

**Magnet Programs**



**TUSD Magnet Programs  
Improvement Action Plan for Integration and  
Achievement  
SY2024-25**

**Principal:** Sean Wilken

**School:** Tully GATE Elementary Magnet

**Magnet Program:** Open Access Gate-STEAM.

EMPOWERD

**Region:** Silverbell

**Date Plan Revised:** 10/01/2024

**Planning Team:**

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Sean Wilken	Principal	Michelle McCollum	Magnet Coordinator
Joy Haywood	MTSS Coordinator	Jill Maxwell	CSP
Karina Ramirez	2 <sup>nd</sup> Grade Teacher ELD Blend	Nathan Taylor	5 <sup>th</sup> Grade Teacher

**Sign Off:**

<b>Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Principal	Sean Wilken		
Regional Assistant Superintendent	Brian Lambert		
Magnet Department	Kamren Taravati		

## Magnet Plan Table of Contents

- I. Magnet School Profile (page 2)**
  - 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 Latino 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 18)**
  - 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 Latino Students (page 25)**
  - A. Gaps in USP subgroups performance (African American and Latino)
  - 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 31)**

## **I. Magnet School Profile**

### **A. Mission**

Tully Elementary will provide a safe environment that fosters academic achievement and promotes individual talents by delivering a project-based, vigorous curriculum founded in gifted and talented instructional strategies.

### **B. School Summary**

Tully Elementary Magnet k-5 elementary School has changed its magnet theme from Gifted and Talented Education for All and added a STEAM emphasis. Despite this change, GATE strategies will still be used and taught to students and will only complement STEAM. STEAM stands for Science, Technology, Engineering, Arts, and Mathematics and is a subject-focused magnet school that aims to prepare students for college, career, and life in the 21st Century. The integration of these subjects into the core curriculum helps develop students' creativity, collaboration, critical thinking, and communication skills in preparation for a rapidly changing world. STEAM classrooms have meaningful technology integration as well as collaborative structures that allow for student engagement. This shift to a STEAM-focused curriculum provides a pathway for students to obtain the 21st century skills necessary to become future leaders and innovators. Our students have a STEAM pathway through TUSD: Tully STEAM Magnet > Mansfeld Middle Magnet School > Tucson Magnet High School.

In a STEAM empowered classroom, students can expect authentic, standards-aligned content integration through Problem Based Learning units. The instructional design engages students in learning, builds student responsibility for their learning, and ensures academic rigor. Students also have organically designed experiences and are encouraged to engineer solutions to real-world problems. Performance assessments are conducted through demonstration of STEAM skills and design thinking. Overall, a STEAM classroom provides a dynamic and engaging learning environment that prepares students with the necessary skills to tackle real-world challenges.

### **C. Vision**

Tully GATE Magnet Elementary School believes that all students are creative thinkers. We strive to provide experiences for our students that promote critical thinking and a passion for problem solving in real-life situations. We encourage students to celebrate their individuality through culturally relevant curriculum and opportunities to design, build, and create STEAM projects.

### **D. Core Values**

1. Collaboration
2. Problem Solving
3. Relationship Building
4. Risk Taking
5. Kindness

**E. School Profile – Update this data information**

2023-24 Letter Grade	2023-24 Integration Status	Magnet Theme
C	Integrated	Open Access GATE STEAM

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
15.38%	93%	99%	98%	18%	22%

School Integration Profile (USP Ethnicity)													
2024-25 40 <sup>th</sup> Day	White		African American		Hispanic/ Latino		Nativ America		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Enrollment	21	9.9	34	16	134	62.9	10	4.7	9	4.2	5	2.3	213
Non-neighborhood	10		14		57		6		7		2	0	
USP Integration Range +/- 15% District ES Avg													
	6-36%		0-25%		44-70%		0-19%		0-17%		0-19%		
Future Integration Range +/- 25% District ES Avg													
	0-45%		0-35%		35-70%		0-29%		0-27%		0-29%		

**F. Achievement Data –**

<b>3 Years of AzMERIT/AASA Math Percent Proficiency by Grade</b>									
Math	2022 Gr. 3	2022 Gr. 4	2022 G. 5	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5
State ES Avg	39	39	37	43	39	36	43	36	33
District ES Avg	28	27	27	33	27	25	33	26	24
Tully ES Avg	7	11	4	18	15	12	17	12	3

<b>3 Years of AzMERIT/AASA ELA Percent Proficiency by Grade</b>									
ELA	2022 G. 3	2022 G. 4	2022 G. 5	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2024 Gr. 3	2024 Gr. 4	2024 Gr. 5
State ES Avg	41	44	39	41	45	37	39	46	38
District ES Avg	29	33	27	30	34	26	28	35	27
Tully ES Avg	10	12	12	15	8	12	17	29	15

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

**ELA data**

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	0 (0/4)	0 (0/9)	12 (1/8)	9 (2/22)	7 (2/28)	12 (3/25)	20 (2/10)	25 (2/8)	25 (1/4)
<b>Grade 4</b>	0 (0/9)	0 (0/5)	33 (2/6)	24 (5/21)	13 (3/24)	19 (5/27)	0 (0/3)	0 (0/4)	40 (2/5)
<b>Grade 5</b>	0 (0/7)	0 (0/6)	0 (0/5)	13 (4/32)	21 (5/24)	19 (5/26)	14 (1/7)	0 (0/2)	0 (0/5)
<b>WS</b>	0 (0/20)	0 (0/20)	16 (3/19)	15 (11/75)	20 (10/51)	17 (13/78)	15 (3/20)	14 (2/14)	21 (3/14)

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

	African American			Hispanic			Anglo		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	0 (0/4)	11 (1/9)	25 (2/8)	0 (0/26)	11 (3/28)	8 (2/26)	27 (3/11)	25 (2/8)	25 (1/4)
<b>Grade 4</b>	11 (1/9)	40 (2/5)	0 (0/6)	17 (4/23)	16 (4/25)	11 (3/27)	0 (0/3)	0 (0/4)	20 (1/5)
<b>Grade 5</b>	0 (0/7)	0 (0/7)	0 (0/5)	3 (1/32)	21 (5/24)	4 (1/26)	14 (1/7)	0 (0/4)	0 (0/5)
<b>WS</b>	5 (1/20)	14 (3/21)	11 (2/19)	6 (5/81)	19 (12/77)	8 (6/79)	20 (4/21)	13 (2/16)	14 (2/14)

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

<b>Tully 2023-2024 AASA Percent Proficiency Broken Out by USP Ethnicity</b>		
<b>USP Ethnicity</b>	<b>ELA</b>	<b>Math</b>
White	21%	14%
African American	15%	10%
Hispanic	17%	8%
Native American	40%	20%
Asian-PI	50%	33%
Multi-Racial	100%	0%
<b>All</b>	<b>20%</b>	<b>11%</b>



## II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

### 1. Integration

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

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

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

### 2. Student Achievement

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

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

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

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

**Free and Reduced Lunch (FRL): Criteria 4 = 1 Point.** If a magnet school has an FRL rate that is higher than the district average.

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

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

### III. INTEGRATION

#### A. Integration: Gap Analysis

##### Interpretive Summary - Integration Gap Analysis

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. Therefore, one need is to increase overall student academic performance to achieve an “A” or “B” label. This will result in increased enrollment for Tully Magnet Elementary.
- The site currently is integrated and reflects a Latino population that is below the district average.

**Root Cause Analysis**

<b>Identifying Top Three Causes of these Gaps</b>	<b>Identifying the Surface Causes</b>	<b>Identifying Deep Causes</b>
<p>1. Gaps in effective Tier I instruction</p>	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> <li>• Observation feedback cycle</li> <li>• Commitment to the daily schedule</li> <li>• Effective guided reading</li> <li>• Student behavior</li> </ul>	<p>Deep root causes are related to:</p> <ul style="list-style-type: none"> <li>• Daily job embedded coaching needs for instructional staff tied to effective tier 1 instruction.</li> <li>• Lack of guided reading training</li> <li>• Lack of consistent student goal setting and self-assessment</li> <li>• Lack of consistent use of SPARKS and SEL</li> </ul>
<p>2. Gaps in effective Tier I instructional planning</p>	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> <li>• Lack of consistency in CTT meetings</li> <li>• The lesson plan expectations were not communicated clearly</li> </ul>	<p>Deep root causes are related to:</p> <ul style="list-style-type: none"> <li>• Teachers absent due to illness</li> <li>• Inconsistent admin support</li> <li>• Lack of clear expectations and training.</li> </ul>
<p>3. Consistent practices and support for ELL students</p>	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> <li>• Lack of use of ELL Strategies in tier 1 instruction.</li> <li>• ELL students not getting the specialized instruction that matches their ability levels.</li> </ul>	<p>Deep root causes are related to:</p> <ul style="list-style-type: none"> <li>• Lack of professional development in ELL strategies</li> <li>• No system for supporting teachers and students falling behind.</li> </ul>

**B. SMART Goal for Integration**

<b>SMART Goal Statement</b>	<b>Evidence to Be Used to Assess Progress and Accomplishment</b>
1. By November 1st of SY 2024-2025, Tully will remain integrated, as measured by the 100 <sup>th</sup> day enrollment reports.	<ul style="list-style-type: none"><li>• Enrollment data from the Synergy database</li></ul>
2. By the 40 <sup>th</sup> day of SY 2024-2025, Tully will have increased school enrollment to 300 students, an increase of 33 students (including neighborhood and magnet students) for SY 2024-2025, as measured by 40 <sup>th</sup> day enrollment reports.	<ul style="list-style-type: none"><li>• Enrollment data from the Synergy database</li></ul>

**C. Goal Attainment**

**1. Strategies to Achieve SMART Goal**

Strategies that help Magnet School Achieve Integration SMART Goal MSA Pillar 1 Diversity Standards 1 & 2	
Strategies	Strengths and Obstacles
1. Marketing and Recruitment	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Support with theme change (New logo) from the District Communication Department (marketing materials, commercial media, district-planned recruitment and marketing activities)</li> <li>• District Magnet Department (department-planned recruitment and retention activities, strategic support for site-based recruitment and marketing efforts)</li> <li>• Magnet Coordinator position (coordination and planning at the site level)</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• New Magnet theme to STEAM</li> </ul>
2. Job embedded coaching	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• ILT (Instructional Leadership Team)</li> <li>• District Magnet Team</li> <li>• Differentiate PD with measurable objectives and goals</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Gaps in instructional observation/feedback cycle</li> <li>• Strong formative assessment model to inform instructional practice</li> </ul>

3. Professional development

**Supports:**

- School quality survey
- District Web-Data

**Constraints:**

- Balancing PD and Staff Meetings (differentiated meeting)

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. Marketing: Increase our social media presence: a. Facebook b. ClassDojo	Social Media designee (MTSS Coord.)	Throughout SY 24-25	None	Monthly numbers of posts on all social media accounts.	View analytics monthly
2. Attend marketing and recruitment activities to meet the enrollment goal.	Magnet Coordinator	Throughout SY 24-25	Planning with media department	Quarterly enrollment reports.	Parents sign in sheets on MS Forms. Follow up with all leads
3. Obtain marketing materials including new brochures, posters, and banners.	Magnet Coordinator; Principal	Aug. 2024- May 2025	District support and funding	Quarterly enrollment reports.	Inventory of items
4. Attend parent meetings at Brichta Early Child Learning Center	Kinder Team Principal Magnet Coordinator	September–2024 February 2025	Brichta Parent Liaison	Quarterly enrollment reports	Email, fliers, Parent Link, on-site recruitment
5. Attend Brichta family engagement events	Kinder Team Principal	Throughout SY 24-25	Brichta Parent Liaison	Brichta Newsletters	Sign in sheet



**Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal**

**Strategy 2: Job embedded coaching**

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Utilize weekly instructional observations with job embedded coaching that supports learning outcomes. The principal will assign teachers the levels of support needed. Tier 1, Tier 2, and Tier 3.	Principal; Magnet Coordinator Magnet Team	Aug. 2024- May 2025	SPARKS Walkthrough Protocol	Quarterly Report	Data from SPARKS walk-through protocol

**Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal**

**Strategy 3: Family and Community Partnerships**

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Teachers make direct connections to families by sending personal invitations to events and activities. Information will be translated into home languages using ClassDojo, Google Translate, and PowerPoint Live (real-time closed captioning).	Family Engagement Liaison Teachers Magnet Coordinator Principal	Throughout SY 24-25	ClassDojo Google Translate PowerPoint Live BlackBoard (ParentVue)	Parent feedback forms, activity calendars, Attendance Forms.	School Quality Survey and End of Event Surveys
2. Maintaining and developing community partnerships (CP) <ul style="list-style-type: none"> <li>• CP Commitment letters are given to all CPs. They are signed and returned to the magnet office.</li> <li>• Current Partnerships: The Boys &amp; Girls Club, The ELLA Center, Spirit of Life Church, DMAFB, FCC Tucson, Water Shed Management Group, Girl Scouts, Saguaro National Park, PSOMAS, Starbucks (WM Black Partner Network)</li> <li>• Possible Partnerships:</li> </ul>	Magnet Coordinator Family Engagement Liaison	Throughout SY 24-25	Partner letter	Front office sign-in sheets, Event sign-in sheets 21 <sup>st</sup> Century sign-in sheets	School Quality Survey
3. Friday Morning Community Time <ul style="list-style-type: none"> <li>• School-wide assembly to celebrate successes, birthdays, and PBIS ROAR Awards.</li> <li>• Announcements for the good of all students (share important news).</li> <li>• Parents are always welcome and</li> </ul>	Principal	Fridays throughout SY 24-25	Birthday list from Synergy Awards bracelets Birthday pencils Power Paws	Parent feedback forms, activity calendars, Attendance Forms.	School Quality Survey

encouraged to join us.					

## 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 more effectively ensure overall academic proficiency. This includes the following:

- 3<sup>rd</sup> Grade AZ Merit Proficiency in SY 22-23 (ELA) – 16%
- 4<sup>th</sup> Grade AZ Merit Proficiency in SY 22-23 (ELA) – 8%
- 5<sup>th</sup> Grade AZ Merit Proficiency in SY 22-23 (ELA) – 13%
- 3<sup>rd</sup> Grade AZ Merit Proficiency in SY 22-23 (Math) – 18%
- 4<sup>th</sup> Grade AZ Merit Proficiency in SY 21-22 (Math) – 15%
- 5<sup>th</sup> Grade AZ Merit Proficiency in SY 21-22 (Math) – 12%

Note that this data analysis was from SY 18-19, as there were fewer than 95% of students who took the AZ Merit in SY 20-21, causing questions of validity. Therefore, AZ Merit from 18-19 was used to create authentic goals to effectively outline appropriate strategies and action steps. Based on this data, the average ELA proficiency sits at 29.3% and the average math proficiency sits at 31.7%. This indicates a potential need for deep literacy integration, guided reading, and guided mathematics. To support the GATE based theme, the site might also benefit from instructional practice that is inquiry based and/or focused on tactical activities that allow learners to be innovative, creative and focused on rigorous learning.

**Root Cause Analysis – Please review, edit and  
revise as needed**

<b>Top Three Causes of these Gaps</b>	<b>Surface Causes</b>	<b>Deep Causes</b>
1. Instructional effectiveness	1. Lack of teaching to standards and daily objectives	1. Professional development and coaching towards effective teaching to the standards.
2. Guided reading and literacy across curriculum	2. Professional development with follow-up coaching related to guided reading and integration of literacy in all content areas	2. Teacher leaders and CSP development to support literacy focus aligned to guided reading
3. Effective tier 1 student engagement strategies	3. Consistent PD in the area of tier 1 student engagement and coaching	4. Effective PLC structure to support individual engagement strategies

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

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<p><b><u>Overall Student Achievement</u></b></p> <ol style="list-style-type: none"> <li>1. *By June 2025, 3rd grade student achievement will increase by 3% in ELA, moving from 16% proficiency in 2022 to a proficiency rate of 19%, as measured by AASA results.</li> <li>2. *By June 2025, 4<sup>th</sup> grade student achievement will increase by 3% in ELA, moving from 8% proficiency in 2022 to a proficiency rate of 11%, as measured by AASA results</li> <li>3. *By June 2025, 5<sup>th</sup> grade student achievement will increase by 3% in ELA, moving from 13% proficiency in 2021 to a proficiency rate of 16%, as measured by AASA results.</li> </ol>	<p>2024 AASA Scores Benchmark assessment data</p>
<ol style="list-style-type: none"> <li>1. *By June 2025, 3rd grade student achievement will increase by 3% in Math, moving from 18% proficiency in 2022 to a proficiency rate of 21%, as measured by AASA results.</li> <li>2. *By June 2025, 4<sup>th</sup> grade student achievement will increase by 3% in Math, moving from 15% proficiency in 2021 to a proficiency rate of 18%, as measured by AASA results</li> <li>3. *By June 2025, 5<sup>th</sup> grade student achievement will increase by 3% in Math, moving from 12% proficiency in 2021 to a proficiency rate of 15%, as measured by AASA results.</li> </ol>	<p>2024 AASA Scores Benchmark assessment data</p>

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

**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
1. Job embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Staff to support with observations and coaching</li> <li>• Magnet Coordinator</li> <li>• MTSS Coordinator</li> <li>• Principal</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Need for coaching/mentoring around classroom management and vigorous instruction</li> </ul>
2. Professional development and coaching that supports Guided Reading that aligns with quarterly standards.	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Scheduling to support professional development and coaching</li> <li>• MTSS Facilitator</li> <li>• Language Acquisition</li> <li>• CTT Time</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Time constraint: Professional Development (PD) meets once a week</li> <li>• No CSP</li> <li>• Time constraint: Weekly PD topics change</li> </ul>
3. Academic Interventions to close achievement gaps	<p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>• Benchmarking structure is in place</li> <li>• Access to TUSD Curriculum Scope and Sequence</li> <li>• Access to formative assessment tools</li> <li>• Strong PLCs to support data informed interventions</li> </ul> <p><b>Constraints:</b></p> <ul style="list-style-type: none"> <li>• Lack of Tier II academic support classes</li> <li>• Lack of Tier III academic support classes</li> </ul>



2. **Action Steps to Implement Strategies.** - Make sure to align monitoring and evidence to action step; you will put a footnote that ties your action step to research

<b>Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1</b>					
<b>Strategy 1</b> Job embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence of Assessment</b>
1. Utilize instructional Observation protocol and job embedded coaching for targeted tier 3 teachers weekly and tier 1-2 teachers biweekly.	Principal; Magnet Coordinator MTSS Coordinator	Aug. 2024- May 2025	Instructional Protocol	<ul style="list-style-type: none"> <li>• Observation data</li> <li>• Quarterly progress monitoring report</li> <li>• Quarterly Benchmark data</li> </ul>	Short cycle unit assessments, benchmark assessments, EOY evaluations
2. Utilize weekly instructional observations and coaching for strategies and vigorous instructional practice.	Principal Magnet PDAT Magnet Coordinator MTSS Coordinator	Aug. 2024- May 2025	Instructional protocol	<ul style="list-style-type: none"> <li>• Observation Data</li> <li>• Student Presentations of learning</li> <li>• Student data binders</li> </ul>	Short cycle unit assessments Benchmark assessments Reach assessment
3. Menu-Based Weekly PD Strands focused on: * Literacy Strategies (2-3 Sessions) * Classroom Management/Lesson Planning (2-3 Sessions) * Engagement Strategies (2-3 Sessions) * SPARKS (2-3 Sessions)	Principal Magnet Coordinator MTSS Coordinator	Aug. 2024- May 2025	Instructional protocol Magnet Dept.	Observation data	Short cycle unit assessments Benchmark assessments EOY evaluations

<p>4. ITL will create a 1:1 coaching and support for all teachers. 1:1 peer coaching. Coaches (Principal, Magnet Coordinator, MTSS Coordinator and Reading Specialist) will match all teachers to one of these coaches. Teams will meet weekly, monthly or as needed to support teachers to elevate and strengthen their instruction based on student academic standards.</p>	<p>MTSS West Ed Leadership Team</p>	<p>August 2024-May 2025</p>	<p>-Principal input, regarding teachers coaching frequency  -Principal expectation that teachers meet with MTSS Coordinator  -MTSS 1:1 Coaching Calendar</p>	<p>-MTSS Coaching /Feedback Notes/observations  -Quarterly Benchmark Data  -Weekly Formative Assessments</p>	<p>-MTSS Coaching / Feedback Notes/observations  -Quarterly Benchmark Data  - Short cycle unit assessments</p>
<p>5. 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.</p>					
<p>6. ** School Site Administrator, Magnet Coordinator, CSP, and teaching staff will participate in six, research-informed, instructional leadership development sessions with West Ed to strengthen Tier 1 instructional practice.</p>					
<p><i>** The West Ed PD model aims to simultaneously strengthen practitioner leadership, knowledge, and skill using research-based instructional strategies and collaborative practices. WestEd's teacher professional development programs provide proven, high-quality solutions to improve student learning in all content areas.</i></p>					

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

**Strategy 2:** Professional development and coaching that supports Guided Reading .

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Quarterly professional development related to guided reading with two pre-service day sessions in August and job embedded coaching following the October, January and March PD dates	Principal Magnet Coordinator Language Acquisition Dept. Support	Preservice Days, August 1-3  Follow up PD: August 10, 22  October 19, 22  January 11, 22  March 29, 22	- Designated/Calendar d PD dates  -Support from Lang Ac Dept  -Guided reading observation/coaching schedule	-CSP Observation log  -Short cycle unit assessments  -Benchmark assessments	Instructional Observation logs Short cycle unit assessments

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

**Strategy 3:** Academic Interventions to close achievement gaps

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<ol style="list-style-type: none"> <li>1. Develop a ‘walk to intervention’ RTI model:</li> <li>2. Establish intensive/cusp/meets groups by grade level</li> <li>3. Leveled groups work with HQ teacher 30 min per day at designated time</li> <li>4. Track data in 3–4-week cycles, adjust groups based on data analysis</li> </ol>	MTSS Principal; Magnet Coordinator; Interventionists	August	-24/25 AASA and Benchmark data to establish targeted intervention groups	Benchmark Data  Short Cycle Unit Assessments	CFA and benchmark data
<ol style="list-style-type: none"> <li>1. Create a Tier III before/after school intervention plan:</li> <li>2. Establish ‘In School’ Before/After in person tutoring schedule groups</li> <li>3. Establish teacher-monitored ‘Virtual’ Tutoring groups</li> </ol>	Principal; Magnet Coordinators; Interventionist MTSS Facilitator	August	-24/25 AASA and Benchmark data -Recruit ‘in school’ teacher tutors and ‘virtual’ teacher tutors -Design ‘in school’ and ‘virtual’ tutoring schedule -Connect with families of identified students -IXL, iReady	Benchmark Data  Short Cycle Unit Assessments	CFA and benchmark data; schedule

1. Review data in PLCs to support student progress through in class Tier II and Tier III interventions.	Principal; Magnet Coordinators; Teachers MTSS Facilitator	Weekly August – May	Prepared Short Cycle Unit Assessment data  Prepared Quarterly Benchmarks	Short Cycle Unit Assessments  Quarterly Benchmarks	Short Cycle Unit Assessments  Quarterly Benchmarks
J. Hattie's Meta Analysis (December 2017) <a href="http://visible-learning.org">visible-learning.org</a>					

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

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

#### Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).

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

- White students outperform African American students in ELA by 15% as measured by the SY 20-21 AZ Merit
- White students did not outperform Latino students in ELA by 0 as measured by the SY 20-21 AZ Merit
- White students outperform African American students in Mathematics by 13% as measured by the SY 20-21 AZ Merit
- White students outperform Latino students in Mathematics by 13% as measured by the SY 18-19 AZ Merit

Just like in the school wide gap analyses, the data is intentionally coming from SY 18-19 to ensure validity, as the global pandemic that caused COVID-19 interrupted a natural assessment cycle in SY 20-21 wherein fewer students were assessed. That said, the largest gaps that emerge are in mathematics.

<b>Root Cause – Edit and revise to make your Analysis</b>		
<b>Identify Top Causes of these Gaps</b>	<b>Identify the Root of these Causes</b>	<b>Identify Foundational Causes</b>
1. Need for instructional effectiveness that supports the SPARKS (Cultural Relevance) framework. This is especially important with the site’s increased refugee population.	<ul style="list-style-type: none"> <li>Lack of frequent instructional observations with follow-up feedback and job embedded coaching related to SPARKS (Cultural Relevance)</li> </ul>	<ul style="list-style-type: none"> <li>Lack of structure that supports SPARKS (Cultural Relevance) on site</li> </ul>
1. Need to provide academic interventions to African American and Latino students	<ul style="list-style-type: none"> <li>Lack school day and after school intervention opportunities for African American and Latino students</li> </ul>	<ul style="list-style-type: none"> <li>PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed Tier II and Tier III interventions.</li> </ul>

**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"> <li>1. *By June 2025, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.</li> <li>2. *By June 2025, the reading achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.</li> </ol>	<p>2024 AASA Scores</p> <p>Monitored by quarterly benchmark assessments</p>
<ol style="list-style-type: none"> <li>1. *By June 2025, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.</li> <li>2. *By June 2025, the mathematics achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment.</li> </ol>	



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

**C. Goal Attainment:**

**1. Strategies to Achieve SMART Goals**

<b>Strategies that help Magnet School Achieve Improvement for African American and Latino Students MSA Pillar 3 Academic Excellence Standard 6</b>	
<b>Strategies</b>	<b>Strengths and Obstacles</b>
1. Increase culturally relevant instructional practice specific to African American and Latino Students through job embedded coaching	<b>Supports:</b> The district supports Culturally Relevant Pedagogy and Instruction  <b>Constraints:</b> New focus for instructional staff
2. Implement Tier II and Tier III interventions	<b>Supports:</b> There are many districts that support and structures to capitalize on that support Tier II and Tier III interventions.  <b>Constraints:</b> Ensuring effective assessment models with follow data disaggregating.

## 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 through job embedded coaching					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Utilize instructional observations with job embedded coaching to support Tier I culturally relevant instructional practices that increased academic performance with job embedded coaching to support Tier I culturally relevant instructional practice for African American and Latino students.	Principal, Magnet Coordinator MTSS	Throughout the year.	Schedule for observation	Formative assessments Benchmark assessments	Observation logs
1. Ensure quarterly professional development that supports culturally relevant Tier I instructional practices. SPARK PD will be on September 28, November 9, February 15 & April 5.	Principal, Magnet Coordinator MTSS	Each academic quarter	List PD schedule on the master calendar	Formative assessments Benchmark assessment	Observation logs
2. The School Site Administrator and Magnet Coordinator and MTSS Coordinator will participate in weekly Leadership Development facilitated by	Principal Magnet Coordinator MTSS	Weekly	Magnet Dept	Instructional Walkthrough data	Instructional Walkthrough data

the Magnet Sr Director and supported by the Magnet Program Manager.	Magnet Dept				
1. ** School Site Administrator, Magnet Coordinator, and teaching staff will participate in six, research-informed, instructional leadership development sessions with West Ed to strengthen Tier 1 instructional practice.	Principal Magnet Coordinator Teachers West Ed Rep	6 sessions, Semester 1	Magnet Dept  West Ed	Instructional Walkthrough data	Instructional Walkthrough data  Quarterly Benchmark data
<p><i>** The West Ed PD model aims to simultaneously strengthen practitioner leadership, knowledge, and skill using research-based instructional strategies and collaborative practices. WestEd's teacher professional development programs provide proven, high-quality solutions to improve student learning in all content areas.</i></p> <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>					

**Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students**

**1. Subgroup Strategy 2: Tier II and Tier III interventions**

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. Utilize DIBELS, Benchmark and Formative Assessment Data to determine:</p> <ul style="list-style-type: none"> <li>• Tier III interventions in Math for African American and Latino students.</li> <li>• Tier III interventions in ELA for African American and Latino students.</li> </ul>	Principal, Magnet Coordinator MTSS	Throughout the year	Progress monitoring structures; coaching for teachers related to academic interventions; financial allocations for interventionists.	Formative assessments; benchmark assessments	observation logs
<p>2. Targeted Reading intervention: Guided Reading</p>	Reading Interventionist  TAs  MTSS Facilitator	Reassessed quarterly	Progress monitoring structures	Short cycle assessments	Analyze short cycle assessment data in PLCs

3. Targeted Math intervention: Guided Math	Interventionist TAs MTSS Facilitator	Reassessed quarterly	Progress monitoring structures	Short cycle assessments	Analyze short cycle assessment data in PLCs
4. Targeted Math and ELA groups for 21CCLC after school program interventions	21CCLC Coordinator 21CCLC ELA and Math teachers/tutors	Reassessed quarterly	Progress monitoring structures	Short cycle assessments	Analyze short cycle assessment data in PLCs

J. Hattie's Meta Analysis (December 2017) [visible-learning.org](http://visible-learning.org)

Culturally relevant instructional practices are supported by research. Research suggests that when students have access to instructional practices and materials that reflect their cultural backgrounds and identities, student performance improves (Byrd, 2016).

## VI. Magnet School Budget

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

List other school FTE to support the MSP Goals for integration and 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.):

- 1.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Intervention Teacher (910G, 202)
- 1.0 FTE Curriculum Service Provider (ESSER II)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE School Community Liaison (910G, 202)
- 0.5 Guidance Counselor (M&O)
- .22 FTE Librarian (M&O)
- .78 FTE Librarian (Title 1)
- 1.0 FTE Reading Interventionist (Title 1)
- 1.0 FTE Instructional Specialist (Title 1)
- 0.5 Counselor (Title I)

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

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

**Personnel**

Deseg Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Magnet Teacher	\$42,700	1.0	Gifted and Talented programs require attention to education of the whole child and include intellectual, creative, and artistic fields.	AA	SA Goal 1

			According to the National Association for Gifted Children and the foundation upon which this associations' philosophy is based, "arts are essential to a balanced education, with specific benefits for the cognitive, affective and psychomotor development of all students." The elective Art teacher will aid in fostering the development of skills critical to students in a GATE model in respect to innovation, cultural appreciation and fine and gross motor skills essential for early learners through collaborative lesson design with grade level teachers. Also, a recruitment and retention strategy: Tully will produce Visual Arts Exhibitions and send invitations to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.		Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 5 Strat: GATE Fundamental Practices
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RTI Teacher	\$39,375	1.0	<p>The RTI Teacher will support classroom teachers and students by providing data-driven, targeted interventions for students in EAL and Math.</p> <p>The RTI Teacher will work with the MTSS team to help inform parents and teachers of progress and best practices that will support the student’s learning in the classroom and at home.</p> <p>The RTI Teacher will design electives and extensions for students that will be highly engaging, choice driven, and include a presentation to families and classmates.</p>	AA	<p>SA Goal 1 Strat: Differentiated Instruction ELA</p> <p>SA Goal 2 Strat: Differentiated Instruction Math</p> <p>SA Goal 3 Targeted Learning</p>
Magnet Site Coordinator	\$46,900	1.0	<p>The Magnet Coordinator (MC) works, in collaboration with the principal, to recruit a diverse population of students and families, coordinates and facilitate family engagement events to promote the school, market the school's program through community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of Collaborative Teacher Teams.</p>	AA and IN	<p>Improv. Goal 1 Strat: Extracurricular Programs and Student Engagement Improv.</p> <p>Goal 3 Strat: Targeted Recruitment of Kindergarten students</p>

School Community Liaison	\$23,210	1.0	The School Community Liaison will engage with families and the community at large to help provide supports and resources to meet the needs of our families. The School Community Liaison will coordinate events, both during and after school to bring families to our campus. The School community liaison will survey parents, collect data, and feedback to better serve our families. They will work with campus teams to help us best utilize our Learning Resource Center.	IN	Improve. Goal 2 Strat: Family and Community Engagement
Substitutes	\$1,000	0	Substitutes pay for Magnet teacher sick leave.		
Added Duty-Summer Jump Program	\$13,000	0	This is a 10-day program designed to bridge the for our incoming kindergarteners who may not have any pre-school experience, or for those families who want their child to gain some campus familiarity before starting school. First graders will be invited as well. We feel there are many students who were remote during their Kinder year that could use some extra support. We will address learning gaps, do pre-assessments in reading and math for all participants, and design intervention plans to be carried out during the 21-22 school year.	AA	Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Added Duty Recruitment and Family	\$1,500	0	Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths, and other	IN	Inter. Goal 2 Strat: Family Engagement

Engagement - Certified			public relations opportunities, which are available to all qualified staff to serve as representatives.		Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Added Duty Recruitment and Family Engagement – Classified	\$1,500	0	Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths, and other public relations opportunities, which are available to all qualified staff to serve as representatives.	IN	Inter. Goal 2 Strat: Family Engagement Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
Certified Added Duty (PD)	\$4,000	0	Consultant will provide professional development and on campus support in the areas of student engagement and differentiation. (Tier 1 and Tier 2)	AA	Inter. Goal 2 Strat: Family Engagement Inter. Goal 3 Strat: Targeted recruitment of incoming kindergarten students.
<b>Employee Benefits</b>	<b>\$49,856</b>				
<b>Total Budget</b>	<b>\$223,041</b>				
<b>Total FTE</b>		<b>4.0</b>			

**Non-Personnel**

<b>Deseg Budget 2021-2022 SY</b>				
<b>Description</b>	<b>Amount</b>	<b>Purpose</b>	<b>Magnet Focus Area</b>	<b>Goal Focus:</b>
Consultant	\$6,650	Provide support for Tier 1 and 2 instruction.		SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: Culturally Responsive Pedagogy SA Goal 5 Strat: GATE Fundamental Practices
Supplies	\$3,376	<b>Provide supplies for Tier 1 and 2 instruction</b>	<b>AA</b>	Inter. Goal 3

				<p>Strat: Targeted recruitment of incoming kindergarten students.</p> <p>SA Goal 5 Strat: Fundamental Practices</p>
Magnet Schools of America / GATE Conference Registration	\$1,800	Registration for MSA Conference	AA	<p>SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: Culturally Responsive Pedagogy SA Goal 5 Strat: GATE Fundamental Practices</p>

Magnet Schools of America Conference Travel	\$6,000	Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4
Promethean Boards	\$18,000	Interactive technology to be purchased to replace outdated and non- functioning equipment. These new boards will be utilized in our Primary classrooms to support our Tier 1 instruction. This technology will also support our efforts in recruitment and retention, as it offers an additional tool for engagement, and 21 <sup>st</sup> century learning.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: CRP SA Goal 5 Strat: GATE Fundamental Practices
Professional/Educational Contr	\$1,350	This is an opportunity for staff members to engage in professional development and networking to support our gifted instructional practices.	AA	SA Goal 1 Strat: Differentiated Instruction ELA SA Goal 2 Strat: Differentiated Instruction Math SA Goal 3 Targeted Learning SA Goal 4 Strat: Culturally Responsive Pedagogy

<b>Total Budget</b>	\$38,176			
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<b>Deseg Budget 2021-2022 SY</b>	
<b>Personnel Cost</b>	<b>\$223,041.00</b>
<b>Non-Personnel Cost</b>	<b>\$38,176.00</b>
<b>Total Budget</b>	<b>\$261,217.00</b>