

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23**

Principal: Jesús Celaya

School: Drachman K-8 Montessori Magnet School

Magnet Program: Montessori

Region: Santa Cruz

Planning Team:

Name	Position	Name	Position
Jesús Celaya	Principal	Wendy Gordon Weeks	Magnet Coordinator
Krystal Enriquez	MTSS Facilitator	Montessori Lead Teacher & Reading Interventionist	Adriana Manrique

Sign Off:

Position	Name	Signature	Date
Principal	Jesús Celaya		
Magnet Director	Kamren Taravati		
Regional Assistant Superintendent	Mark Alvarez		

Magnet Plan Table of Contents

- I. Magnet School Profile (page 4)**
 - A. Mission
 - B. School Summary
 - C. Vision
 - D. Core Values
 - E. School Profile
 - F. Achievement Data

- II. Goals for Magnet School Effectiveness (page 10)**
 - A. Integration
 - B. Achievement
 - C. Academic Achievement for African American and Latino Students

- III. Integration (page 12)**
 - A. Gaps in Integration
 - B. SMART Goal for Integration
 - C. Goal Attainment
 - 1. Strategies to Achieve SMART Goal
 - 2. Action Steps to Implement, Monitor and Evaluate Strategies

- IV. Overall Student Achievement (page 19)**
 - 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 26)**
 - 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 33)

I. Magnet School Profile

A. Mission

Drachman K-8 Montessori Magnet nurtures the whole child, helps students discover their cosmic task and role as citizens of the world, and guides students to achieve individual excellence.

B. School Summary

Drachman K-8 Montessori is currently an integrated school that received an Arizona Letter Grade of a C in SY2019-20. In Montessori education, children use hands-on Montessori learning materials, which make abstract concepts more concrete. Multiage classrooms create an opportunity for younger students to be exposed to higher level concepts, and older students the opportunity to work with younger students, resulting in a greater depth of understanding for the older learners. Montessori classrooms allow for intervention and academic acceleration to coexist in a single classroom.

C. Vision

Drachman K-8 Montessori Magnet is an American Montessori Society certified magnet school where:

- Students are well-rounded, responsible, peaceful, and successful on both Montessori performance measures and mandated assessments.
- Educators are trusted and allowed to be faithful to the Montessori approach to instruction, curriculum sequencing, and evaluation.
- Parents and community members are informed partners who support our Montessori values and Mission

D. Core Values

The core values that define our work and who we are as a school are:

- We are responsible and peaceful.
- We respect and care for ourselves, others, and the environment.
- We communicate openly and honestly and disagree respectfully.
- We intentionally build a diverse and inclusive community and embrace differing perspectives.
- We are committed to educational excellence for all children and collaborate to ensure a rigorous, nurturing learning environment.
- We celebrate successes, large and small, in meaningful ways that support the Montessori philosophy.

E. School Profile

2018-19 Letter Grade	2021-22 Integration Status	Magnet Theme
C	Integrated	Montessori

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
7.76%	N/A	N/A	61.9%	10%	12.5%

School Integration Profile (USP Ethnicity)													
2021-22 40 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	71	21%	31	9%	198	59%	12	4%	4	1%	18	5%	334
Non-neighborhood %													NA
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

3 Years of AzMERIT/AZM2 TUSD K-8 Schools Math Grades 3-8																			
Math	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2019 Alg. I	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8
District Avg	43%	36%	37%	24%	20%	21%	42%	36%	36%	23%	22%	18%	62%	13%	13%	15%	5%	11%	7%
State Avg	53%	47%	47%	43%	36%	31%	51%	48%	46%	41%	38%	32%	44%	35%	45%	45%	37%	37%	35%
Drachman	53%	41%	34%	10%	11%	26%	50%	40%	48%	29%	17%	11%	100%	36%	0%	29%	25%	18%	0%

3 Years of AzMERIT/AZM2 TUSD K-8 Schools ELA Grades 3-8																			
ELA	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	
District Avg	35%	38%	37%	23%	31%	24%	38%	40%	43%	27%	26%	24%	19%	24%	31%	13%	18%	13%	
State Avg	44%	47%	48%	39%	45%	39%	46%	51%	52%	42%	41%	38%	36%	35%	32%	30%	30%	27%	
Drachman	43%	32%	30%	20%	22%	26%	45%	47%	58%	19%	26%	22%	46%	0%	41%	36%	9%	33%	

*2017 – 2018 = AZMerit 2019 = AZM2

Drachman 2018-2019 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	ELA	Math
White	59%	46%
African American	39%	33%
Hispanic	38%	38%
Native American	22%	44%
Asian-PI	0%	0%
Multi-Racial	43%	43%
All	40%	39%

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.5	50		47.1	50				
Grade 4	No Students Assessed	0		35.5	0				
Grade 5	80	40		60.7	36.8				
Grade 6	0	No Students Assessed		19	30				
Grade 7	0	0		25	12.5				
Grade 8	100	No Students Assessed		14.3	20				

Three Year AZ Merit/AASA by Subgroup

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50	50		50	9.1				
Grade 4	No Students Assessed	0		37.5	0				
Grade 5	40	20		51.7	31.6				
Grade 6	25	0		23.8	21.4				
Grade 7	0	0		13.3	16.7				
Grade 8	0	0		25	0				

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 "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

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

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

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

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

3. Academic Performance (African American and 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		
<p>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 the school. This includes:</p> <ul style="list-style-type: none"> 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 to attract more families. 		
Root Cause Analysis		
Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
Instructional effectiveness systems	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> Effective Montessori based instructional practice Observation feedback cycle Effective intervention structures 	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> Daily job embedded coaching needs for instructional staff Rich, thematic based professional development Increasing school day intervention staff
Effective marketing and recruitment	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> Targeted digital advertisements Social media leveraging Communication and clarity around 	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> Lack of training related to effectively utilize digital tools to target enrollment audiences

	Montessori model to community stakeholders	<ul style="list-style-type: none"> Balancing district initiatives with Montessori theme
Strong community partnerships	There are surface gaps related to: <ul style="list-style-type: none"> Family member availability Language barriers 	Deep or root causes are related to: <ul style="list-style-type: none"> Strategic family and community partnership plan Strategies to overcome language barriers

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By the 40 th day of SY 2021-2022, Drachman will remain integrated, as measured by 100 th day enrollment reports.	<ul style="list-style-type: none"> Enrollment data from the Synergy database

<p>2. By the 40th day of SY 2022-2023, Drachman will have increased enrollment of incoming kindergarten students to 60 (including neighborhood and magnet students) for SY 2023-202, as measured by</p>	<ul style="list-style-type: none">• Enrollment data from the Synergy database• Enrollment data from the Smart Choice magnet application software
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C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal 1	
Strategies	Strengths and Obstacles
<p>1. Marketing and Recruitment</p>	<p>Supports:</p> <ul style="list-style-type: none"> • District Communication Department (marketing materials, commercial media, district-planned recruitment and marketing activities) • District Magnet Department (department-planned recruitment and retention activities, strategic support for site-based recruitment and marketing efforts) • Magnet Coordinator position (coordination and planning at the site level) <p>Constraints:</p> <ul style="list-style-type: none"> • Maintaining fidelity to the Montessori model necessitates only accepting new students at the kindergarten level with limited exceptions. • Shifts in district focus and procedure led to unplanned acceptance of students in middle school, and lack of targeted recruiting for those levels brought them further out of balance with integration.

2. Instructional Improvement

Supports:

- Experienced leadership in Montessori
- District Web-Data

Constraints:

- Delayed data results
- Gaps in instructional observation/feedback cycle
- Strong formative assessment model to inform instructional practice
- Teachers trained in Montessori strategies

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement 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. Obtain marketing materials including brochures, posters, and banners.	Magnet Coordinator; District communications	Aug. 2022- May 2023	District support and funding	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Inventory in excel document.
2. Strategic marketing plan and recruitment activities.	Magnet Coordinator	Quarters 1, 2, and 3, with emphasis on Quarter 2	Activity-specific materials as needed	Quarterly enrollment reports.	Marketing strategic plan
3. Attend marketing and recruitment activities.	Magnet Coordinator	Quarters 1, 2, and 3, with emphasis on Quarter 2	District funding; PowerPoint; marketing materials	Quarterly enrollment reports.	Marketing strategic plan
4. Provide tours to interested families.	Magnet Coordinator and/or Principal	Aug. 2022- May 2023	Magnet Coordinator; marketing materials; pre-tour survey	Quarterly enrollment reports.	Sign in logs and enrollment reports
5. Build strong family and community partnerships	Magnet Coordinator and Community Liaison	Aug. 2022- May 2023	Family resource center; Family Engagement staff member	Community engagement strategic plan	Sign in logs from families and community partners

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal 2

Strategy 2: Instructional improvement

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Daily instructional observations with follow up job embedded coaching specific to evidenced based Montessori strategies	Principal; Magnet Coordinator; Lead Teacher	Aug. 2022- May 2023	Updated Walkthrough Protocol for Montessori instruction	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Implementation of guided reading in grades three through eight; note that in middle grades, this will occur Language Arts.	Principal; Assistant Principal; Curriculum Service Provider	Aug. 2022- May 2023	Training for teachers on scholastic guided reading; Adelante guided reading; training for progress monitoring	Formative assessments and benchmark assessments related to ELA and SLA	Formative assessment data; benchmark data; guided reading observation log.
3. Implement additional Tier II and Tier III Academic Interventions	Principal; Assistant Principal; Curriculum Service Provider	Aug. 2022- May 2023	Training for teachers on scholastic guided reading; interventionists; after school tutoring	Formative assessments and benchmark assessments related to ELA and SLA	Academic intervention schedule

IV.

Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data

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:

- From a grade level perspective, the site possesses the following data:
 - Mathematics Proficiency
 - 3rd Grade – 50%
 - 4th Grade – 40%
 - 5th Grade – 48%
 - 6th Grade – 29%
 - 7th Grade – 17%
 - 8th Grade – 11%
 - ELA Proficiency
 - 3rd Grade – 45%
 - 4th Grade – 47%
 - 5th Grade – 58%
 - 6th Grade – 19%
 - 7th Grade – 26%
 - 8th Grade – 22%
 - Note that this information is based on AZ Merit data from School Year 18-19, as this presented itself as the most valid AZ State Standardized data that the site has as a result of gaps in SY 20-21's data set due to the pandemic that causes COVID-19.
 - It is also important to note that the data indicates that there were greater proficiency rates in grades three through five, but limited proficiency rates in middle grades. This could be prioritization of supports for sixth through eighth grade.

Root Cause Analysis		
Top Causes of these Gaps	Surface Causes	Deep Causes
Need of instructional effectiveness at the middle school level.	Frequent instructional observations with follow up feedback and job embedded coaching	Time for job embedded instructional coaching
Need of RTI effectiveness for middle school grades.	Master schedule that supports academic interventions at the Tier II and Tier II level	Academic interventionists to support Tier II and Tier III classes

B. SMART Goals Overall 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, 2023, ELA proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports.2. By June, 2023, Mathematics proficiency levels in grades three through eight will have increased by 3% per grade level, as measured by AASA reports.	2023 AASA Scores

C. Goal Attainment

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	Strengths and Obstacles
<p>1. Utilize instructional strategies specific to Evidenced Based Montessori Strategies</p>	<p>Supports:</p> <ul style="list-style-type: none"> • District Web-Data <p>Constraints:</p> <ul style="list-style-type: none"> • Delayed data results • Gaps in instructional observation/feedback cycle • Strong formative assessment model to inform instructional practice
<p>2. Deliver Tier II and Tier III interventions via Montessori Method</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Benchmarking structure is in place • Access to formative assessment tools <p>Constraints:</p> <ul style="list-style-type: none"> • Strong PLCs to support data informed interventions • Lack of Tier II academic support classes • Lack of Tier III academic support classes
<p>3. Strengthen Family and Community Engagement</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Family and Community Engagement Liaison in our school • Community Partnerships Established • Magnet Coordinator • PTA • District-Provided conference days, events and activities <p>Constraints:</p> <ul style="list-style-type: none"> • Time to reconnect for lost time during and post-Pandemic. • Need more theme-based partnerships. • Family member availability • Time limitations due to work

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
Strategy 1: Instructional Improvement Specific to Evidenced Based Montessori Strategies					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Observe daily instruction with job embedded coaching – specific to Montessori instruction.	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Low student: staff ratios Teaching Assistants Instructional protocol adoption	Observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Provide instruction primarily on an individual and/or small group basis.	Principal; Curriculum Service Provider; all staff	Aug. 2022- May 2023	Training for teachers on differentiation and flexible groupings	Formative assessments and benchmark assessments	Formative assessment data; benchmark data; guided reading observation log.
3. Create a crosswalk of state standards with Montessori Standards of Practice (SOP) and curricula implementation	Principal; Assistant Principal; Curriculum Service Provider	Weekly	Training for teachers on scholastic guided reading; Adelante guided reading; training for progress monitoring	Formative assessments and benchmark assessments related to ELA and SLA	Teacher-provided ongoing formative data and Montessori records
4. Assess student work on the basis of mastery and differentiate mastery standards for students based on individualized student needs.	Curriculum Service Provider; all staff	Aug. 2022- May 2023	Knowledge/training Montessori structures	Formative assessment data; benchmark data; guided reading observation log.	Formative assessment data; benchmark data; guided reading observation log.

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

Strategy 2: Deliver Tier II and Tier III interventions via Montessori Method

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Review weekly data on student progress and present levels of achievement.	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Create a Tier II intervention schedule (using Montessori based strategies)	Principal Teachers	Weekly August – May	Data to inform standards focus; interventionist	Formative assessment and benchmark data	Formative assessment and benchmark data
3. Create a Tier III intervention schedule (using Montessori based strategies)	Principal	July 15th	Data to inform small groups; interventionists	Formative assessment and benchmark data	Formative assessment and benchmark data
4. Limit the number of students entering after first grade to preserve Montessori “normalization” of the learning environment.	Principal; Magnet Coordinators; Teachers	Weekly August – May	Data from classroom teachers	Data on progress of students new to Montessori	Data on previous Montessori experience of students and classroom distribution

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

Strategy 3. Family and Community Engagement

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Broadcast PTA, School Council, and Family Engagement Teams meetings (via Facebook Live, Zoom, or a similar technology) to encourage greater participation.	Principal Asst. Principal Family Community Liaison Magnet Coordinator	Throughout the school year Aug. 2022- 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	Newsletters Social media posts Meeting/Training Agendas & Sign-In She
2. Use social media to communicate frequently and effectively with families.	Family Comm. Liaison Principal Asst. Principal	Throughout the school year Aug. 2022- May 2023	District Calendar of Events Social Media District Media Dept.	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	Newsletters Social media posts Meeting/Training Agendas & Sign-In She
3. Schedule and plan support academic achievement: <ul style="list-style-type: none"> • Open House • Math Night • Montessori Night • Literacy Night 	Principal Asst. Principal Family Community Liaison	2-3 times a year, Quarters 1, 2 and 3	Teachers and Staff	School-wide data, attendance logs for events/meetings, meeting agendas and notes; quarterly progress monitoring	School-wide data, attendance logs for events/meetings, meeting agendas and notes

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 for African American and Latino students.

This information will help to identify needs to reduce academic performance gaps between African American and White Students, as well as Latino and White Students. This data summary includes:

- White students outperformed African American students on the AZ Merit in SY 18-19 in ELA by 20%
- White students outperformed Latino students on the AZ Merit in SY 18-19 by 21%
- White students outperformed African American students on the AZ Merit in SY 18-19 in Mathematics by 13%
- White students outperformed Latino students on the AZ Merit in SY 18-19 in Mathematics by 8%

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<ul style="list-style-type: none"> • Need of instructional effectiveness that supports the SPARKS (Cultural Relevance) framework. 	<ul style="list-style-type: none"> • Lack of frequent instructional observations with follow up feedback and job embedded coaching related to SPARKS (Cultural Relevance) 	<ul style="list-style-type: none"> • Lack of structure that supports SPARKS (Cultural Relevance) on site
<ul style="list-style-type: none"> • Need of RTI effectiveness (increased academic interventions) specific to African American and Latino students 	<ul style="list-style-type: none"> • Lack of interventions that directly supports African American and Latino students 	<ul style="list-style-type: none"> • PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
<p>1. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through eighth grade, as measured by the Arizona Academic Standards Assessment.</p> <p>2. By June 2023, the reading achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through eighth grade, as measured by the Arizona Academic Standards Assessment.</p> <p><i>*Note that a closure of three percentage points is in alignment with standard performance improvement.</i></p>	2023 AASA Scores

<p>3. By June 2023, the mathematics achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through eighth grade, as measured by the Arizona Academic Standards Assessment.</p> <p>4. By June 2023, 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 eighth grade, as measured by the Arizona Academic Standards Assessment.</p> <p><i>*Note that a closure of three percentage points is in alignment with standard performance improvement.</i></p>	2023 AASA Scores
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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"> • Montessori-trained staff • Montessori Lead Teachers and Magnet Coordinator • Support Staff (Certified and Classified) • SPARKS (Culturally Relevant) framework <p>Constraints:</p> <ul style="list-style-type: none"> • Gaps in instructional observation/feedback cycle specific to the SPARKS framework • Conflict between Montessori sequencing of material, state standards, and TUSD’s Scope and Sequence of curriculum.
<p>2. Ensure effective academic interventions for African American and Latino Students</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Benchmarking structure is in place • Access to formative assessment tools <p>Constraints:</p> <ul style="list-style-type: none"> • Strong PLCs to support data informed interventions • Lack of Tier II academic interventions specific to African American and Latino students • Lack of Tier III academic support classes to African American and Latino students

2. Action Steps to Implement, Monitor and Assess 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 for Assessment
1. Provide professional development on SPARKS (culturally relevant) framework for middle school teachers	Principal; Curriculum Service Provider	August 2022	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Utilize daily instructional observations with follow up feedback on SPARK (culturally relevant) integration	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Updated Walkthrough Protocol with Montessori Strategies	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

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

Subgroup Strategy 2: Ensure effective academic interventions for African American and Latino Students

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence for Assessment
1. Utilize small groups in ELA and Math to provide targeted interventions to African American and Latino students.	Principal; Magnet Coordinators; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Provide after school, targeted tutoring for African American and Latino students.	Principal; Magnet Coordinators; 21 st CCLC Coordinator	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data

MAGNET SCHOOL BUDGET

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

- 1.5 FTE Montessori Lead Teachers (910G, 202)
- 3.0 FTE Magnet Teachers (910G, 202)
- 2.625 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Montessori Behavior Intervention Monitor (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.25 FTE Teaching Assistant (Title 1)
- 0.5 FTE Reading Interventionist (Title 1)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE Counselor (M&O)
- 1.0 FTE Library Assistant (M&O)
- 1.0 MTSS Facilitator (ESSER)

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 2022-2023 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus
Montessori Lead Teachers and Magnet Teachers	\$202,803.00	4.5	<p>Montessori Lead Teachers (1.5 FTE) will provide professional development for teachers who are new to Montessori Teaching and/or the teaching profession.</p> <p>One FTE will fund placing five middle school teachers on 6/5ⁿ contracts. Our middle school students attend school for an additional 45 minutes beyond the minutes of K-5 students. In our Montessori Middle School Model, these teachers will be required to teach their self-contained 6th, 7th, and 8th grade classes all day, without a mid-day planning period, and will also provide students with elective experiences. This was a part of our proposal and plan to become a K-8 school that was approved by the district, the Special Master, and individuals involved in the Deseg case.</p> <p>One FTE is for the cost of a music teacher, who will provide violin instruction to students and teach a mariachi group. This will provide teachers with additional time for professional growth and PLCs while on contract.</p> <p>The final (1.0) FTE will fund a Montessori classroom teacher.</p>	AA, PL, & MT	Integration Goal 2, Strategy 2; Achievement Goal 1, Strategies 1& 2
Teaching Assistants	\$53,197	2.625	The Montessori Model of education requires teaching assistants in grades K-3, and recommends teaching assistants in grades 4-8, to support instruction. These funds would be for four TAs.	AA & MT	Integration Goal 2, Strategy 2; Achievement Goal 1, Strategy 2

Montessori Behavior Intervention Monitor	\$21,445	1.0	The classified Montessori Behavior Intervention Monitor will help with the culture and climate among students and the implementation of PBIS practices. This individual will monitor and conduct dialogues with students, using Montessori Grace & Courtesy techniques, will serve as liaison between students, families, and the administration. This individual will also support our students who are new to Drachman in understanding Montessori behavioral expectations and will help them build relationships with returning students.	AA, PCI, & MT	Achievement Goal 1, Strategy 4
Magnet Coordinator	\$49,337	1.0	The Magnet Coordinator will specifically target the integration pillar. She will also provide Montessori Professional Development, support PLC-CTTs, our implementation of TUSD's Multicultural Curriculum, and our CFA calendar. Lastly, she will provide Montessori-Based Parent Education and support incoming families with helping them understand the principles of Montessori Education.	IN, AA, PCI, PL, & MT	Integration Goal 1, Strategy 1; Integration Goal 2, Strategy 1; Achievement Goal 1, Strategy 1; Achievement Goal 1, Strategy 2; Achievement Goal 1, Strategy 4
Subs for Sick Leave and Data Talks	\$3,500		Subs for data talks free up the classroom teachers to meet one-on-one or in small groups with students to go over testing performance and set goals for assessment improvement	AA, PL, MT	Achievement Goal 1, Strategy 7
Certified Added Duty – Recruitment	\$2000		This budget line will be used by our Magnet Coordinator to pay for staffing recruitment events outside of contract time.	In	Integration Goal 1, Strategy 1; Integration Goal 2, Strategy 1; Achievement Goal 1, Strategy 4
Added Duty- PLC Work	\$460		This line would be for PLC/CTT work after contract hours.		Achievement Goal 1, Strategy 2

Montessori Stipends	\$7,000		This stipend helps us to recruit and retain Montessori-trained teachers and incentivize other teachers on staff to earn their Montessori certification.	PL & MT	Integration Goal 2, Strategy 2
Employee Benefits	\$109,345				
Total Budget	\$449,087				
Total FTE	9.125				

Non-Personnel

Description	Amount	Purpose	Magnet Focus Area	Goal Focus
Montessori Registration for Training	\$200	This line would be to partially pay for the registration of teachers for Montessori Training at Khalsa	PL	Integration Goal 2, Strategy 2; Achievement Goal 1, Strategy 1
Montessori Supplies	\$108	This line would be to purchase Montessori learning materials	MT	Integration Goal 2, Strategy 2; Achievement Goal 1, Strategy 1
Registration Fee - Magnet Schools of America	\$1,800	This line is required for the Principal and Magnet Coordinator to attend the Magnet Schools of America Conference per the district mandate.	PL, MT	Integration Goal 1, Strategy 1; Integration Goal 2, Strategy 1; Achievement Goal 1, Strategy 4
Out of State Travel- Magnet Schools of America	\$5,799	This line is required for the Principal and Magnet Coordinator to attend the Magnet Schools of America Conference per the district mandate.	PL, MT	Integration Goal 1, Strategy 1; Integration Goal 2, Strategy 1; Achievement Goal 1, Strategy 4
Total Budget	\$7,907			

Deseg Budget 2022-2023 SY	
Personnel Cost	\$ 449,087
Non-Personnel Cost	\$7,907
Total Budget	\$453,302