

Magnet Programs



TUCSON UNIFIED
SCHOOL DISTRICT

**TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2023-24**

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	Adriana Manrique	Montessori Lead Teacher & Reading Interventionist

Sign Off:

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

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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 SY2021-2022 but earned the designation of being Magnet Merit B school in accordance with TUSD's policy. 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

2021-22 Letter Grade	2022-23 Integration Status	Magnet Theme
C	Integrated	Montessori

Student Profile					
Mobility (Rate) (SY 22-23)	Absenteeism (Rate) (SY 22-23)	Promotion (Rate) (SY22-23)	F&RL (% of FRL Students) (SY 23-24)	EL (% of EL Students) (SY 23-24)	Ex Ed (% of Ex Ed Students) (SY 23-24)
14.78%	9.90%	100%	81%	11.29%	22.6%

School Integration Profile (USP Ethnicity)													
2023-24 11 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	65	21%	24	8%	193	62%	12	4%	3	1%	13	4%	310
Non-neighborhood %	57	23%	19	8%	152	62%	9	4%	1	0%	7	3%	245
USP Integration Range +/- 15% District K-8 Avg													
	0-27%		0-22%		58-70%		0-19%		0-16%		0-18%		
Future Integration Range +/- 25% District K-8 Avg													
	0-37%		0-32%		48-70%		0-29%		0-26%		0-28%		

E. Achievement

Math	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	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
District Avg	13%	13%	15%	5%	11%	7%	28%	24%	18%	11%	7%	12%	33%	27%	25%	13%	14%	14%
State Avg	35%	45%	45%	37%	37%	35%	39%	39%	37%	31%	27%	27%						
Drachman	36%	0%	29%	25%	18%	0%	21%	29%	18%	29%	12%	4%	33%	21%	37%	12%	27%	16%

3 Years of AZM2/AASA TUSD K-8 Schools ELA Grades 3-8

ELA	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	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
District Avg	19%	24%	31%	13%	18%	13%	27%	31%	19%	21%	20%	21%	31%	33%	26%	25%	26%	23%
State Avg	36%	35%	32%	30%	30%	27%	41%	44%	39%	39%	43%	36%						
Drachman	46%	0%	41%	36%	9%	33%	28%	50%	0%	26%	28%	8%	43%	26%	44%	12%	24%	37%

2021 = AZM2 2022-2023 = AASA

Drachman 2023 AASA Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	ELA	Math
White	52%	52%
African American	21%	16%
Hispanic	26%	15%
Native American	40%*	40%*
Asian-PI	0%*	0%*
Multi-Racial	31%	31%
All	32.3%	25.3%

*N-size of 10 or fewer students

Three Year AZM2/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50%*	0%*	20%*	50%*	17.6%	36.8%	37.5%*	50%*	57.1%
Grade 4	0%*	66.7%*	0%*	0%*	37.5%	21.1%	0%*	61.5%	44.4%*
Grade 5	40%*	0%*	66.7%*	36.8%	0%	29.4%	66.7%*	0%*	63.6%
Grade 6	No Students Assessed	0%*	0%*	30%*	22.7%	7.1%	100%*	60.0%*	50%*
Grade 7	0%*	0%*	33.3%*	11.1%*	22.7%	19%	No Students Assessed	71.4%*	50%*
Grade 8	No Students Assessed	0%*	No Students Assessed	20%*	5.3%	38.1%	No Students Assessed	50.0%*	33.3%*

*N-size of 10 or fewer students

Three Year AZM2/AASA by Subgroup

Math

	African American			Hispanic			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50%*	0%*	20%*	9.1%	11.1%	10.5%	62.5%*	44.4%*	64.3%
Grade 4	0%*	0%*	0%*	0%	25%	5.3%	0%*	38.5%	50%*
Grade 5	20%*	0%*	66.7%*	31.6%	18.8%	25%	25%*	40%*	58.3%
Grade 6	0%*	0%*	0%*	21.4%	31.8%	6.7%	66.7%*	20%*	50%*
Grade 7	0%*	0%*	0%*	15.4%	9.1%	27.3%	No Students Assessed	28.6%*	25%*
Grade 8	0%*	0%*	No Students Assessed	0%*	5.3%	14.3%	0%*	0%*	33.3%*

*N-size of 10 or fewer students

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” may attract more families that value the ADE’s accountability model. However, the heavy emphasis on testing and preparation for testing negatively impacts enrollment of families seeking a Montessori model, since conventional assessment is minimized in the Montessori model. 		
Root Cause Analysis		
Identify Top Three Causes of Potential Gaps (Please note there are no gaps at this time when it comes to integration.)	Identify Potential Surface Causes	Identify Potential Deep Causes
Instructional effectiveness systems	<p>There are surface gaps related to:</p> <ul style="list-style-type: none"> Effective Montessori based instructional practice and professional development Effective Montessori-based intervention structures 	<p>Deep or root causes are related to:</p> <ul style="list-style-type: none"> Rich, thematic based professional development Balancing district initiatives with Montessori theme

Effective marketing and recruitment	There are potential surface gaps related to: <ul style="list-style-type: none"> • Targeted digital advertisements • Social media leveraging • Communication and clarity around Montessori model to community stakeholders 	Deep or root causes are related to: <ul style="list-style-type: none"> • Lack of training related to effectively utilize digital tools to target enrollment audiences • Lack of targeted recruitment from preschools
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"> • Strategies to overcome language barriers • Strategies to overcome family member availability

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 2023-2024, Drachman will remain integrated, as measured by 40 th day enrollment reports.	<ul style="list-style-type: none"> • Enrollment data from the Synergy database
2. By the 40 th day of SY 2023-2024, Drachman will have increased enrollment of incoming kindergarten students to 46 (including neighborhood and magnet students).	<ul style="list-style-type: none"> • Enrollment data from the Synergy database
3. By the end of SY 2023-2024, Drachman will increase retention of students from 5 th to 6 th grade and maintain grade level integration for 6 th grade.	<ul style="list-style-type: none"> • Enrollment data from the Synergy database

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goals MSA Pillar 1 Diversity Standards 1 & 2	
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.

<p>2. Instructional Improvement</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Experienced leadership in Montessori • District Web-Data <p>Constraints:</p> <ul style="list-style-type: none"> • Delayed data results • Teachers trained in Montessori strategies • Balancing district initiatives with Montessori theme in relation to curriculum instruction and assessment
<p>3. Improve Retention from elementary to middle school.</p>	<p>Supports:</p> <ul style="list-style-type: none"> • Magnet Coordinator with Montessori Middle School Credential • Middle school teachers with experience running the Montessori middle school program <p>Constraints:</p> <ul style="list-style-type: none"> • Difficulty of conveying structure of Montessori middle school program to parents • Necessary and appropriate difference between elementary and middle school Montessori structures.

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. ¹	Magnet Coordinator; District communications	Aug. 2023- May 2024	District support and funding	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Inventory in excel document.
2. Plan and execute strategic marketing and recruitment activities. ²	Magnet Coordinator	Quarters 1, 2, and 3, with emphasis on Quarter 2	Activity-specific materials as needed; District funding; marketing materials	Quarterly enrollment reports.	Marketing strategic plan
3. Provide tours to interested families. ³	Magnet Coordinator and/or Principal	Aug. 2023- May 2024	Magnet Coordinator; marketing materials; pre-tour survey	Quarterly enrollment reports.	Sign in logs and enrollment reports
4. Build strong family and community partnerships ⁴	Magnet Coordinator and Community Liaison	Aug. 2023- May 2024	Family resource center; Family Engagement staff member	Community engagement Reporting (Title 1)	Sign in logs from families and community partners

¹ MSA Standard 1: Student Recruitment and Selection

² MSA Standard 1: Student Recruitment and Selection and MSA Standard 2: Diversity and Equity

³ MSA Standard 1: Student Recruitment and Selection

⁴ MSA Standard 9: Community Engagement and Partnerships and MSA Standard 10: Family Engagement and Communication

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. Instructional observations with follow up job embedded coaching specific to evidence-based Montessori strategies ⁵	Principal; Magnet Coordinator; Teachers and Resource Staff	Aug. 2023- May 2024	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 during integrated literacy instruction in grades kindergarten through eight ⁶	Principal; Teachers and Resource Staff	Aug. 2023- May 2024	Training for teachers on guided reading; training for progress monitoring	Formative assessments and benchmark assessments related to ELA	Formative assessment data; benchmark data;
3. Implement additional Tier II and Tier III Academic Interventions ⁷	Principal; Teachers and Resource Staff	Aug. 2023- May 2024	Training for staff on MTSS Tier 2 and 3 academic interventions;	Formative assessments and benchmark assessments;	Academic intervention schedule; MTSS documentation

⁵ According to research, including Snyder et al (attached as Appendix 2), a Montessori approach improves outcomes for students. MSA Standard 5: Instructional Fidelity & MSA Standard

7: Leadership and Educator Development;

⁶ MSA Standard 5: Instructional Fidelity

⁷ MSA Standard 6: Student Achievement

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal 3

Strategy 3: Improve retention of students from elementary to middle school.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Gather information from families about why they chose or did not choose Drachman’s middle school program. ⁸	Principal; Magnet Coordinator; Resource Staff	May 2023 – September 2023	Survey; 5 th /6 th grade family information	Survey response rate	Survey results
2. Communicate with families of 5 th graders about structure and rationale for the middle school program. ⁹	Principal; Magnet Coordinator	September 2023	Presentation about middle school; flyer for families	Emails with information and invitations to presentation	List of attendees at presentation; emails of flyer
3. Share information about the middle school program and structure with all families. ¹⁰	Principal; Magnet Coordinator	Aug. 2023- May 2024	Content to share	Newsletters, social media posts	Newsletters, social media posts
4. Survey 5 th grade parents about possible grade level configurations for middle school and what would entice families to remain at Drachman for middle school. ¹¹	Magnet Coordinator	September 2023	Survey	Survey response rate	Survey results

⁸ MSA Standard 10: Family Engagement and Communication

⁹ MSA Standard 10: Family Engagement and Communication and MSA Standard 5: Instructional Fidelity

¹⁰ MSA Standard 10: Family Engagement and Communication and MSA Standard 5: Instructional Fidelity

¹¹ MSA Standard 10: Family Engagement and Communication

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 – 33%
 - 4th Grade – 21%
 - 5th Grade – 37%
 - 6th Grade – 12%
 - 7th Grade – 27%
 - 8th Grade – 16%
 - ELA Proficiency
 - 3rd Grade – 43%
 - 4th Grade – 26%
 - 5th Grade – 44%
 - 6th Grade – 12%
 - 7th Grade – 24%
 - 8th Grade – 37%

Root Cause Analysis		
Top Causes of these Gaps	Surface Causes	Deep Causes
Instructional effectiveness systems	There are surface gaps related to: <ul style="list-style-type: none"> • Effective Montessori based instructional practice and professional development • Effective Montessori-based intervention structures 	Deep or root causes are related to: <ul style="list-style-type: none"> • Rich, thematic based professional development • Balancing district initiatives with Montessori theme

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, 2024, ELA proficiency levels in grades three through eight will increase by 3% per grade level, as measured by AASA reports. 2. *By June, 2024, Mathematics proficiency levels in grades three through eight will increase by 3% per grade level, as measured by AASA reports. 	<p>2024 AASA Scores</p> <p>Monitored by quarterly benchmark assessments</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

Strategies to Achieve SMART Goals for Overall Student Achievement MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
1. Utilize evidence-based Montessori instructional strategies	<p>Supports:</p> <ul style="list-style-type: none"> • District Web-Data • Montessori resource staff <p>Constraints:</p> <ul style="list-style-type: none"> • Balancing district initiatives with Montessori theme • Site- and district-funded Montessori PD opportunities
2. Deliver Tier II and Tier III interventions via Montessori Method	<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"> • Master schedule needs to better incorporate Tier II and Tier III interventions into Montessori work blocks
3. Strengthen Family and Community Engagement	<p>Supports:</p> <ul style="list-style-type: none"> • Family and Community Engagement Lead in our school • Community partnerships established • Magnet Coordinator • PTA • District-Provided conference days, events and activities • 4 days during Wednesday PD dedicated to Site-Based Steps for Success for conferencing with families <p>Constraints:</p> <ul style="list-style-type: none"> • Family member availability • Time limitations due to work • Ability to align more with Montessori organizations

	(American Montessori Society and National Center for Montessori in the Public Sector), as noted in the 2018 Marzano consultation report
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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 Utilize evidence-based Montessori instructional strategies¹²					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Observe instruction with job embedded coaching – specific to Montessori instruction. ¹³	Principal; Montessori Resource Staff	Aug. 2023- May 2024	Low student: staff ratios; Teaching Assistants; Montessori-specific instructional observation tool	Observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Provide instruction primarily on an individual and/or small group basis. ¹⁴	Principal; Montessori Resource Staff; all staff	Aug. 2023- May 2024	Training for teachers on differentiation and flexible groupings	Formative assessments and benchmark assessments	Formative assessment data; benchmark data; guided reading observation log
3. Assess student work on the basis of mastery and differentiate mastery standards for students based on individualized student needs. ¹⁵	Montessori resource staff; all staff	Aug. 2023- May 2024	Knowledge/training in Montessori structures	Formative assessment data; benchmark data; Teacher Montessori record keeping	Formative assessment data; benchmark data; Teacher Montessori record keeping

¹² According to research, including Snyder et al (attached as Appendix 2), a Montessori approach improves outcomes for students.

¹³ MSA Standard 5: Instructional Fidelity and MSA Standard 7: Leadership and Educator Development

¹⁴ MSA Standard 5: Instructional Fidelity

¹⁵ MSA Standard 5: Instructional Fidelity

<p>4. School Site Administrator and Magnet Coordinator will participate in monthly Leadership Development facilitated by the Magnet Sr Director and supported by the Magnet Program Manager.¹⁶</p>	<p>Principal; Magnet Coordinator, Magnet Department</p>	<p>Monthly</p>	<p>Magnet Dept</p>	<p>Instructional Walkthrough data</p>	<p>Instructional Walkthrough data; Quarterly benchmark assessments</p>
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¹⁶ MSA Standard 8: District and Magnet Relations

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 Method¹⁷

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. ¹⁸	Principal; Magnet Coordinator; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data; teacher Montessori record keeping	Formative assessment and benchmark data
2. Utilize a Tier II intervention schedule (using Montessori based strategies) ¹⁹	Teachers	Weekly August – May	Data to inform standards focus; Montessori resource staff	Formative assessment and benchmark data; MTSS record keeping	Formative assessment and benchmark data
3. Utilize a Tier III intervention schedule (using Montessori based strategies) ²⁰	Reading Interventionist	July 15th	Data to inform small groups; Montessori resource staff	Formative assessment and benchmark data; MTSS record keeping	Formative assessment and benchmark data
4. Limit the number of students entering after kindergarten to preserve Montessori “normalization” of the learning environment. ²¹	Principal; Magnet Coordinator; 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

¹⁷ According to research, including Snyder et al (attached as Appendix 2), a Montessori approach improves outcomes for students.

¹⁸ MSA Standard 6: Student Achievement

¹⁹ MSA Standard 5: Instructional Fidelity

²⁰ MSA Standard 5: Instructional Fidelity

²¹ MSA Standard 3: Theme and Curriculum Fidelity

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

Strategy 3. Strengthen 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. ²²	Principal; Family and Community Engagement Lead; Magnet Coordinator	Throughout the school year Aug. 2023- May 2024	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 sheets
2. Use social media to communicate frequently and effectively with families. ²³	Principal; Family and Community Engagement Lead; Magnet Coordinator	Throughout the school year Aug. 2023- May 2024	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 sheets
3. Schedule and plan events to support academic achievement: Open House Math & Science Night Literacy Night ²⁴	Principal; Family and Community Engagement Lead	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

²² MSA Standard 10: Family Engagement and Communication

²³ MSA Standard 10: Family Engagement and Communication

²⁴ MSA Standard 10: Family Engagement and Communication

4. Send additional targeted communications to families of English Language Learners to increase participation of those families and share strategies to support those students. ²⁵	Principal; Family and Community Engagement Lead; Magnet Coordinator	2x/quarter	Calendar of Events	Emails and other messages	Emails and other messages
J. Hattie's Meta Analysis (December 2017) visible-learning.org					

²⁵ MSA Standard 10: Family Engagement and Communication

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 7-9).

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 AASA in SY 22-23 in ELA by 31%
- White students outperformed Latino students on the AASA in SY 22-23 in ELA by 26%
- White students outperformed African American students on the AASA in SY 22-23 in Mathematics by 36%
- White students outperformed Latino students on the AASA in SY 22-23 in Mathematics by 37%

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<ul style="list-style-type: none"> • Fidelity to SPARKS (Cultural Relevance) framework 	<ul style="list-style-type: none"> • Not faithfully following our Montessori curriculum which is aligned to SPARKS 	<ul style="list-style-type: none"> • Balancing district initiatives with Montessori theme
<ul style="list-style-type: none"> • Need for effective and 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 have not previously filtered 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 2024, 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 2024, 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>	<p>2024 AASA Scores</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 points at each grade level in third through eighth grade, 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 at each grade level in third through eighth grade, as measured by the Arizona Academic Standards Assessment. <p><i>*Note that a closure of three percentage points is in alignment with standard performance improvement.</i></p>	2024 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 MSA Pillar 3 Academic Excellence Standard 6	
Strategies	Strengths and Obstacles
<p>1. Increase culturally relevant instructional practice via fidelity to the Montessori approach with specific focus toward 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 • Montessori curriculum <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"> • Lack of Tier II and Tier III academic interventions specific 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 via fidelity to the Montessori approach with specific focus toward African American and Latino Students. ²⁶					
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 ²⁷	Principal	August 2023	CRPI (Culturally Relevant Pedagogy and Instruction) to support PD	Observation logs; observation data	Sign in logs
2. Utilize instructional observations with follow up feedback on SPARKS (culturally relevant) integration ²⁸	Principal	Aug. 2023- May 2024	Updated Walkthrough Protocol with Montessori Strategies	Formative assessments; benchmark assessments; instructional observation data	Formative assessments; benchmark assessments; end of year evaluations

²⁶ Research has demonstrated that fidelity to the Montessori approach narrows achievement gaps. See Snyder et al (attached as Appendix 2)

²⁷ MSA Standard 4: Professional Development

²⁸ MSA Standard 5: Instructional Fidelity

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. ²⁹	Principal; Magnet Coordinator; Teachers; Montessori Resource Staff	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data	Formative assessment and benchmark data
2. Ensure the following instructional minutes are accounted for within each child’s Montessori Work Plan: ³⁰ <input type="checkbox"/> Math: 60 minutes is the daily minimum for students who meet standards <input type="checkbox"/> Reading: 90 minutes is the daily minimum for students who meet standards <input type="checkbox"/> Writing: 30 minutes is the daily minimum for students who meet standards <input type="checkbox"/> Math Intervention: 30 minutes is the daily minimum for students below standards <input type="checkbox"/> Reading Intervention: 30 minutes is the daily minimum for students below standards	Principal; Magnet Coordinator; Teachers	Weekly August – May	Lesson Plans ELA/Math connection	Formative assessment and benchmark data,; Student Montessori work plans	Formative assessment and benchmark data
3. School Site Administrator and Magnet Coordinator will participate in monthly Leadership Development facilitated by the Magnet Sr Director and supported by	Principal Magnet Coordinator	Monthly	Magnet Dept	Instructional walkthrough data	Instructional walkthrough data Quarterly benchmark

²⁹ MSA Standard 6: Student Achievement

³⁰ MSA Standard 5: Instructional Fidelity

the Magnet Program Manager. ³¹	Magnet Dept				assessments
J. Hattie's Meta Analysis (December 2017) 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).					

³¹ MSA Standard 8: District and Magnet Relations

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)
- 0.8 FTE 6/5 Contracts for Middle School Teachers (910G, 202)
- FTE Magnet Music Teacher (910G, 202)
- FTE Magnet Teacher (910G, 202)...class size reduction teacher
- 2.65 FTE Magnet Teaching Assistants (910G, 202)
- 0.75 FTE Magnet Behavior Intervention Monitor(910G, 202)
- FTE Magnet Coordinator (910G, 202)
- 3.27 FTE Title 1 Teaching Assistants (Title 1)
- 0.3 FTE Reading Interventionist (Title 1)
- FTE Title 1 Teacher(Title 1)...class size reduction teacher
- FTE Counselor (M&O)
- FTE Library Assistant (M&O)
- 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	\$205,573.00	4.3	<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>0.8 FTE will fund placing four middle school teachers on 6/5th 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 Strategy 2; Achievement Strategies 1&2; Subgroup Strategies 1&2
Teaching Assistants	\$53,197	2.65	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 Strategy 2; Achievement Strategies 1& 2; Subgroup Strategy 2

Montessori Behavior Intervention Monitor	\$16,084	0.75	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 Strategy 1
Magnet Coordinator	\$50,837	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 Strategies 1, 2 & 3; Achievement Strategies 1, 2, & 3; Subgroup Strategy 2
Subs for Sick Leave and Data Talks	\$3,500		Substitute teachers for teacher sick/personal leave	AA, PL, MT	Integration Strategy 2; Achievement Strategies 1&2; Subgroup Strategy 2
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 Strategy 1; Achievement Strategy 3
Montessori Stipends	\$9,000		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 Strategy 1; Achievement Strategy 1
Employee Benefits	\$116,303				

Total Budget	\$456,494			
	Total FTE	8.7		

Non-Personnel

Deseg Budget 2022-2023 SY	
Personnel Cost	\$456,494
Non-Personnel Cost	\$0
Total Budget	\$456,494

Appendix 1

The following describes essential aspects of the Montessori method and key Montessori terminology or concepts. All content is quoted directly from the websites of the two major Montessori organizations: the American Montessori Society (<https://amshq.org/>) and Association Montessori Internationale (<https://montessori-ami.org/>).

5 Core Components of Montessori Education

1. Trained Montessori Teachers: A properly credentialed Montessori teacher has the skills and expertise to implement high-fidelity Montessori.
2. The Multi-Age Classroom: Classes with 3-year age spans facilitate mentorship among the students and encourage leadership development.
3. Using Montessori Materials: A hallmark of Montessori is specially designed materials that provide a hands-on approach to learning.
4. Child-Directed Work: Students are given agency to self-select work, leading to intrinsic motivation and sustained attention.
5. Uninterrupted Work Periods: An extended period of “free choice” enables students to work at their own pace and without interruption.

Features of a Montessori Classroom

Individualization/Differentiation

- Each child is valued as a unique individual. Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are free to learn at their own pace, each advancing as he is ready, guided by the teacher and an individualized learning plan.
- An advantage of the Montessori approach—including multi-age classrooms with students of varying abilities and interests—is that it allows each child to work at his or her own pace. Students whose strengths and interests propel them to higher levels of learning can find intellectual challenge without being separated from their peers. The same is true for students who may need extra guidance and support, including students with special needs such as ADHD, learning differences, and autism spectrum disorders: each can progress through the curriculum at her own comfortable pace, without feeling pressure to “catch up.”
- When you observe a Montessori teacher at work you may be surprised! You will not see her standing in front of the classroom teaching the same lesson to the entire class, because the Montessori curriculum is individualized to the needs, interests, and learning style of each child. Often you will find her on the floor, working with an individual child. With the older children, she may be giving a small group lesson, or demonstrating a lesson or activity that the students will then complete on their own.
- One of the many roles of the Montessori teacher is to observe each child and the classroom community as a whole and make adaptations to the environment and lesson-planning as needed to support each child’s development. As the Montessori teacher observes, he is determining when and how to introduce a new challenging lesson to a student, and when to review a previous lesson if a skill has not yet been mastered.

Independence, Choice and Freedom

- Beginning at an early age, Montessori nurtures order, concentration, and independence. Intentional classroom design, materials, and daily routines support the student’s emerging “self-regulation” (the ability to educate one’s self, and to think about what one is learning), in toddlers through adolescents.
- Beginning at the Elementary level, students typically set learning goals and create personal work plans under their teacher’s guidance.
- Montessori students enjoy freedom within limits. Working within parameters set by their teachers and the classroom community, students are active participants in deciding what their focus of learning will be.
- Students are supported in becoming active seekers of knowledge. Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions. Internal satisfaction drives the child’s curiosity and interest and results in joyous learning that is sustainable over a lifetime.
- Although students are free to work at their own pace, they’re not going it alone. The Montessori teacher closely observes each child and provides materials and activities that advance his learning by building on skills and knowledge already gained. This gentle guidance helps each child master the challenge at hand—and protects him from moving on before he’s ready, which is often what causes children to “fall behind.” Each child is challenged appropriately in each area of the

curriculum to ensure that skills and competencies are fully developed and that the child is able to pursue his own unique interests.

- While a Montessori student may choose her activities on any given day, her decisions are limited by the materials and activities in each area of the curriculum that the teacher has prepared and presented to her. The teacher’s observations inform each child’s personalized learning plan and allow each child to move through the curriculum at an appropriate pace and level of challenge.

Self-Correction and Self Assessment

- Self-correction and self-assessment are an integral part of the Montessori classroom approach. As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.

Community Building and Social Emotional Skills

- Students are part of a close, caring community. The multi-age classroom—typically spanning 3 years—re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a peaceful conflict resolution.
- Montessori supports social-emotional skills. Contemporary research supports the 100-year-old Montessori Method's effectiveness, indicating that children who learn in Montessori classrooms demonstrate stronger social-emotional skills in many areas than children in more traditional environments.

Continuity of Montessori Education

- A growing body of research comparing Montessori students to those in traditional schools suggests that in academic subjects, Montessori students perform as well as or better—academically and socially—than their non-Montessori peers. These benefits grow as children have more experience in a Montessori environment.

Montessori Terminology

Control of error – Montessori materials are designed so that the child receives instant feedback about her progress as she works, allowing her to recognize, correct, and learn from an error without adult assistance. Putting control of the activity in the child’s hands strengthens her self-esteem and self-motivation as well as her learning.

Cosmic education – Maria Montessori urged us to give children a “vision of the universe” to help them discover how all of its parts are interconnected and interdependent, and to help them understand their place in society and the world. In Montessori schools, children in Elementary programs (between the ages of 6 – 12) learn about the creation of the universe through stories that integrate the studies of astronomy, chemistry, biology, geography, and history. These lessons help children become aware of their own roles and responsibilities as humans and as members of society, and help them explore their “cosmic task”—their unique, meaningful purpose in the world.

Normalization – A natural developmental process exhibited by a love of work or activity, concentration, self-discipline, and joy in accomplishment. Dr. Montessori observed that children in Montessori programs exhibit normalization through repeated periods of uninterrupted work during which time they work freely and at their own pace on their own chosen activities. A normalized child is a happy, well-adjusted child who exhibits positive social skills in the Montessori classroom.

Prepared environment – The teacher prepares the environment of the Montessori classroom with carefully selected, aesthetically arranged materials that are presented sequentially to meet the developmental needs of the children using the space. Well-prepared Montessori environments contain appropriately sized furniture, a full complement of Montessori materials, and enough space to allow children to work in peace, alone, or in small or large groups.

Isolation of a Difficulty – Before giving a presentation, the Montessori teacher analyses the activity she wants to show to the child. Procedures or movements that might prove troublesome are isolated and taught to the child separately. For example, holding and snipping with scissors, a simple movement, is shown before cutting curved or zigzag lines; folding cloths is shown before table washing, an activity requiring folding. A task should neither be so hard that it is overwhelming, nor so easy that it is boring.

Three-Hour Work Cycle – Through years of observation around the world, Montessori came to understand that children, when left in freedom, displayed a distinct work cycle which was so predictable it could even be graphed. This cycle, with two peaks and one valley, lasted approximately three hours. In Montessori schools children have three hours of open, uninterrupted time to choose independent work, become deeply engaged, and repeat to their own satisfaction.

Appendix 2

Research paper supporting use of Montessori to increase proficiency and close subgroup gaps: Allyson L. Snyder, Xin Tong & Angeline Lillard (2022) “Standardized Test Proficiency in Public Montessori Schools,” Journal of School Choice, 16:1, 105-135, DOI: [10.1080/15582159.2021.1958058](https://doi.org/10.1080/15582159.2021.1958058)

Available online at <https://www.tandfonline.com/doi/full/10.1080/15582159.2021.1958058>

Attached as a separate PDF file named “Appendix 2.”