</sup> Grade achievement in ELA – 17.9%

3<sup>rd</sup> Grade achievement in Mathematics – 15.4%

4<sup>th</sup> Grade achievement in Mathematics – 10.0%

5<sup>th</sup> Grade achievement in Mathematics – 14.3%

**Root Cause Analysis**

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

**B. SMART Goals for Overall Student Achievement\***

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<p><b>ELA Goal:</b></p> <p><b>1. By May 2025, 4<sup>th</sup> grade student achievement will increase 3% in ELA, moving from TBD% in SY 2023-24 to TBD%, as measured by Arizona Academic State Assessments results for SY 2024-25.</b></p> <p><b>2. By May 2025, 5<sup>th</sup> grade student achievement will increase 3% in ELA, moving from TBD% in SY 2023-24 to TBD%, as measured by Arizona Academic State Assessments results for SY 2024-25.</b></p> <p><i>*Note that a closure of three percentage points is in alignment with standard performance improvement.</i></p> <p><i>*Goal commitment strategy.</i></p> <p><i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i></p> <ul style="list-style-type: none"> <li>- Standard 3: Theme and Curriculum Fidelity.</li> <li>- Standard 4: Professional Development.</li> </ul> <p><i>MSA Pillar 3: Academic Excellence.</i></p> <ul style="list-style-type: none"> <li>- Standard 5: Instructional Fidelity.</li> <li>- Standard 6: Student Achievement.</li> </ul> <p><i>MSA Pillar 4: Leadership.</i></p> <ul style="list-style-type: none"> <li>- Standard 7: Leadership and Educator Development.</li> </ul> <p><i>MSA Pillar 5: Family and Community Engagement.</i></p> <ul style="list-style-type: none"> <li>- Standard 9: Community Engagement and Partnerships.</li> <li>- Standard 10: Family Engagement and Communication.</li> </ul>	<ul style="list-style-type: none"> <li>• ELA and Math AASA data for 2023-24 school year.</li> <li>• ELA and Math AASA data for 2024-25 school year.</li> <li>• Magnet Programs quarterly progress monitoring presentations.</li> </ul> <p><i>* Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.</i></p>

**Math Goals:**

**1. By May 2025, 4<sup>th</sup> grade student achievement will increase 3% in ELA, moving from TBD% in SY 2023-24 to TBD%, as measured by Arizona Academic State Assessments results for SY 2024-25.**

**2. By May 2025, 5<sup>th</sup> grade student achievement will increase 3% in ELA, moving from TBD% in SY 2023-24 to TBD%, as measured by Arizona Academic State Assessments results for SY 2024-25.**

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

*\*Goal commitment strategy.*

*MSA Pillar 2: Innovative Curriculum and Professional Development.*

*- Standard 3: Theme and Curriculum Fidelity.*

*- Standard 4: Professional Development.*

*MSA Pillar 3: Academic Excellence.*

*- Standard 5: Instructional Fidelity.*

*- Standard 6: Student Achievement.*

*MSA Pillar 4: Leadership.*

*- Standard 7: Leadership and Educator Development.*

*MSA Pillar 5: Family and Community Engagement.*

*- Standard 9: Community Engagement and Partnerships.*

*- Standard 10: Family Engagement and Communication.*

**C. Goal Attainment**

**1. Strategies to Achieve SMART Goals.**

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
<p><b>1. Maximizing magnet theme integration and student academic success by recruiting and retaining effective school staff.</b></p> <p><i>*Diverse student body strategy.</i>  <i>*School choice programs strategy.</i>  <i>*Teacher expectations strategy.</i>  <i>*Integrated curricula programs strategy.</i>  <b>MSA Pillar 4: Leadership.</b>            - <i>Standard 7: Leadership and Educator Development.</i></p>	<p><b>Supports:</b> Teachers’ familiar with the school’s universal art strategies. Teachers’ familiar with assessment and data cycles to drive instruction and interventions. Teachers using success criteria.</p> <p><b>Constraints:</b> New teachers require onboarding professional development, coaching and professional learning opportunities to learn about the school’s magnet theme integration, the district’s adopted curricula, the school’s site based supplemental programs, and building familiarity with students and families.</p>
<p><b>2. Providing professional learning opportunities for Holladay’s universal art strategies to support magnet theme integration.</b></p> <p><i>*Diverse student body strategy</i>  <i>*Teacher expectations strategy</i>  <i>*Integrated curricula programs strategy</i>  <b>MSA Pillar 2: Innovative Curriculum and Professional Development.</b>            - <i>Standard 3: Theme and Curriculum Fidelity.</i>            - <i>Standard 4: Professional Development.</i></p>	<p><b>Supports:</b> Teachers’ familiar with the school’s universal art strategies. Teachers’ familiar with assessment and data cycles to drive instruction and interventions. Teachers using success criteria.</p> <p><b>Constraints:</b> New teachers require onboarding professional development, coaching and professional learning opportunities to learn about the school’s magnet theme integration, the district’s adopted curricula, the school’s site based supplemental programs, and building familiarity with students and families.</p>



<p><b>3. Providing professional learning opportunities for curriculum, instruction, and interventions to support student academic success.</b></p> <p><i>*Diverse student body strategy</i>  <i>*Teacher expectations strategy</i>  <i>*Integrated curricula programs strategy</i>  <b>MSA Pillar 2: Innovative Curriculum and Professional Development.</b>  - Standard 3: Theme and Curriculum Fidelity.  - Standard 4: Professional Development.  <b>MSA Pillar 3: Academic Excellence.</b>  - Standard 5: Instructional Fidelity.  - Standard 6: Student Achievement.</p>	<p><b>Supports:</b> Teachers’ familiar with the school’s universal art strategies. Teachers’ familiar with assessment and data cycles to drive instruction and interventions. Teachers using success criteria.</p> <p><b>Constraints:</b> Professional development meets once a week for one hour and 30 minutes. 1.5 hours is not long enough to cover school business and professional learning opportunities. Required and rotating topics are challenging to schedule.</p>
<p><b>4. Utilize family and community partnerships to support theme integration and student academic success.</b></p> <p><i>*Positive family/home dynamic strategy</i>  <i>*Creativity programs strategy</i>  <i>*Teacher expectations strategy</i>  <i>*Integrated curricula programs strategy</i>  <b>MSA Pillar 5: Family and Community Engagement.</b>  - Standard 9: Community Engagement and Partnerships.  - Standard 10: Family Engagement and Communication.</p>	<p><b>Supports:</b> Teachers’ familiar with the school’s universal art strategies. Teachers’ familiar with assessment and data cycles to drive instruction and interventions. Teachers using success criteria.</p> <p><b>Constraints:</b> Maintaining partnerships that support the magnet theme and student achievement. Using academic data and discipline data to show the positive impacts of the those partnerships.</p>

## 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: Maximizing magnet theme integration and student academic success by recruiting and retaining effective school staff.</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>
<p>1. We aim to have 2.0 FTE teachers at each grade level from kindergarten through fifth grade. If M&amp;O grade level population requirements are not met to pay 2.0 FTE teachers, we will leverage Title 1 or deseg funds to cover an additional teacher at grade levels M&amp;O allocates only 1.0 FTE teacher.</p> <p><i>*Small group learning strategy.</i>  <i>MSA Pillar 4: Leadership.</i>  <i>- Standard 7: Leadership and Educator Development.</i></p>	Principal; Leadership team.	SY 2023-24 100 <sup>th</sup> day equalization for FTE teacher placement for SY 2024-25.	Deseg funds; Title 1 funds; M&O funds.	SY 2024-25 100 <sup>th</sup> day equalization for FTE teacher placement for SY 2025-26.	K-5 classroom rosters.
<p>2. Holladay commits to supporting new teachers and existing teachers by leveraging M&amp;O, Title 1, Title 2, and deseg funds to staff classified and certified positions including School Monitors; Teacher Assistants; Curriculum Service Provider (CSP); Instructional Data and Intervention Coordinator (IDIC); Reading Interventionists; Response-To-Intervention (RTI) Teachers; and School Counselor.</p> <p><i>*Response to intervention strategy.</i>  <i>MSA Pillar 4: Leadership.</i>  <i>- Standard 7: Leadership and Educator Development.</i></p>	Principal; Leadership team.	Push-in and pull-out services begin immediately after Beginning of the Year DIBELS data is recorded and after the Q1 district benchmark assessments.	Deseg funds; Title 1 funds; M&O funds.	SY 2025-26 magnet school plan; SY 2025-26 Title 1 Integrated Action Plan.	District's quarterly benchmark assessment data for ELA and Math; District DIBELS data.

<p>3. The principal and leadership team will participate in district hiring events to recruit and hire candidates that embrace Holladay’s magnet program; core values; mission; vision; celebrates diversity; promotes and equitable practices.</p> <p><i>*Diverse student body strategy.</i>  <i>*Integrated curricula programs strategy.</i>  <b>MSA Pillar 4: Leadership</b>  - Standard 7: Leadership and Educator Development.</p>	Principal; Leadership team.	Contract renewals and intent to leave begin in Spring 2025.	TUSD job listings; TUSD job descriptions.	Interview schedules; Interview questions; Interview scoring sheets; Hiring emails.	Employee vacancies reach zero.
<p>4. The principal and leadership team will work to provide professional learning opportunities to new and returning staff to enhance or refresh topics on the magnet theme, assessments, data to drive instructional decisions, tiered interventions, and diversity and equitable practices.</p> <p><i>*Teacher expectations strategy.</i>  <i>*Integrated curricula programs strategy.</i>  <b>MSA Pillar 4: Leadership</b>  - Standard 7: Leadership and Educator Development.</p>	Principal; Leadership team.	Scheduled support for new teachers and refresher professional developments scheduled once a quarter for SY 2024-25.	Professional development funds.	Danielson Domain 3 protocol; Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Student achievement; Student surveys.
<p>5. The principal and leadership team will observe classroom instruction with a scripting and/or mapping protocols. On the spot coaching will be provided and trends will provide professional learning opportunities.</p> <p><i>*Evaluation and reflection strategy.</i>  <i>*Feedback strategy.</i>  <b>MSA Pillar 4: Leadership.</b>  - Standard 7: Leadership and Educator Development.</p>	Principal; Leadership team.	August 2024 – May 2025.  Biweekly classroom visits for Tier 1 teachers and weekly for Tier 2/3 or new teachers	Danielson Domain 3 protocol; art integration protocol.	Danielson Domain 3 protocol; Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Student achievement; Student surveys.

<p>7. The principal and leadership team will develop ways to recognize teacher and class success. Shoutouts or recognition at school assemblies, Wednesday professional development, and/or social media postings.</p> <p><i>*Prior achievement strategy.</i>  <i>*Relating creativity to achievement strategy.</i>  <i>*Goal commitment strategy.</i>  <i>MSA Pillar 4: Leadership.</i>  <i>- Standard 7: Leadership and Educator Development.</i></p>	Principal; Leadership team.	Monthly posts and mentions in the school newsletter.	Access to social media accounts for Facebook and Instagram; Camera; Phone; Computer; Tablet.	Social media analytics.	Social media engagement.
---	--------------------------------	--	--	-------------------------	--------------------------

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

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

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

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

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

**Strategy 2: Providing professional learning opportunities for Holladay’s universal art strategies to support magnet theme integration.**

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The principal and leadership team will develop a professional learning opportunity survey on topic suggestions and learning styles. Based on the feedback, a professional learning calendar will be planned, monitored, and adjusted as needed.</p> <p><i>*Professional development programs strategy.</i>  <i>*Matching style of learning strategy.</i>  <i>Pillar 2: Innovative Curriculum and Professional Development.</i>                      - <i>MSA Standard 4: Professional Development.</i></p>	<p>Principal; Leadership team.</p>	<p>August 2024 – May 2025.</p>	<p>Web-based survey platform to capture responses.</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>PD exit tickets.</p>
<p>2. Whole staff professional development on universal art strategies for art integration and art enhancement including Read-Draw-Write-Showcase (RDWS), Reading Art, and Dramatic Theatre from Holladay teachers.</p> <p><i>*Professional development programs strategy.</i>  <i>*Creativity programs strategy.</i>  <i>*Integrated curricula programs strategy.</i>  <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i>                      - <i>Standard 3: Theme and Curriculum Fidelity.</i>                      - <i>Standard 4: Professional Development.</i></p>	<p>Principal; Leadership team.</p>	<p>August 2024 – May 2025.  At least 2 Art PDs per quarter.</p>	<p>Professional development funds for art consultants.</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>PD exit tickets.</p>

<p>3. Professional contracted vendors provide professional learning opportunities with the arts.</p> <p><i>*Professional development programs strategy.</i>  <i>*Integrated curricula programs strategy.</i>  <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i>  - Standard 3: Theme and Curriculum Fidelity.  - Standard 4: Professional Development.</p>	Principal; Leadership team.	Aug. 2023 – May 2024  At least 2 PDs per quarter.	Professional development funds art consultants.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
<p>4. Grade level teachers will meet weekly for their Professional Learning Communities (PLCs) to intentionally lesson plan with art integrated or art enhanced lessons. Select PLCs will include job-embedded art professional learning opportunities.</p> <p><i>*Integrated curricula programs strategy.</i>  <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i>  - Standard 3: Theme and Curriculum Fidelity.  - Standard 4: Professional Development.</p>	Principal; Leadership team.	August 2024 – May 2025.  Weekly.	Scripting and/or mapping protocol.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets; PLC agendas; Lesson plans;	PD exit tickets.
<p>5. The principal and leadership team will observe classroom instruction with a scripting and/or mapping protocols. On the spot coaching will be provided and trends will provide professional learning opportunities.</p> <p><i>*Evaluation and reflection strategy.</i>  <i>*Feedback strategy.</i>  <i>MSA Pillar 4: Leadership.</i>  - Standard 7: Leadership and Educator Development.</p>	Principal; Leadership team.	August 2024 – May 2025.  Biweekly for Tier 1 teachers and weekly for Tier 2/3 or new teachers	Scripting and/or mapping protocol.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Coaching conversations.

#### Art Integration Framework

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

#### Culturally Relevant Instruction

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

#### Teacher Recruitment and Retention

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

#### Strategies

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

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

**Strategy 3: Providing professional learning opportunities for curriculum, instruction, and interventions to support student academic success.**

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The principal and leadership team will develop a professional learning opportunity survey on topic suggestions and learning styles. Based on the feedback, a professional learning calendar will be planned, monitored, and adjusted as needed.</p> <p><i>*Professional development programs strategy.</i>  <i>*Matching style of learning strategy.</i>                      MSA Pillar 2: Innovative Curriculum and Professional Development.                      - Standard 4: Professional Development.</p>	<p>Principal; Leadership team.</p>	<p>July 29, 2024.</p>	<p>Web-based survey platform to capture responses.</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>PD exit tickets.</p>
<p>2. Whole staff professional development on reviewing, navigating, and using the district’s Multicultural Curriculum, SPARKS, and adopted curricula including Benchmark Advance from Benchmark Education; Eureka Math Squared from Great Minds, etc.</p> <p><i>*Technology with elementary students’ strategy.</i>                      MSA Pillar 2: Innovative Curriculum and Professional Development.                      - Standard 4: Professional Development.</p>	<p>Principal; Leadership team.</p>	<p>Aug. 2024 – May 2025.  At least 1 PD per quarter.</p>	<p>Technology.</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>PD exit tickets.</p>



<p>3. Whole staff professional development using site supplemental programs including Foundations and Just Words from the Wilson Learning Company Corporation; Simple Solutions to support math fluency; and Zaner-Bloser for vocabulary.</p> <p><i>*Integrated curricula programs strategy. MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 4: Professional Development.</i></p>	Principal; Leadership team.	Aug. 2024 – May 2025.  At least 1 PD per quarter.		Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
<p>4. Whole staff professional development on integrating technology using Chromebooks; Promethean Smart Boards; Office 365; Clever; and online district supplemental programs.</p> <p><i>*Technology with elementary students’ strategy. MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 4: Professional Development.</i></p>	Principal; Leadership team.	Aug. 2024 – May 2025.  At least 1 PD per quarter.	Technology	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.
<p>5. Whole staff professional development on engagement, accommodation, and modification to meet the needs of diverse learners including ethnic and racial groups; English Language Learners (ELL); Exceptional Education students; refugees; McKinney Vento students; etc.</p> <p><i>*Technology with learning needs students’ strategy. MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 4: Professional Development.</i></p>	Principal; Leadership team.	Aug. 2024 – May 2025.  At least 1 PD per quarter.	Cultural Departments; Exceptional Education Department.	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD exit tickets.

<p>6. Whole staff professional development on assessment and data driven instruction/interventions. Overview and schedule expectations for exit tickets and formative assessments; disaggregating student data; interventions groupings; using Analysis of Student Work (ASW) in weekly grade level PLCs.</p> <p><i>*Response to intervention strategy.</i>  <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i>  <i>- Standard 4: Professional Development.</i></p>	<p>Principal; Leadership team.</p>	<p>Aug. 2024 – May 2025.</p> <p>At least 1 PD per quarter.</p>	<p>Professional development funds.</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>PD exit tickets.</p>
<p>7. The full-time school counselor will provide professional learning opportunities on Social and Emotional Learning (SEL) topics/strategies for students and staff to promote a learning space where students can take intellectual risks.</p> <p><i>*Response to intervention strategy.</i>  <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i>  <i>- Standard 4: Professional Development.</i></p>	<p>Principal; Leadership team.</p>	<p>Aug. 2024 – May 2025.</p> <p>At least 1 PD per quarter.</p>	<p>Funding for school counselor.</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>PD exit tickets.</p>
<p>8. Professional contracted vendors provide tier 1, 2, and 3 instruction and interventions; provide professional learning opportunities.</p> <p><i>*Integrated curricula programs strategy.</i>  <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i>  <i>- Standard 4: Professional Development.</i></p>	<p>Principal; Leadership team.</p>	<p>Aug. 2024 – May 2025.</p> <p>At least 1 PD per quarter.</p>	<p>Professional development funds art consultants</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>PD exit tickets.</p>

<p>9. Select PLCs will include job-embedded professional learning opportunities for instruction/interventions.</p> <p><i>*Integrated curricula programs strategy.</i>  <i>MSA Pillar 4: Leadership.</i>  <i>- Standard 7: Leadership and Educator Development.</i></p>	<p>Principal;  Leadership team.</p>	<p>Aug. 2024 –  May 2025.</p> <p>Weekly.</p>	<p>PLC agendas;  Lesson plans;  Instructional  protocol for art  integration.</p>	<p>Scripting and/or  mapping  protocol;  Coaching  conversations;  PD sign-in  sheets.</p>	<p>PD exit tickets.</p>
<p>10. The principal and leadership team will observe classroom instruction with a scripting and/or mapping protocols. On the spot coaching will be provided and trends will provide professional learning opportunities.</p> <p><i>*Feedback strategy.</i>  <i>MSA Pillar 4: Leadership.</i>  <i>- Standard 7: Leadership and Educator Development.</i></p>	<p>Principal;  Leadership team.</p>	<p>August 2024 –  May 2025.</p> <p>Biweekly for  Tier 1 teachers  and weekly for  Tier 2/3 or new  teachers.</p>	<p>Scripting and/or  mapping  protocol.</p>	<p>Scripting and/or  mapping  protocol;  Coaching  conversations;  PD sign-in  sheets.</p>	<p>PD exit tickets.</p>

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

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

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

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

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

**Strategy 4: Utilize family and community partnerships to support theme integration and student academic success.**

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. The annual Magnet Programs Symposium for local businesses and community members helps magnet schools establish partnerships.</p> <p><i>*Creativity program strategy.</i>  <i>MSA Pillar 5: Family and Community Engagement.</i>  <i>- Standard 9: Community Engagement and Partnerships.</i></p>	<p>Principal;                      Leadership team.</p>	<p>TBD</p>	<p>Marketing material.</p>	<p>Symposium exit ticket information.</p>	<p>Community partnerships documented.</p>
<p>2. We welcome local and national artists to help support the art magnet theme, SEL strategies, celebrate diversity, and promote equity.</p> <p><i>*Creativity program strategy.</i>  <i>MSA Pillar 5: Family and Community Engagement.</i>  <i>- Standard 9: Community Engagement and Partnerships.</i></p>	<p>Principal;                      Leadership team.</p>	<p>August 2024 – May 2025.</p>	<p>Funding artists through professional contracted vendors funds.</p>	<p>Artist In Residence calendars.</p>	<p>Student surveys;                      Art showcases.</p>
<p>3. The after-school program offers visual and performing arts courses from its staff, partnerships, and professional contracted vendors.</p> <p><i>*Creativity program strategy.</i>  <i>*After-school program strategy.</i>  <i>MSA Pillar 5: Family and Community Engagement.</i>  <i>- Standard 9: Community Engagement and Partnerships.</i></p>	<p>Principal;                      Leadership team.</p>	<p>August 2024 – May 2025.</p>	<p>Classrooms, Technology, Funding artists, Funding art supplies.</p>	<p>Facebook and Instagram accounts; Holladay website; Open houses, etc.</p>	<p>Student surveys;                      Art showcases.</p>

<p>4. Holladay’s organizations include:</p> <ul style="list-style-type: none"> <li>- Parent-Teacher Organization (PTO) organize and track fundraising efforts and money management.</li> <li>- The Family Engagement Team is led by the School Community Liaison and plans on and off -campus school events.</li> <li>- School Site Council consists of the principal, a facilitator, a certified staff member, a classified staff member, and a parent/guardian. The council vote on school changes, Tax Credit spending, and additional tasks.</li> </ul> <p><i>*Positive family/home dynamic strategy. MSA Pillar 5: Family and Community Engagement. - Standard 9: Community Engagement and Partnerships.</i></p>	<p>Principal; Leadership team.</p>	<p>August 2024 – May 2025.</p> <p>All family groups meet at minimum once a quarter.</p>	<p>Family event funds from tax credits or school’s Parent-Teacher Organization (PTO)</p>	<p>Sign-in logs; Meeting agendas; Meeting Minutes; Website access to post meeting minutes.</p>	<p>Student surveys; Art showcases.</p>
<p>School, Family, and Community Adelman, H. &amp; Taylor, L. (2007). <i>Fostering School, Family, and Community Involvement</i>. The Hamilton Fish Institute on School and Community Violence &amp; Northwest Regional Educational Laboratory. Available at: <a href="http://smhp.psych.ucla.edu/publications/44%20guide%207%20fostering%20school%20family%20and%20community%20involvement.pdf">http://smhp.psych.ucla.edu/publications/44%20guide%207%20fostering%20school%20family%20and%20community%20involvement.pdf</a></p> <p>Strategies Hattie, J. (2018). <i>Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement</i>. Visible Learning. <a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p>					

## V. Academic Performance for African American and Hispanic Students

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

#### Interpretive Summary - Academic Performance for African American and Hispanic Students (see data Pages 6).

There are multiple data points and key information to support the site academic gap analysis for African American and Hispanic students. This information will help to identify needs to reduce academic performance gaps between African American and White/Anglo Students, as well as Hispanic and White/Anglo Students. This data summary includes:

Gaps analyzed from AASA state assessment data from 2023-24:

#### ELA Results

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

#### Math Results

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

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

**Root Cause Analysis**

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

**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><b>1. ELA Goals</b>  <b>By May 2025, the ELA achievement gap between Hispanic students and White students will be closed by three percentage points at each grade level in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, as measured by the Arizona Academic Standards Assessment.</b></p> <p><b>By June 2025, the ELA achievement gap between African American and White students will be closed by three percentage points at each grade level in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, as measured by the Arizona Academic Standards Assessment.</b></p> <p><i>*Goal commitment strategy.</i>  <i>MSA Pillar 2: Innovative Curriculum and Professional Development</i>  <i>- Standard 3: Theme and Curriculum Fidelity.</i>  <i>- MSA Standard 4: Professional Development.</i>  <i>MSA Pillar 3: Academic Excellence.</i>  <i>- Standard 5: Instructional Fidelity.</i>  <i>- Standard 6: Student Achievement.</i>  <i>MSA Pillar 4: Leadership.</i>  <i>- Standard 7: Leadership and Educator Development.</i>  <i>Pillar 5: Family and Community Engagement.</i>  <i>- Standard 9: Community Engagement and Partnerships.</i></p>	<ul style="list-style-type: none"> <li>• AASA State Assessment scores for 2022-2023 school year</li> <li>• Magnet Programs quarterly progress monitoring</li> </ul> <p><i>* Literature indicates that academic school improvement processes are varied and use a range of strategies and metrics to determine growth. Because of this variability, a gold standard of SMART goal setting for closing academic disparities or increasing academic achievement has not been developed. Therefore, a three percent growth/gain year over year in percent proficiency is appropriate as magnet schools strive to show continual improvement. A three percent growth in proficiency over three years results in 9% increase or over 5 years results om 15% increase, which are both ambitious goals.</i></p>



## **2. Math Goals**

**By May 2025, the Mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, as measured by the Arizona Academic Standards Assessment.**

**By May 2025, the Mathematics achievement gap between African American and White students will be closed by three percentage points at each grade level in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, as measured by the Arizona Academic Standards Assessment.**

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

*\*Goal commitment strategy.*

*MSA Pillar 2: Innovative Curriculum and Professional Development*

*- Standard 3: Theme and Curriculum Fidelity.*

*- MSA Standard 4: Professional Development.*

*MSA Pillar 3: Academic Excellence.*

*- Standard 5: Instructional Fidelity.*

*- Standard 6: Student Achievement.*

*MSA Pillar 4: Leadership.*

*- Standard 7: Leadership and Educator Development.*

*Pillar 5: Family and Community Engagement.*

*- Standard 9: Community Engagement and Partnerships.*

**C. Goal Attainment:**

**1. Strategies to Achieve SMART Goals**

<b>Strategies that help Magnet School Achieve, Monitor and Assess Improvement for African American and Hispanic Students MSA Pillar 3 Academic Excellence Standard 6</b>	
<b>Strategies</b>	<b>Strengths and Obstacles</b>
<p><b>1. Provide teachers with resources and professional learning opportunities to increase culturally relevant instructional practices specific to African American and Hispanic.</b></p> <p><i>*Goal commitment strategy.</i>  <i>MSA Pillar 3: Academic Excellence.</i>                      - Standard 5: Instructional Fidelity.                      - Standard 6: Student Achievement.  <i>MSA Pillar 4: Leadership.</i>                      - Standard 7: Leadership and Educator Development.  <i>Pillar 5: Family and Community Engagement.</i>                      - Standard 9: Community Engagement and Partnerships.</p>	<p><b>Supports:</b> Principal has strong instructional knowledge and coaching abilities/training.</p> <p><b>Constraints:</b> New staff require coaching and professional learning opportunities to catch up on arts magnet theme and Holladay’s triangulated approach to student achievement</p>
<p><b>2. Provide teachers with resources, school personnel, and professional learning opportunities to utilize Tier 2 and Tier 3 interventions with assessments and data to make instructional decisions specific to African American and Hispanic students.</b></p> <p><i>*Goal commitment strategy.</i>  <i>MSA Pillar 3: Academic Excellence.</i>                      - Standard 5: Instructional Fidelity.                      - Standard 6: Student Achievement.  <i>MSA Pillar 4: Leadership.</i>                      - Standard 7: Leadership and Educator Development.  <i>Pillar 5: Family and Community Engagement.</i>                      - Standard 9: Community Engagement and Partnerships.</p>	<p><b>Supports:</b> Existing academic interventions in place using digital tools such as IXL as well as school day teacher to student interventions.</p> <p><b>Constraints:</b> Ensuring effective assessment models with follow data disaggregating.</p>

## 2. Action Steps to Implement Strategies

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

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

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. Whole staff professional development on overview of engagement, accommodation, and modification to meet the needs of diverse learners including African American and Hispanic students.</p> <p><i>*Diverse student body strategy. MSA Pillar 2: Innovative Curriculum and Professional Development. - Standard 4: Professional Development.</i></p>	Principal; Curriculum Service Provider.	August 2024 – May 2025.  At least 1 PD per quarter.	Cultural Departments; Exceptional Education Department	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD Calendar; PD sign-in sheets; PD exit tickets
<p>2. To provide culturally relevant instruction, we will connect with district departments including the district’s African American Student Services (AASA) and Mexican American Student Services (MASA) to support African American and Hispanic students.</p> <p><i>*Diverse student body strategy. MSA Pillar 3: Academic Excellence. - Standard 6: Student Achievement. MSA Pillar 5: Family and Community Engagement. - Standard 9: Community Engagement and Partnerships.</i></p>	Principal; Curriculum Service Provider.	August 2024 – May 2025.  At least 1 PD per quarter.	Cultural Departments; Exceptional Education Department	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	PD Calendar; PD sign-in sheets; PD exit tickets

<p>3. Select grade level PLCs will include job-embedded professional learning opportunities and include intentional instruction and intervention planning to support African American and Hispanic students.</p> <p><i>*Integrated curricula programs strategy.</i>  <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i>  <i>- Standard 3: Theme and Curriculum Fidelity.</i></p>	<p>Principal; Curriculum Service Provider.</p>	<p>August 2024 – May 2025.</p> <p>Weekly.</p>	<p>PLC agendas; Lesson plans; Instructional protocol for art integration</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>Teacher- provided ongoing formative data</p>
<p>4. The principal and leadership team will observe classroom instruction with a scripting and/or mapping protocols. On the spot coaching will be provided and trends will provide professional learning opportunities.</p> <p><i>*Evaluation and reflection strategy</i>  <i>*Feedback strategy</i>  <i>MSA Pillar 4: Leadership.</i>  <i>- Standard 7: Leadership and Educator Development.</i></p>	<p>Principal; Curriculum Service Provider.</p>	<p>August 2024 – May 2025.</p> <p>Biweekly for Tier 1 teachers and weekly for Tier 2/3 or new teachers.</p>	<p>Schedule for observations</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>Instructional observation logs</p>
<p>Art Integration Framework  Kennedy Center (2018). <i>What is Arts Integration? Explore the Kennedy Center’s comprehensive definition.</i> <a href="https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/">https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/</a></p> <p>Culturally Relevant Instruction  Byrd, C. M. (2016, July 25). <i>Does Culturally Relevant Teaching Work? An Examination From Student Perspectives.</i> Sage Journals. <a href="https://journals.sagepub.com/doi/10.1177/2158244016660744">https://journals.sagepub.com/doi/10.1177/2158244016660744</a></p> <p>Teacher Recruitment and Retention  Shuls, V. James, Flores, M. Joshua (2020). Improving Teacher Retention through Support and Development, Journal of Educational Leadership and Policy Studies, 4(1). <a href="https://files.eric.ed.gov/fulltext/EJ1282763.pdf">https://files.eric.ed.gov/fulltext/EJ1282763.pdf</a></p> <p>Strategies  Hattie, J. (2018). <i>Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement.</i> Visible Learning. <a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p>					

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

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

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. We aim to have 2.0 FTE teachers at each grade level from kindergarten through fifth grade. If M&amp;O grade level population requirements are not met to pay 2.0 FTE teachers, we will leverage Title 1 or deseg funds to cover an additional teacher at grade levels M&amp;O allocates only 1.0 FTE teacher.</p> <p><i>*Response to Intervention Strategy.</i>  <i>*Scaffolding Strategy.</i>  <i>*Teacher expectations strategy.</i>                      MSA Pillar 4: Leadership.                      - Standard 7: Leadership and Educator Development.</p>	<p>Principal; Curriculum Service Provider.</p>	<p>100<sup>th</sup> day enrollment data and grade level totals of SY 2023-24 academic school year will determine FTEs for SY 2024 – 2025.</p>	<p>Deseg funds; Title 1 funds; M&amp;O funds</p>	<p>100<sup>th</sup> day enrollment data and grade level totals of SY 2023-24 academic school year will determine FTEs for SY 2024 – 2025.</p>	<p>Class rosters show 20 students or less per one teacher</p>
<p>2. Holladay commits to supporting new teachers and existing teachers by leveraging M&amp;O, Title 1, Title 2, and deseg funds to staff classified and certified positions including School Monitors; Teacher Assistants; Curriculum Service Provider (CSP); Instructional Data and Intervention Coordinator (IDIC); Reading Interventionists; Response-To-Intervention (RTI) Teachers; and School Counselor.</p> <p><i>*Response to Intervention Strategy.</i>  <i>*Teacher expectations strategy.</i>                      MSA Pillar 4: Leadership.                      - Standard 7: Leadership and Educator Development.</p>	<p>Principal; Curriculum Service Provider.</p>	<p>Push-in and pull-out services begin immediately after beginning of the year benchmark assessments and formative assessment data is collected</p>	<p>Deseg funded positions; Title 1 funded positions; M&amp;O funded positions</p>	<p>Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.</p>	<p>District’s quarterly benchmark assessments for ELA and Math; District DIBELS data</p>

<p>3. All students will receive daily grade level Math and ELA tier 1 instruction with art as the vehicle for the learning experiences. Teachers will observe, assess, document, and data tracking will be used to guide tier 2 and 3 interventions for African American and Hispanic students.</p> <p><i>*Response to Intervention Strategy.</i>  <i>*Scaffolding Strategy.</i>  <i>MSA Pillar 2: Innovative Curriculum and Professional Development.</i>  - MSA Standard 3: Theme and Curriculum Fidelity.  - MSA Standard 4: Professional Development.  <i>MSA Pillar 3: Academic Excellence.</i>  - Standard 5: Instructional Fidelity.  - Standard 6: Student Achievement.</p>	Principal; Curriculum Service Provider.	August 2024 – May 2025.	Schedule for observations	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Instructional observation logs
<p>4. Imagine Learning Math and Imagine Learning Reading/Language will be used as technology supplemental programs part of our tier 2 and 3 interventions for all students, with an emphasis on African American and Hispanic students. Weekly 90 minutes for tier 1, 120 minutes for tier 2, and 150 minutes for tier 3.</p> <p><i>*Response to intervention strategy.</i>  <i>*Scaffolding Strategy.</i>  <i>*Technology in small group strategy.</i>  <i>MSA Pillar 3: Academic Excellence.</i>  - Standard 5: Instructional Fidelity.  - Standard 6: Student Achievement.</p>	Principal; Curriculum Service Provider.	August 2024 – May 2025.	Progress reports from web-based platforms	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Instructional observation logs

<p>5. Tiers 2 and 3 push-in and pull-out services for ELA and Math will be provided from the Instructional Data and Intervention Coordinator (IDIC), Reading Interventionist, Response-to-Intervention (RTI) Math Specialist, and Exceptional Education Teacher based on data and intentional groupings for African American and Hispanic students.</p> <p><i>*Response to intervention strategy.</i>  <i>*Scaffolding Strategy.</i>  <i>MSA Pillar 3: Academic Excellence.</i>  - Standard 5: Instructional Fidelity.  - Standard 6: Student Achievement.</p>	Principal; Curriculum Service Provider.	August 2024 – May 2025.	Progress reports from web-based platforms	Scripting and/or mapping protocol; Coaching conversations; PD sign-in sheets.	Instructional observation logs
--	--	----------------------------	---	---	-----------------------------------

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

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

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

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

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

## VI. Magnet School Budget

### MAGNET SCHOOL BUDGET

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

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

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



**Goal Focus:** Integration and / or Student Achievement

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

**Personnel**

<b>Desegregation Budget SY 2023-24</b>					
<b>Description</b>	<b>Amount</b>	<b>FTE</b>	<b>Purpose</b>	<b>MSA Pillar</b>	<b>Magnet Plan Essential Focus:</b>
Teacher – Magnet Teacher	\$42,200.00	1.0	Due to M&O FTE restrains, Holladay aims to maintain small classroom sizes by leveraging deseg funds to hire general education teachers. The classroom teacher will provide quality Tier 1 instruction with art integration and art enhancement. The teacher follows the school’s tiered intervention process for Tiers 2/3 and MTSS.	AA; MT	Student Achievement
Teacher – Performing Arts	\$54,893.00	1.0	Students participate in a weekly Performing Arts course where they learn the piano keyboard. Grade levels sing, dance, and act in Broadway-style performances directed by the Performing Arts Teacher.	AA; MT	Student Achievement
Teacher – Visual Arts	\$41,700.00	1.0	Students participate in a weekly Visual Arts course where learn about culturally relevant artists using various 2-D and 3-D artwork. Artwork is available to see in the for the winter and spring magnet showcases, hallway displays throughout the school year, and around the Tucson community.	AA; MT	Student Achievement
Instructional Data and Intervention Coordinator	\$54,020.00	1.0	Leads grade level PLCs, mentorship, and provide coaching opportunities for all K – 5 teachers. The IDIC provides tier 2/3 interventions in Math and ELA for grades 2 – 5. The IDIC works with the principal and teachers to assess, analyze, and plan instruction or interventions based on exit tickets and formative assessments.	AA; PL; MT	Student Achievement
Instructional Specialists	\$33,242.00	1.5	Provides classroom management and support for the classroom teacher.	AA	Student Achievement

School Community Liaison	\$26,181.00	1.0	The point of contact to provide resources to address the financial, social, and emotional needs of our community. The need for a full-time School Community Liaison was stressed heavily by the Special Master and his team.	PCI	Student Achievement
Magnet Site Coordinator	\$42,400.00	1.0	Responsibilities include the marketing, recruitment, and retention of students. Other responsibilities include working with the site principal on the Magnet Programs quarterly progress monitoring reports that reviews student population, academic achievements, coaching data, discipline data, and district needs. Other duties include attending monthly Magnet Program professional development.	In; PCI; MT	Integration Student Achievement
School Counselor	\$23,950.00	0.5	Holladay uses various funding sources to ensure it has a full-time School Counselor. Half of the funding comes from M&O funds and the other half comes from its deseg funds. The School Counselor provides full-time support for social and emotional learning in individual and small groups. The School Counselor also provides culturally relevant SEL lessons in all classrooms. The School Counselor supports and provides professional learning opportunities to support PBIS strategies.	AA	Student Achievement
Employee Benefits	\$95,575.80		12,660 + 16,467.90 + 12,510 + 16,206 + 9,972.60 + 7854.30 + 7,185 + 12,720		
Total Budget	\$414,161.80				
Total FTE	8.0				

**Non-Personnel**

**Desegregation Budget SY 2023-24**

<b>Description</b>	<b>Amount</b>	<b>FTE</b>	<b>Purpose</b>	<b>Magnet Focus Area</b>	<b>Goal Focus:</b>
Stipend	\$6,000.00	NA	The Instructional Data and Interventions Coordinator (IDIC) use classified stipend funds for the additional duties for tier 2/3 interventions, progress monitor, coaching, and to be available to support K-5 classroom teachers.	AA; MT	Student Achievement
Substitute Teachers	\$3,000.00	NA	Sick leave funds to pay substitute teachers for magnet teachers including Magnet Teacher, Performing Arts Teacher, and Visual Arts Teacher.	AA	Student Achievement
Added Duty – Recruitment	\$3,000.00	NA	To increase racial and ethnic diversity, the Magnet Site Coordinator will focus recruitment activities at targeted recruitment events, libraries, preschools, private preschools, and charter preschools.	In; MT; PCI	Integration Student Achievement
Tutoring	\$18,000.00	NA	Certified Added Duty for Holladay’s certified staff to provide tutoring for students with support in the areas of math and ELA with Arts Integration. Tutoring will be offered before, after school, and summer school.	AA	Student Achievement
Certified PLC Work	\$2,475.00	NA	3 certified teachers will support Holladay’s Leadership Team in pursuing the Magnet Schools of America’s Magnet School Certification.	MT	Student Achievement
Classified PLC Work	\$1,980.00	NA	3 classified employees will support Holladay’s Leadership Team in pursuing the Magnet Schools of America’s Magnet School Certification.	MT	Student Achievement
Certified Professional Development	\$10,000.00	NA	Certified instructional staff will participate in Professional Development (PD) during pre-contract, post-contract, and off-contract time for district mandates, magnet theme integration, build organizational capacity, and work on school-wide initiatives. This will include reviewing student data and the creation of action plans for individual students.	AA; PL; MT	Student Achievement
Supplies Fine Arts	\$4,000.00	NA	Holladay will purchase arts supplies for use in the Visual Arts and Performing Arts classrooms.	AA; MT	Student Achievement

Supplies Intervention	\$3,000.00	NA	Holladay will purchase classroom supplies for quality instruction.	AA; MT	Student Achievement
Magnet Schools of America – Registration	\$1,800.00	NA	Two (2) staff members will attend the annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	MT	Student Achievement
Magnet Schools of America – Out of State Travel	\$6,000.00	NA	Two (2) staff members will attend the annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhances magnet programs.	MT	Student Achievement
Consultants	\$20,000.00	NA	Art integration and Math/ELA (professional development and coaching; 3 consultants, throughout the school year) to develop art integration skills of all teachers in support of the magnet theme. Consultants also support cross curricular research based instructional strategies.	MT; PL; AA	Student Achievement
<b>Employee Benefits</b>	<b>\$8,891.00</b>		<b>1,200 + 600 + 600 + 3,600 + 495 + 396 + 2,000</b>		
<b>Total Budget</b>	<b>\$88,146.00</b>				

**Personnel and Non-Personnel Combined**

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