

Magnet Programs



**TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY 24-25**

TUCSON UNIFIED
SCHOOL DISTRICT

Principal: Maricella Carranza

School: Roskruge

Magnet Program: Two-Way Dual Language

Region: Santa Cruz

Date Plan Revised: August 14, 2024

Planning Team:

Name	Position	Name	Position
Magnet Coordinator	Aide Silva Cereceres	Assistant Principal	Claudia Perez
Principal	Maricella Carranza	Curriculum Service Provider	Deborah Roche
Teacher		Parent	
Teacher		Community Liaison	Natalia Hoffman

Sign Off:

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

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I. Magnet School Profile

a. Roskruge Vision Statement:

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

b. Roskruge K-8 Bilingual School Mission:

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

a. Visión de la Escuela Bilingüe de Atracción Roskruge K-8:

Roskruge es el corazón del aprendizaje en dos idiomas, con una comunidad de estudiantes bilingües y multiculturales.

b. Misión de la Escuela Bilingüe de Atracción Roskruge K-8:

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

A. School Summary-

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

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

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

to recognizing and identifying social issues our students choose to be active participants in, as concerned citizens wanting to make a positive impact in the community at large. Roskruge has a longstanding cultural rescue mission for many Spanish-speaking children. Folklorico and Mariachi are a stronghold along with dual Spanish English classes. There is an existing effort to create a family-like culture among faculty and staff. We believe Roskruge enjoys a respectful, welcoming and safe environment.

B. Vision

Roskruge K-8 Bilingual School Vision:

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

Visión de la Escuela Bilingüe de Atracción Roskruge K-8:

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

C. Core Values

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

Collective Commitments:

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

D. School Profile

Letter Grade	Integration Status	Magnet Theme
2022-23: B	2022-23 K-1 Not racially concentrated/2 nd -8th Yes April 2023: Kinder is racially integrated. April 2023:1 st Grade racially concentrated	Two-Way Dual Language
23-24: C	April 2024: Kinder is racially concentrated 1 st grade is racially integrated	Two-Way Dual Language
24-25: B	Racially Concentrated, 84% Hispanic	TWDL

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
12%	91.42% Attendance 23-24 SY 8.58% Absenteeism	99.64%	73%	16.52 % (94 of 569)	11.48% (65 of 569)

School Integration Profile (USP Ethnicity)													
2023-2024 100 ^h Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	46	8.6%	22	3.8%	466	81.9%	23	4.0%	1	0.18%	11	1.9%	569
USP Integration Range +/- 15% District ES Avg													
	6-36%		0-25%		44-70%		0-19%		0-17%		0-19%		

Future Integration Range +/- 25% District ES Avg						
	0-45%	0-35%	35-70%	0-29%	0-27%	0-29%

E. Achievement Data-AASA Percentage Passing Math

Math													2024 Gr.3	2024 Gr.4	2024 Gr5.	2024 Gr.6	2024 Gr7.	2024 Gr.8
State Avg	39	39	37	31	27	27	43	39	36	31	30	27	43	36	33	30	30	28
District Avg	28	27	24	13	11	12	32	26	24	13	13	14	35	31	31	18	18	22
Roskruge	34	3	26	6	19	8	20	26	45	4	14	4	24	16	20	7	15	4

Achievement Data-AASA Percentage Passing ELA

ELA	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5	2024 Gr. 6	2024 Gr. 7	2024 Gr. 8
State Avg	41	44	39	39	43	36	41	45	37	42	42	37	39	46	38	43	41	35
District Avg	29	33	27	24	26	23	30	33	26	24	25	22	22	360	20	20	20	21
Roskruge	31	39	22	24	28	34	31	25	30	20	28	28	16	32	10	33	29	26

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Latino			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	No Students Assessed	66	*	25	24	9	66	66	*
Grade 4	No Students Assessed	100	*	42	22	29	0	50	*
Grade 5	No Students Assessed	No Students Assessed	No Students Assessed	19	31	9	40	50	*
Grade 6	*	50	*	24	16	32	28	45	50
Grade 7	*	0	*	24	29	25	100	40	50
Grade 8	*	33	*	32	25	25	50	66	40

Three Year AZ Merit/AASA by Subgroup

Math (* = size is smaller than 10)

	African American			Latino			Anglo		
	22-23	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	32	12	21	*	33	*
Grade 4	*	*	*	36	23	11	*	50	*
Grade 5	*	*	*	22	50	20	*	50	*
Grade 6	*	*	*	7	2.9	7	*	18	*
Grade 7	*	*	*	20	12	15	*	20	*
Grade 8	*	*	*	9	4	4	*	0	*

Numbers smaller than 10 are represented by an asterisk to ensure student privacy.

Overall, 23-24 AASA Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	53	29
African American	0	9
Hispanic	28	11
Native American	11	0
Asian-PI	0	0
Multi-Racial	*	*
All	26	12

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 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

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

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

III. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis

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

- The site currently has a “C” label as measured by the Arizona Department of Education, A-F accountability model. Having a label of “A” or “B” would inherently attract more families who want to enroll at the site. AASA data for the 23-24 SY will inform our instructional focus and actions to maintain/improve student outcomes.
- Therefore, one needs to increase overall student academic performance to achieve an “A” or “B” label to attract more families.
- SY 23-24 enrollment data indicates Roskruge is racially concentrated overall and making progress toward integration at Kinder and 1st grade points of entry.

• Multi-year trends:

Roskruge’s non-Hispanic enrolled went from 18.758% in 2019-2020, to 15.52% % in 2021-2022.
 Roskruge experienced an increase of 4.08% in non-Hispanic enrollment during the 22-23 SY resulting in 19.6% non-Hispanic enrollment.
 Roskruge’s non-Hispanic enrolled in August 2023 15.35%. We experienced a 4.25% decrease compared to SY 22-23.

Furthermore, our entry level grades experienced the following non-Hispanic enrollment:
 2023-24: Kinder to 40th day: 87.50 % Hispanic 12.5% non-Hispanic
 2023-24 First Grade to 40th day: 73.68% Hispanic 26.31% non-Hispanic

These data and various sections in this document establish a dire need to strengthen our recruitment efforts, specifically at the entry grades (Kinder and 1st Grade). Some steps to achieve this goal can be found throughout this Magnet Plan. -

	21-22 EOSY enrollment as of 5/26/22	22-23 BOSY enrollment of 8/4/2022	2022-2023 100th Day Enrollment	23-24 BOSY Enrollment as of 8/18/23	23-24 100th ay Enrollment
Kinder	38	36	43	47	49
First Grade	38	42	47	42	35

Commented [SA1]: Data source:

	White/Anglo	African Amer.	Hispanic	Native Amer.	Asian Amer.	Multiracial
2021-22	6.14%	1.93%	84.74%	5.26%	0.70%	1.23%
2022-23 N: 561 40th Day	8.4%	3.9%	80.40 %	5%	.70%	1.6%
23-24 as of 8/18	6.72%	6.72%	79.52%	4.48%	0%	2.42%
23-24 40th Day	8.15%	1.73%	84.40%	4.33%	0.17%	1.01%
23-24 100th Day	8.10%	1.06%	85.56%	4.05%	0.18%	1.06%

Root Cause Analysis for Integration Gap

Identifying Top Three Causes of these Gaps	Identifying the Surface Causes	Identify Deep Causes
Need for targeted/strategic Marketing and Recruitment efforts.	There are surface gaps related to: <ul style="list-style-type: none"> • Targeted digital advertisements • Social media leveraging 	Deep or root causes are related to: <ul style="list-style-type: none"> • Lack of training related to effective utilization of digital tools to target enrollment audiences • Lack of digital tools to target enrollment audiences

Need for increased/refined Communication Strategies Feeder schools Social Media	There are surface gaps related to: <ul style="list-style-type: none"> • Creating ongoing content on social media that focuses on both. extracurricular and academic activities • Site seeking stronger relationship with outside/district media to highlight 	Deep or root causes are related to: <ul style="list-style-type: none"> • A need for increased visibility of production of authentic, high quality, and rigorous academic work (student work displayed in classrooms hallways, social media, and school website) based on common questions that
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	<p>Roskruge's Folklorico and Mariachi performances as well as students engaged in action research projects/project-based learning.</p> <ul style="list-style-type: none"> • Informational meetings to provide the community information on the benefits of TWDL and program overview. (Team up with Language Acquisition & School Community Department) • Targeted recruitment efforts for entry grades to both integrate and linguistically balance classes. 	<p>potential parents/students have during tours.</p> <ul style="list-style-type: none"> ◇ A need for discussion among all staff for a common understanding of what this looks like and sounds like as it relates to our Collective Commitments. ◇ A need for determining what and how is made evident via our website/school/social media.
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B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By December 1st SY 2024-25-, Roskruge will increase non-Latino enrollment by 5% in kindergarten, as measured by the 40th Day Enrollment Reports.</p>	<ul style="list-style-type: none"> • Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings • Magnet Enrollment Plan • Smart Choice
<p>2. By February 15th, 2024-25 SY, Roskruge will retain 95% of enrolled Kinder and 1st grade students to ensure continuous integration efforts year after year, as measured by 100th enrollment reports.</p>	<ul style="list-style-type: none"> • Synergy Records/Reports • Quarterly Magnet Progress Monitoring Meetings

C. Goal Attainment

Strategies	Strengths and Obstacles
<ul style="list-style-type: none"> • 1. Marketing and Recruitment • One effective way to market our program is by showcasing the many great things that happen in our classrooms. The following is a list of ideas of how we can secure ongoing high-quality content which can be a valuable marketing tool as well as recruitment strategies: • MC will create Social Media Content folder in TEAMS. There, grade level teachers are invited to upload information photos or videos we can use on social media. • A monthly calendar will be created in teams. There teachers can add class events, guest speakers details or activities they want to highlight through our various social media. • It was suggested by TUSD media person an Instagram account be created. Ms. Reily has expressed interest in helping manage that account as she has in the past. • A monthly Newsletter is an idea discussed. Goal: Grade levels take turn contributing content. Students can play an active role as contributors to the content, such as a report of the most recent happenings in their classroom. showcasing special projects, etc... This would be an excellent opportunity for students to practice their Spanish speaking skills as well as their writing skills. • Rational for the above.: What happens in the classroom is critical to attracting and keeping families. Conversely, the quality of instruction captured in the images, and videos, can become a powerful marketing, recruitment and retention tool. Some of these strategies, if agreed upon, may be best connected to the section Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1: Strengthen Tier I instruction 	<p>Supports:</p> <ul style="list-style-type: none"> • District Recruitment Events • School Community Services (TUSD) • District Communication Department District Media Department • District Community Services Open Enrollment Lottery District Transportation Department • District Pre-Schools • District and Out-of- District Daycare and Preschool Maps • Survey teachers about special activities/guest speakers they plan to have during the school year. Highlighting these events on social media platforms can support our marketing efforts. <ul style="list-style-type: none"> • Create a Master Calendar of events editable by all. • School Mint: Marketing Strategies • Spanish Screener- Implementation started Feb. 2024. <p>Constraints:</p> <ul style="list-style-type: none"> • Access to non-district parent contact information for communication. • Content on social media:

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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
1. Update Roskruge stark card with most current: <ul style="list-style-type: none"> • Mission • Vision • Logo <ul style="list-style-type: none"> • Appealing language and diverse photos for enrollment (need 	Magnet Coordinator	Aug. 2024- May 2025	District support Funding Family engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Revised stark card with new mission, vision, photos and marketing based language
2. Attend TUSD marketing and recruitment activities and events.	Magnet Coordinator; Principal; Assistant Principal	Aug. 2023- May 2024	District support & funding Family Engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Calendar of district and school events, attendance documentation and agendas, meeting notes, open house logs, virtual and in-person tour logs.
3. Social Media Presence <ul style="list-style-type: none"> • Create two posts per week or 4 per month on our Facebook site & TUSD web page highlighting: <ul style="list-style-type: none"> • Kindergarten students • First grade students • “Specials,” i.e. Mariachi and Folklorico • Production of student-led promotional video 	Magnet Coordinator; Back up: Assistant Principal	Aug. 2023- May 2024	Access to the site Facebook page Access to the site TUSD web page A digital camera (We can use it to quickly upload content to our social media platforms).	During quarterly progress monitoring reports to the Magnet	Facebook analytic reports

<ul style="list-style-type: none"> Explore creating content via other social media platforms ie. Instagram. 				Department, include information Social Media Analytics	
<p>4. If budget permits, allocate funds for the Kinder Jumpstart summer experience.</p>	Principal	Summer 2024	Identify which budget we can fund this through	Secure funds by (date needed)	
<p>5. Create and maintain a calendar of classroom activities highlighting:</p> <ul style="list-style-type: none"> student learning activities/student life (ie. student engaged in action research, project-based learning, collaborative groupings, culture-centered projects or presentations, guest presenters, community engagement, field trips, Folklorico/Mariachi presentations) 	Magnet Coordinator/All Staff	SY 2024-May 2025	Digital Calendar School Website Access Facebook page Digital camera	Bi-weekly	Created and maintained calendar of highlighted events

Standards of Excellence 1: Student Recruitment and Selection

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).		
There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to increase overall school academic performance. This data summary includes:		
<p>ELA:</p> <p>There a data points that point to observed data in ELA, which possibly include inconsistent instructional practices across grade levels, leading to gaps in comprehension, fluency, etc. Additionally, there have been staffing inconsistencies and possible absences related to targeted interventions and differentiated supports for diverse learners.</p>	<p>Math:</p> <p>Gap analysis indicates mathematics data is a result of gaps in conceptual understanding and inconsistent implementation of research-based instructional strategies across grade levels. Many students may lack access to targeted interventions that address specific skill deficits, particularly in foundational numeracy and problem-solving.</p>	
Root Cause Analysis		
Top Three Causes of these Gaps	Surface Causes	Deep Causes
<p>1. Need for strengthening effective Tier I instruction K-8 and PBIS expectation/procedures for common areas to reduce disruptions.</p>	<ul style="list-style-type: none"> Need to increase the frequency of focused instructional observations by week/month/Quarter with follow-up feedback and job embedded coaching and/or PD 	<ul style="list-style-type: none"> Opportunities for consistent/frequent instructional observations with follow-up feedback and job embedded coaching often interrupted by other school needs
<p>2. Some elementary grade challenges keeping pace with district curriculum maps/scope-sequence.</p>	<ul style="list-style-type: none"> Adoptions spiral design conflicting with re teaching skills for mastery. 	<ul style="list-style-type: none"> Negative impact on implementation / pacing of ELA/SLA curriculum

Commented [RD2]: Is this a continued cause of gaps?

<p>3. Students entering the TWDL program after point of entry (K-1)</p>	<ul style="list-style-type: none"> • Inconsistent structure of support for late entry students • 	<ul style="list-style-type: none"> • Lack of academic interventionists to support late entry students with limited to no foundational Spanish proficiency

B. SMART Goals Student Achievement

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<p><u>Overall Student Achievement</u></p> <ol style="list-style-type: none"> 1. *By June, 2025, ELA proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports. 2. *By June, 2025, Mathematics proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports. 3. Fall 2024-2025 SY, Roskruge will receive support visits from the Magnet department, 	<p>2024 AASA assessment data</p> <p>Monitored by quarterly Benchmark assessments</p> <p>Weekly summary of classroom observations with instructional areas needing support/improvement as well as teacher feedback will be provided by the Magnet Department the day of or day after the support visit. Accordingly, site leadership will provide timely support.</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 9% increase or over 5 years results in 15% increase, which are both ambitious goals.*

C. Goal Attainment

The following has been developed for each identified improvement goal:

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

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	Strengths and Obstacles (Constrains)
<p>1. Strengthen consistency of high-quality Tier 1 instruction through:</p> <ul style="list-style-type: none"> • Job embedded coaching, • Cross grade level articulation/collaboration • Provide research-based instructional strategies/resources • Plan and deliver professional development aligned to areas of need such as: <ul style="list-style-type: none"> ○ Thinking Maps ○ Quarterly Benchmark data analysis to inform instructional Cycles. • Teacher-led/job-embedded professional development to support Tier I instruction within our TWDL program model. • Instructional rounds (during CTTs) 	<p>Supports:</p> <ul style="list-style-type: none"> • Language Acquisition TWDL program model • Teachers trained in GLAD strategies, guided reading groups, School City and district web-data • Administrators, CSP, Magnet Coordinator, and MTSS Facilitator teaming to provide job embedded coaching/instructional support • Cross Grade Level CTT/Articulation (initiated SY 22-23) • Differentiated professional development • Magnet Coordinator, provides job embedded/theme-aligned professional development and community partnerships for teachers • Continued need for training/follow-up training on data-literacy, Guided Reading, GLAD/Thinking Maps <ul style="list-style-type: none"> ○ In person following up GLAD training • <p>Constraints:</p> <ul style="list-style-type: none"> • Continued need for a consistent coaching cycle & leadership & site leadership analysis of walkthrough data • Peer observation opportunities/structure • Need for specificity within our short cycle assessment calendar to allow for data analysis which informs instructional practice • Phonics skills across grades levels-----ie. Zoo Phonics grades K-2 (Common language/common approach)

	<ul style="list-style-type: none"> • PBIS procedures/expectations in need of review/refinement.
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<p>2. Refinement of targeted interventions at all grade levels.</p> <p>Consideration for re-instating the Intervention/re-teach/sessions (during one CTT per week)</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Access to formative assessment tools • RTI Math Teacher at the middle school • RTI ELA at the middle school---Not for 24-25SY • Creation of consistent intervention structures K-5 • PLCs to support data informed interventions • Imagine Español/Lectura, Camino al éxito, SIL, Imagine Math • I-Ready, IXL at the middle school <p>Constraints:</p> <ul style="list-style-type: none"> • Intervention structures for students entering the TWDL program after point of entry (K-1) • Lack of Tier II academic support classes at the middle school • Lack of Tier III academic support classes at middle school • Lack of engaging intervention resources at the middle school
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4. Family and Community Engagement	<p>Supports:</p> <ul style="list-style-type: none"> • Community Partnerships Established • Magnet Coordinator • PTA • Student performances throughout community • District-provided conference days, events and activities • Improved student attendance through outreach and community partnerships <p>Constraints:</p> <ul style="list-style-type: none"> • Need more theme-based partnerships to help promote bilingualism • Family member availability, low turnout • Lack of a SY calendar listing family engagement activities <p>Note: Liz Hanson, our Community Liaison and Aide Silva, Magnet Coordinator, created the calendar for SY 23-24</p>
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2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1: Strengthen Tier I instruction					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide job embedded coaching with a consistent observation/feedback cycle along with meaningful PD for teaching staff or teacher led PD based on walkthrough trends, such as: <ul style="list-style-type: none"> • How to articulate success criteria for lesson's objective • Ways to implement lesson-embedded assessment of the learning 	Principal; Assistant Principal; Curriculum Service Provider Magnet Coordinator, MTSS, Reading Interventionist, DL itinerant teachers	Aug. 2024- May 2025	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist SIOP Strategies GLAD strategies PD presentations	Short cycle assessments; benchmark assessments; instructional observation data	Documented Walkthrough and Coaching data Short Cycle assessments; benchmark assessments; end of year evaluations Student work

<ul style="list-style-type: none"> • How to establish effective Guided Reading structures • Ways to encourage/support accountable student talk • Writing rubrics student/teacher co-created with exemplars. 			Checklist PD calendar		
2. The School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	Principal + AP Magnet Coordinator Magnet Dept	Monthly (Contingent on School's Letter grade)	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data

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

Strategy 2: Academic Interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop and implement a Math/ELA/SLA RTI structure to close academic gaps for students entering TWDL after point of	Principal; Assistant Principal; ELA RTI	Aug. 2024 May 2025	23-24AASA Data to identify targeted ELA	Short cycle assessments benchmark assessments	Short cycle assessment data; benchmark

entry.	teacher? Math RTI teacher SLA teachers		/SLA and Math groups RTI Schedule that is embedded into the school day (pending administrative final decision)	PLCs will monitor assessment data to adjust small groups every 4-6 weeks	data
2. Train Teacher Assistants to support interventions in SLA/ELA and Math	Principal Assistant Principal Teachers, with support from: Grade level TAs Reading Interventionist Math TA ELA TA	Weekly August – May	Data to inform small groups	Formative assessment and benchmark data	Formative assessment and benchmark data

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

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3					
Strategy 4. Family and Community Engagement					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Communicate with families and about school programs and student academic achievement using: monthly newsletters, school website/Facebook, district website Continued creation/maintenance of: <ul style="list-style-type: none"> • Cafecitos • Class Dojo • Monthly calendar of events 	Principal Asst. Principal Family Magnet Coordinator MTSSS Community Liaison	Throughout the school year Aug. 2024- May	Principal Monthly Newsletter School Website Updates District Support Media & Communication	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring ClassDojo ParentLink Community Liaison bulletin	School-wide data, attendance logs for events/meetings, meeting agendas and notes

<ul style="list-style-type: none"> • Family engagement team • Community Resources Bulleting board • Parent Focus group (an annual event) • Title I events (literacy/math night) 				board	
<p>2. Schedule, plan and execute academic training for families 2-3 times to support academic achievement in reading/math:</p> <ul style="list-style-type: none"> • Math Night • Literacy Night • Understanding State Assess student results • TWDL Night. 	-Principal -Asst. Principal -Teachers -Magnet Coordinator CSP MTSS	2-3 times a year, Quarters 1, 2 and 3	Teachers and TWDL staff Community Liaison Calendar of events Timely communication to families PPT presentation	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, meeting agendas and notes
<p>3. Parent informational meetings to also include an informational video for recruitment and retention</p>	Principal Asst. principal Magnet coordinator CSP MTSS LAD Community Liaison	September-October	TWDL Staff Communications	Parent Commitment Form	Attendance logs, agendas

Standard 9: Community Engagement and Partnerships

V. Academic Performance for African American and Latino Students

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

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).
<p>There are multiple data points and key information to support the site academic gap analysis that is specific to improved academic performance for African American and Latino students. This information will help to identify needs to increase overall school academic performance. This data summary includes:</p> <ul style="list-style-type: none"> • White students outperform Hispanic students in ELA by 25% • White students outperform Hispanic students in Mathematics by 18% • White students outperform African American in Mathematics by 20% • White students outperform African American students in ELA by 53

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<ul style="list-style-type: none"> • Need of effective Tier I instruction specific to African American and Latino students. • Needed support to effectively implement the SPARKS framework. 	<ul style="list-style-type: none"> • Lack of effective Tier I instruction that directly supports African American and Latino students 	<ul style="list-style-type: none"> • Need for research-based effective Tier I instructional practices such as guided reading, guided math, writing across the curriculum • Need for a consistent observation and feedback cycle

B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
<ol style="list-style-type: none"> 1. By June 2025, the reading achievement gap between Latino students and White students will be closed by five percentage points as measured by the Arizona Academic Standards Assessment. 2. By June 2025, the reading achievement gap between African American students and White students will be closed by five percentage points as measured by the Arizona Academic Standards Assessment. 	<p>2024 AASA Scores Quarterly Benchmark data</p>
<ol style="list-style-type: none"> 1. By June 2024, the mathematics achievement gap between Latino students and White students will be closed by three percentage point as measured by the Arizona Academic Standards Assessment. 2. By June 2024, the mathematics achievement gap between African American students and White students will be closed by three percentage points as measured by the Arizona Academic Standards Assessment. 	<p>2024 AASA Scores Quarterly Benchmark data</p>

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve Improvement for African American and Latino Students	
Strategies	Strengths and Obstacles
<p>1. Increase culturally relevant instructional practice specific to African American and Latino Students.</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Language Acquisition TWDL program model (third pillar of dual language education, socio-cultural competency) • Teacher trained in GLAD strategies Leveled guided reading groups School-City • District supports culturally relevant instruction • SPARKS <p>Constraints:</p> <ul style="list-style-type: none"> • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Strong formative assessment model to inform instructional practice

2. Ensure effective academic interventions for African American and Latino Students	<p>Supports:</p> <ul style="list-style-type: none">• Benchmarking structure is in place• Access to formative assessment tools <p>Constraints:</p> <ul style="list-style-type: none">• Lack of PLCs support on data-informed interventions• Lack of Tier II academic interventions specific to African American and Latino students• Lack of Tier III academic support classes to African American and Latino students
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2. Action-Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
Subgroup Strategy 1: Increase culturally relevant instructional practice specific to African American and Latino Students.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Provide professional development on SPARKS (Culturally relevant) framework for all teachers.	Principal; Assistant Principal; CSP	August 2024	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Provide weekly instructional observations with follow-up feedback on SPARK (Culturally relevant) integration	Principal; Assistant Principal; CSP	Aug. 2024- May 2025	Updated Walkthrough Protocol Checklist Magnet Walkthrough Protocol Checklist GLAD Strategies	Short cycle assessments; benchmark assessments; instructional observation data	Short cycle assessments; benchmark assessments; end of year evaluations
3. School Site Administrator and Magnet Coordinator will participate in weekly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.	principal Magnet Coordinator Magnet Dept	Weekly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data

	Principal Magnet Coordinator CSP Teachers West Ed Rep	6 sessions, Semester 1	Magnet Dept West Ed	instructional walkthrough data	Instructional Walkthrough data Quarterly Benchmarks
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John Hattie’s Meta Analysis identifies Professional Development Programs with an effect-size of .41. Having a positive effect on teacher efficacy and on student learning. Furthermore, Collective Teacher Efficacy yields a 1.57 effect-size. Source: J. Hattie (Dec. 2017) Visible-Learning.org
Standard of Excellence 4: Professional Development. Standard of Excellence 7: Leadership and Educator Development.

Action Steps to Implement Improvement, Monitor and Assess Strategies for Improvement Goal for African American and Latino students					
Subgroup Strategy 2: Ensure effective academic interventions for African American and Latino Students					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Utilize targeted, small groups in ELA/SLA and Math to provide targeted interventions to African American and Latino students.	Principal; Magnet Coordinators; Teachers with support from: Reading Interventionist Math TA ELA TA	Weekly August – May	Lesson Plans ELA/SLA/Math connection	Short cycle assessment and benchmark data	Formative assessment and benchmark data
2. Provide after school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators; 21st CCLC Coordinator	Weekly August – May	Lesson Plans ELA/SLA/Math connection	Short cycle assessment and benchmark data	Formative assessment and benchmark data

VI. MAGNET SCHOOL BUDGET

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

Personnel

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

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

Standard of Excellence 8: District and Magnet Relations

Non-Personnel

Description	Amount	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Recruitment Added Duty	1,000.00	Student recruitment efforts for student selection are designed to ensure equal access for all students and reduce minority group isolation.	In	School Integration
Supplies for Family Engagement	6,762.41	Provide families with supplies that support school academic events for student growth and achievement.	In PCI	Family Engagement
Magnet School of America Out of State Travel	6,000.00	Covered expenses for MSA conference attendance.	In AA PCI PL MT	Student Academic Achievement School Integration Family Engagement
Total Budget	15,562.41			

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