

A copy of the Magnet School Plan, including specific details regarding any new, amended, closed or relocated magnet schools or programs and all schools or programs from which magnet status has been withdrawn, copies of the admissions process developed for oversubscribed magnet schools and programs, and a description of the status of the Plan's implementation.
USP Section II.K(1)(e)

Appendix 13

TUSD

MAGNET PLAN

Delivering Excellence In Education Everyday

Tucson Unified Magnet Office



2013-2015

“The District shall, to the extent practicable, implement elements of the Plan in the 2013-2014 school year, and shall fully implement the Plan in the 2014-2015 school year.”

USP Section II(E)(4)

Background

History of Magnet Schools in TUSD

On June 5, 1978, a federal District Court approved a settlement agreement between Tucson Unified School District (TUSD) and parents of African American and Hispanic students who had filed a claim against TUSD for failing to eliminate the vestiges of the previously-segregated dual school system. The agreement included provisions for the desegregation of nine schools on the northwest fringe of the district in a three-phase program, including the introduction of magnet schools to TUSD.

In May 1979, the District Court approved a three-phase magnet school plan. Phases I and II included busing, race-based admissions priorities, additional funding to sites to refurbish facilities and to provide new instructional equipment, and additional programming such as afterschool care. These incentives attracted Anglo parents to help integrate the primarily Latino communities that comprise the Westside schools, but minority students in west side neighborhoods had less incentives to leave their neighborhood schools to help integrate the primarily White east side schools. Phase III included the creation of additional magnets – all on the Westside.

In the ensuing years, TUSD added more schools to its magnet program – including the addition of magnets as a response to Office of Civil Rights complaints about the lack of equal educational opportunities at TUSD high schools. This resulted in a dual-purpose magnet system in TUSD. Starting in the mid-1980s, TUSD magnets were used as a mechanism to integrate Westside schools with non-neighborhood, non-minority students, and to provide equal educational opportunities to minority neighborhood students attending Westside schools. Into this magnet system, additional magnets were added in the late 1980s and 1990s to include more centralized locations that have traditionally been more integrated. Into the 2000s, TUSD developed some magnets that were successful at integrating their student populations, and other magnets that were less successful at integrating yet successful at providing specialized educational opportunities for their concentrated minority populations.

From the early 1980s through 2011, the demographics of the TUSD changed dramatically. In the early 1980s, TUSD was approximately 60-70% Anglo; by 2011 TUSD was approximately 60-70% Hispanic. In the intervening decades, schools across the nation have utilized magnets in creative ways to improve integration, provide equal access to educational opportunities, and to improve student engagement and achievement. To address these new realities, TUSD will revise a magnet system that was built for the late 20th Century, into a successful and dynamic magnet system built for the 21st Century.

Future of Magnet Schools in TUSD

TUSD will utilize four strategies for assigning students to schools to increase integration:

1. Attendance Boundaries
2. Pairing and Clustering
3. Magnet Schools/Programs¹
4. Open Enrollment

This Magnet Plan outlines TUSD's approach to strategy three (magnet schools and programs) as one part of a comprehensive and coordinated approach to student assignment incorporating all four strategies. TUSD's comprehensive magnet school program offers Tucson students optimum choices for public school education while leading TUSD in its efforts to further integrate TUSD schools and improve academic achievement. (*see* USP Section II.A.1)

What is a Magnet?

A magnet school or program is one that:

- focuses on a magnet theme, such as a specific academic area, a particular career or a specialized learning environment;
- attracts students of diverse racial and ethnic backgrounds; and
- encourages students to choose a school other than their attendance boundary school to participate in the magnet theme offered at that program or school. (*see* USP Section II.E.1)

Magnets provide families with ways to meet the individual learning styles and interests of their children. Using theme or pedagogical pipelines, students receive an integrated, rigorous, congruent, and contiguous curriculum with 21st Century skills which will lead to post secondary education and productive employment opportunities. Magnet programs will be an essential component of TUSD's efforts to support integration, increase academic achievement, increase graduation rates, increase school attendance, and increase parent engagement.

What are the Goals of the Magnet Plan?

The primary goal of TUSD's Magnet Plan is to enhance the integrative and educational quality of its magnet schools and programs. Specific goals are as follows:

1. To ensure that students of all races and ethnicities have the opportunity to attend an integrated school (*see* USP Section II.A.1)

GOAL: By 2016-17, increase the number of TUSD students attending integrated magnet schools compared to the numbers of students attending integrated magnet schools in 2012-13.

2. To ensure that all magnet schools and programs achieve the definition of an integrated school as set forth in the USP (*see* USP Section II.B.2)

GOAL: By 2016-17, all TUSD magnet schools will achieve the definition of integration as set forth in the USP.

3. To recruit and retain a racially and ethnically diverse student body to TUSD magnet schools and programs to ensure that the schools are integrated to the greatest extent practicable. (*see* USP Section II.E.2)

GOAL: By implementing a measureable recruitment and marketing plan, the District will track the number of students entering magnet programs at the lowest entry grade in order determine if the plan is attracting a racially and ethnically diverse student body.

¹ The term "magnet schools" refers to schools where the entire student body participates in the magnet program. The term "magnet programs" refers to schools where some students participate in the magnet program. Throughout this Plan, the term "magnets" refers to both magnet schools and magnet programs, unless otherwise indicated.

TUSD has hired a Magnet Director responsible for the development and implementation of this Magnet Plan for school years 2013-14 and 2014-15 and, subsequently, of a Comprehensive Magnet Plan. The Magnet Director meets all of the criteria set forth through the TUSD job description and application process. The Magnet Director is working with the Director of Student Assignment to refine the lottery process and explore possible admissions process to ensure successful student integration.

Magnet Plan implementation will include annual evaluations of program implementation and on-going progress monitoring through school visitation, working with magnet leadership teams, and participating in comprehensive monitoring of student achievement through School Support Teams. Magnet schools and programs are assigned specific individuals assigned to work with site-based personnel to assist in effective operations.

As the Comprehensive Magnet Plan must align with the other three student assignment strategies (still in development) and with Outreach and Recruitment strategies (still in development), the Magnet Plan for 2013-15 may not include all 12 elements outlined in the Executive Summary below, or may not include fully developed versions of all 12 elements. All 12 elements will be included in the final Comprehensive Magnet Plan and will align with other student assignment and outreach strategies. The Comprehensive Magnet Plan should be completed by January 2014.

Executive Summary

In creating this Magnet Plan and, ultimately, the Comprehensive Magnet Plan, TUSD shall, at a minimum:

1. Consider the findings of the 2011 Magnet School Study;
2. Align the magnet strategies with the other three student assignment strategies and recruitment efforts;
3. Consider how, whether, and where to add new sites to replicate successful programs and/or add new magnet themes and additional dual language programs, focusing on which geographic area(s) of the District are best suited for new programs to assist the District in meeting its desegregation obligations;
4. Improve, or consider changes to, existing magnet schools/programs that are not promoting integration and/or educational quality, including withdrawal of magnet status;
5. Determine if each magnet school or school with a magnet program shall have an attendance boundary;
6. Determine lottery priorities/criteria for each magnet school/program and a process for criteria review;
7. Ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet; and
8. Ensure that, in the event that a magnet program or school is withdrawn or relocated, TUSD students currently enrolled in the magnet school or program will be permitted to remain in that program until they complete the highest grade offered by that school.

Pursuant to the eight elements outlined above, the Magnet Plan shall, at a minimum, set forth a process and schedule to:

9. Make changes to the theme(s), programs, boundaries, and admissions criteria for existing magnet schools and programs in conformity with the Plan's findings, including developing a process and criteria for significantly changing, withdrawing magnet status from, or closing magnet schools or programs, that are not promoting integration or educational quality. Changes should include the addition of magnet schools and/or programs for the 2013-2014 school year as feasible and for the 2014-2015 school year that will promote integration and educational quality within the District, including increasing the number of dual language programs;
10. Provide necessary training and resources to magnet school/program administrators and certificated staff;
11. Include strategies to specifically engage African American and Latino families, including the families of English language learner (ELL) students; and
12. Identify goals to further the integration of each magnet school which shall be used to assess the effectiveness of efforts to enhance integration at the school.

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Magnet Plan 2013-15

Attachment I includes the history of magnet schools currently being implemented.

I. Findings of the 2011 Magnet Study

In 2011, Tucson Unified School District (TUSD) contracted with Education Consulting Services to conduct a Comprehensive Magnet Review. The review assessed TUSD's magnets to determine whether (or the extent to which) magnets supported student integration and positively affected student achievement. Generally, the 2011 Study found TUSD's magnet program lacking in several areas including:

- misunderstandings and inadequate implementation of magnets and magnet enrollment processes
- lack of central and site coordination, including lack of adequate central support
- undefined focus/strategy regarding diversity, outreach, marketing, and recruitment
- inadequate monitoring and reporting
- inadequate professional development and curriculum development/alignment
- disjointed transportation and funding activities and strategies
- inadequate community and parent outreach, marketing, and recruitment
(see Attachment B: Summary of 2011 Magnet Study Findings)

This Magnet Plan addresses all issues that were documented in the Comprehensive Magnet Review conducted by Education Consulting Services including the development of theme-based pipelines and the creation of a central office. Each of the individual school plans includes strategies to address the findings of the 2011 Comprehensive Magnet Program Review. Specific magnet program strategies have been embedded in each Individual School Plan (ISC). Synopses of program strategies are included in Attachment A.

II. Alignment with Other Student Assignment Strategies/Recruitment Efforts

The USP requires TUSD to align its magnet strategies with the other three student assignment strategies (open enrollment, boundaries, and pairing/clustering) and with its outreach and recruitment efforts. TUSD is in the process of conducting a comprehensive revision of its open enrollment and magnet application and enrollment processes, conducting a comprehensive boundary review (including an outside demographic study), examining potential sites for pairing and/or clustering, and initiating a marketing, outreach, and recruitment effort in conjunction with an outside marketing firm. These efforts are ongoing, and must be aligned with TUSD's magnet efforts, this section will be more fully developed in the forthcoming Comprehensive Magnet Plan being developed in conjunction with TUSD's Superintendents Leadership Team as the District creates a five-year strategic plan for Curriculum, Operations, and Facilities

A. Alignment with Other Student Assignment Strategies

1. Boundaries; Pairing and/or Clustering (Total Magnets/Preference Areas/Magnet Programs)

Each magnet will fall into one of three categories: (a) Total School Magnet, (b) Total School Magnet with a Preference Area, or (c) Magnet Program. These categories will be more fully defined in Section V of the Comprehensive Magnet Plan in conjunction with the comprehensive boundary review, demographic study, and examination of potential sites for pairing and/or clustering.

a. Total School Magnet

A total school magnet is a school that implements a magnet theme or themes. All students who wish to attend the school must apply for and be accepted in the school through the magnet lottery process. All students enrolled in the school must participate in the magnet theme or programs offered by that school.

A total school magnet does not have an attendance area, but may have a preference area. The District shall determine whether a total school magnet should have a preference area or whether it should have no preference area, and will incorporate this decision into the District-wide review of boundaries required by the USP.

Research indicates that total school magnets are the most effective at integrating and will be considered for the majority of magnet schools within the district.

b. Total School Magnet with a Preference Area

After careful review of attendance data, flight (mobility) data, and attraction data, if TUSD determines that a total school magnet should have a preference area, it will designate a geographic area around the school as a preference area as long as the demographic data supports that this population will contribute to the integration of the school. The size of the preference area will depend on a range of factors, including the capacity of the school, the density of students living in the geographic area around the school and the demographics of the students in the geographic area around the school. If a Total School Magnet has a preference area, those students living within the preference area who apply to the total school magnet will be given a preference in the lottery, but no more than 50% of the available seats will be allocated to students from the preference area. The preference area will not be an attendance boundary, and the area within the preference area will be assigned to another school pursuant to the District's boundary review process.

c. Magnet Program

These programs operate in a school with an attendance area that implements both a magnet program or programs and a non-magnet program. All students participating in the magnet must apply for and be accepted in the program through the lottery process. Students living in the attendance area are guaranteed a seat in the school, but must apply for and be accepted into the magnet through the lottery if they wish to participate. Enrollment and quality indicator data will be disaggregated for the magnet program and the school. Otherwise the high school will look integrated even if the kids have very little meaningful contact with one another. Research indicates that this type of magnet program is the least effective. In the forthcoming Comprehensive Plan, the District will consider Total Magnet School models for high schools.

2. Open Enrollment and Magnet Applications and Processes

TUSD is currently revising its open enrollment and admissions application and processes. The application and admissions process for magnets will be more fully defined in the Comprehensive Magnet Plan. TUSD has revised its Open Enrollment and Magnet applications using a single application. TUSD is developing systems to make the application available online and at Family Centers so they will be more accessible to families and the community. The lottery process and admissions priorities for oversubscribed magnets and non-magnets are currently under review and development. (See Attachment C: Student Assignment for Oversubscribed Schools). These processes will be more fully defined by the start of the 2014-15 Open Enrollment period in the fall/winter of 2013, and will be further refined in Section VI of the Comprehensive Magnet Plan.

B. Alignment with Other Recruitment Efforts

In the summer of 2013, TUSD hired an outside marketing firm to assist TUSD in creating and coordinating dynamic, attractive, and results-oriented marketing, outreach and recruitment to meet several USP requirements. Pursuant to the USP, TUSD is undergoing an assessment of its parent and community engagement and outreach efforts and resources, upon which TUSD will develop and implement a parent and community engagement plan. TUSD is also strengthening and expanding Family Centers throughout the District to facilitate better community and parent engagement. Through the latter half of 2013, these efforts will inform – and be informed by – this Magnet Plan to ensure alignment. This section will be more fully developed in the forthcoming Comprehensive Magnet Plan. Until then, the recruitment efforts will be employed on two levels. First, the Magnet Department will coordinate all recruitment efforts to ensure that all families are reached and that some populations are not over-targeted. Second, schools will improve theme visibility and internal recruitment strategies (i.e. answering the phone with a scripted message, signage). Schools will also represent themselves at organized events, open houses, and school visitations.

III. Adding, Relocating, or Replicating Magnets

TUSD must consider how, whether, and where to add new sites to replicate successful programs and/or add new magnet themes and additional dual language programs, focusing on which geographic area(s) of TUSD are best suited for new programs to assist TUSD in meeting its desegregation obligations. This section describes: (A) the general strategy for adding or replicating successful magnets; (B) process to add, relocate, or replicate magnets; (C) specific strategies for adding new sites and replicating successful programs in 2013-14 and 2014-15; and (D) specific strategies for consideration for adding, relocating, and/or replicating sites for 2015-16 and beyond.

A. General Strategy for Adding, Relocating, or Replicating

In consultation with magnet experts, the District has drafted a general strategy for adding, relocating, and replacing magnet programs. By strategically placing magnet schools in central locations (generally, most magnets fit within a 5-8 mile radius of the center of the District), integration is more likely to occur. If the District were to be divided into thirds, north to south as it was in the PUSP, there are clear delineations of ethnic/racial populations with the west side being predominately Latino, the center being moderately integrated, and the east side being predominately White. By dividing the District into quadrants (North-East, North-West, South-East, South-West) magnet program locations can be strategically identified to maximize integration opportunities. Most magnets located outside the radius will be eliminated in hopes of attracting minority students to centrally-located schools. By locating magnets in key areas of the community, the District will not only integrate magnet schools, but will support the integration of all schools throughout the District. By providing a continuum of programs, students may have the option of continuing a specific area of study or attending other magnets that best meet their interests. Innovative stand-alone programs that do not have a continuum will be used to supplement traditional magnet offerings and will be created as the District develops and expands the magnet plan. Magnets in this plan will not have admissions criteria and enrollment will be determined by a lottery process.

The new magnet themes and revised themes in this plan are for consideration. Research indicates that robust and successful magnet program themes are typically created and developed by the school community. Although pipeline themes offer continuous and contiguous curriculum, there is a risk in assigning a theme to a school for the sake of creating a pipeline without first developing support for the theme within the school community (administration, staff, students and families). Research clearly shows that community and staff buy-in are essential for successful program implementation. However, specific schools have been identified in this plan because of location, ethnic composition, and facility capacity. Themes for these schools may be modified or fully developed based on the input and support of the school community, and may or may not fit within a designated pipeline. (See Attachment F: Chart of Potential Pipelines)

The process of creating content rich, academically rigorous magnet programs does not happen overnight. This Magnet Plan proposes a three phase process starting by evaluating existing magnet programs and schools during SY 2013-14 and categorizing them as *Successful*, *Approaches*, *Improvement* or considering them for *Elimination*. The District will evaluate the following components: integration, curriculum/assessment as related to theme, professional development, key personnel and leadership, stable and successful staff, recruitment and marketing, and family engagement. As magnet programs are eliminated, budget will be allocated to support existing magnet programs or to create new magnet programs. As programs are revised or created the plans developed will reflect capacity-building in years one and two through a focus on leadership and professional development. For each year of program implementation, schools will include a sustainability plan that will address fiscal needs should the magnet budget be reduced. This process and schedule for adding, withdrawing, improving, or relocating magnets is outlined in more detail below in Section IX.

B. Processes for Adding, Relocating, and Replicating

1. Adding or Relocating Magnets

TUSD will consider sites for adding magnet programs or relocation based on an assessment of four key criteria: racial/ethnic composition; academic achievement; facility condition/capacity; and geographic location.

- a. What is the racial and ethnic composition of students residing in attendance area?
*consider the integrative impact within a specific magnet pipeline or within TUSD as a whole.
- b. How is the school doing academically compared to other TUSD schools using the state rating system? (in the forthcoming Comprehensive Plan, the District will consider the state rating system and other relevant measures of academic performance)
- c. What is the site's capacity and condition? What is the capacity/condition of surrounding schools to accept students who do not apply?
*consider whether the facility can support increased student enrollment and support the theme.
- d. Is the location geographically feasible for students of racially/ethnically diverse backgrounds as determined by travel time?

2. Replicating Successful Magnets

A successful magnet is one in which:

- 1) the composition of students enrolling in the program or school meets the definition of Integration,
- 2) the degree to which the magnet has contributed to the integration of the enrollment of the overall student population
- 3) demonstrates educational quality as compared to other TUSD schools. Magnet themes identified as *Successful* will be considered for replication based on models that have proven successful in TUSD and in other Districts.

C. Specific Strategies for Adding or Replicating Magnets in 2013-14 and 2014-15

The approach described above guided the direction and development of the following recommendations for addition, relocation, and/or replication. The new magnets proposed will be phased in as other magnets are eliminated or phased out through the evaluation process. (See Attachment E: Chart of Magnet Additions) One of the strategies for identifying potential new magnets takes into account travel time. Research shows that White students, from the north-east and south-east quadrant and Latino students from the north-west and south-west quadrants are not likely to travel more than 20-30 minutes to attend a magnet school.

The primary goals of the plan are two-fold: (1) ensure that students of all races and ethnicities have the opportunity to attend an integrated school (*see* USP Section II.A.1); and (2) ensure that all magnet schools and programs achieve the definition of an integrated school as set forth in the USP (*see* USP Section II.B.2) (See

above, pg. 2). Thus, the goal is not simply to increase the number of integrated magnet schools, the goal is also to increase the number of students with an opportunity to attend an integrated school. Adding or replicating magnet schools in the center of town (within a 5-8 mile radius from the center of the District) affords the greatest opportunity for the greatest number of students to attend an integrated school, with the added incentive of free transportation. For sites that are already integrated (e.g., Cragin, Dietz, Kellond), additional seats will open for integrative transfers once attendance boundaries and/or preference areas are limited or abolished, meaning that presently integrated sites will still have the capacity to increase integration. The District intends to expand the number of students served at these school sites so more students have the opportunity to attend an integrated school.

1. Add/Replicate a Performing Arts Magnet at Cragin Elementary

Cragin was selected as a Performing Arts Magnet because of its integrated population, its location in the north-central quadrant of TUSD, and facility capacity. Being located in the north-central part of TUSD, Cragin can draw from both the west and east sides, and has potential to attract students from outside TUSD as it is located near a border with another district. In the past, the racial/ethnic make-up of Cragin has fluctuated, and Cragin's mobility is significantly higher than the TUSD average. Because magnets offer students the added incentives of free transportation and admissions priority (in cases where the school is oversubscribed), creating a new magnet at a centrally-located, integrated school is a key strategy to ensure that students of all races and ethnicities from across TUSD have increased opportunities to attend an integrated school. Additionally, within the pipeline, Cragin's integrated population will feed into Utterback middle school to help integrate Utterback. The 2013-14 budget for this program provides for a program coordinator to work with the Magnet Department and the Fine Arts department to begin the planning process. Cragin was included in TUSD's recent federal MSAP Grant application which was not funded.

2. Add/Replicate a STEM Magnet at Mansfeld Middle School

Mansfeld was selected as a Science, Technology, Engineering and Math (STEM) Magnet because it is centrally located and creating a magnet here has the potential of turning the school from "racially concentrated" to "integrated" within a matter of years. STEM programs have proven across the nation to be successful magnet themes, and replicating successful STEM practices at Mansfeld is promising. Mansfeld's location (across the street from the University of Arizona) is perfect for partnerships with the University and is easily accessible to professionals working at the University and in the downtown areas. The 2013-14 budget includes a coordinator and additional staff in math, science, and technology. A master schedule has been developed to provide additional team planning, both vertically and horizontally. Funding was set aside for instructional materials for the Engineering component. The Magnet Department will work with TUSD's Science Department and the staff of Race to the Top STEM Program to provide quality professional development to teachers, staff, and families.

D. Specific Strategies for Consideration for 2015-16 and Beyond

The following strategies are included for consideration only. If adopted, the strategies may be initiated during SY 2013-14 in order to give adequate time to phase in programs to be in place by SY 2015-16. These strategies are, at this stage, only ideas that require more research, development, and community dialogue. These strategies will be more fully developed, eliminated, or changed in the Comprehensive Magnet Plan. (See Attachment E: Chart of Magnet Additions). The following sites scored high on the four-criteria assessment (See Section III.B.1):

North East Quadrant	South East Quadrant	North West Quadrant
Kellond ES Catalina HS	Dietz K8 Roberts Naylor K8 Santa Rita HS	Cragin ES Mansfeld MS Roskruge K-8

1. Add/Replicate an Int'l Business and Dual Language (IBDL) Studies Magnet at Catalina High School

Catalina Magnet High is currently phasing out its former magnet strands: Aviation, Health Care and, to a lesser extent, the Terra Firma program as a magnet theme (because it was never Governing Board approved). International and Dual Language magnets have proven success in other districts and should be replicated in TUSD. Catalina was selected because of its integrated population which includes TUSD's highest concentration of refugee students (including an incredibly diverse and multilingual student population), its location in the north-central quadrant of TUSD, and facility capacity. Because magnet schools offer students the added incentives of free transportation and admissions priority, creating a new magnet at a centrally-located, already-integrated school is a key strategy to ensure that students of all races and ethnicities from across TUSD have increased opportunities to attend an integrated school.

2. Add/Replicate Expeditionary Learning and Dual Language at Kellond Elementary

Kellond has capacity, and could serve as an integrated magnet that could eventually feed into Dietz or Roskruge and, ultimately, into Catalina's IBDL program. Kellond is not currently integrated but has the potential to become integrated as a magnet school.

3. Add/Replicate Global Enterprise and Dual Language at Dietz K8

Dietz K-8 could serve as a receiver for Kellond, and a feeder into Catalina's IBDL program (see III.C.3, above). Dietz is approximately 5 miles from the center of the District (about a 16 minute drive), and approximately 11 miles from south-central Tucson (about a 23 minute drive). Dietz is at the far eastern edge of where the District would seek to place any elementary, K-8, or middle school magnets (our research shows that parents of elementary and middle school students prefer not to send their students more than 22-28 minutes away from their home location). Also, Dietz is the only non-magnet school serving grades 6-8 that has capacity -to become a dual-language magnet on the eastside (within the preferred geographic area) to serve students in grades 6-8 in the Dual Language Pipeline into Catalina.

4. Add/Replicate Integrated Technology at Roberts-Naylor K8

Roberts-Naylor has capacity and a strong technology infrastructure and its location, in the South East Quadrant, is a targeted area for magnet placement to maximize integration (the school is currently integrated but, at 67.4% Hispanic, is in danger of becoming Racially Concentrated by exceeding the 70% threshold). Roberts-Naylor is a prime candidate for the federal magnet grant (MSAP) 2017 grant cycle. Roberts-Naylor staff will research, design and implement a technology-driven magnet theme that meets the National Educational Technology Standards (NETS) for learning and teaching. These world-wide standards will be the framework from which Roberts-Naylor develops this unique theme. The NETS sets a standard of excellence in best practices in teaching, learning, and leading with technology in education. The advantage to using NETS includes several overarching enduring understandings:

- Improving higher-order thinking skills, such as problem solving, critical thinking, and creativity
- Preparing students for their future in a competitive global job market
- Designing student-centered, project-based, and online learning environments
- Guiding systemic change in our schools to create digital places of learning
- Inspiring digital age professional models for working, collaborating, and decision making

5. Add/Replicate Early Middle College/Medical Sciences at Santa Rita High School

The Early Middle College (EMC) model has been successful in magnets around the nation. EMC programs are five year programs, tied to a local university and/or community college, where students graduate with an Associate Degree (or equivalent credits). Students graduating from EMC programs may go directly from high school to careers in various fields, or directly into college as sophomores or juniors. Santa Rita's proximity to Pima Community College, its current Dual-Credit program, and its location on the Southeast side (approx. 20-25 minutes by bus from Tucson's south side), are positive attributes that should be explored. An EMC program at Santa Rita could serve as a receiver for the middle school program at Dodge.

IV. Improving or Eliminating Magnets

TUSD must improve, or consider changes to, existing magnet schools/programs that are not promoting integration and/or educational quality; including elimination of magnet status (this will not always mean elimination of a program). (See below, Section IX; and see Attachment D: Chart of Magnet Changes).

This section describes the plans for improving or changing existing magnet schools/programs. Section IX (below) outlines the criteria, process and schedule for implementing magnet changes as described in the plans in this section.

A. Improving, or Considering Changes to, Existing Magnet Programs

1. Schools Identified as *Approaches*

a. Bonillas: revise and strengthen the Traditional Academics theme

Bonillas is in need of a total revision starting with theme, curriculum, school culture, professional development and family engagement. In SY 2013-14, Bonillas curriculum will be aligned with Common Core with traditional instructional delivery, and teachers will receive targeted professional development centered around:

- Training in systematic reading methodology including screeners, assessments, and benchmarks
- Implement curriculum aligned with Common Core (Open Court, Daily 5/Café, Envisions, Foss)
- Training for **Leader In Me** and 7 Habits of Highly Effective People
- To impact school culture, the school community will define “Traditional Academics” (this definition will incorporate Culturally Responsive Pedagogy principles and practices)

Pursuant to the USP requirement to “replicate successful programs,” the District will revise Bonillas as a “Traditional Academics” themed magnet. Bonillas will revise its theme, curriculum, school culture, professional development and family engagement practices. Traditional Academics is a theme that speaks to a highly defined and structured school culture, curriculum, and pedagogy. In the era of project-based learning and problem-based learning, Traditional Academics offers a unique pedagogy that has proven successful at other District magnets, in districts statewide and nationwide, and is recognized by Magnet Schools of America as a viable magnet theme. The school magnet team will visit two traditional magnet-themed schools in Phoenix: Benjamin Franklin Elementary School in Mesa, and Magnet Traditional School in Phoenix (both schools were not integrated before they became magnets, but are now integrated). TUSD will develop a complete curriculum calendar and a defined pedagogical delivery scope. During the second semester of the 2013-14 school year, every classroom will implement a targeted intervention system that uses the “Daily Five” framework. By August 2014, the site will complete scope and sequence/horizontal with vertical articulation evident. By August (and annually thereafter), staff will complete a reflection and review of curriculum and modify curriculum as determined by review. The improvements to this magnet align with the successful theme at Dodge, and would serve as a feeder into Dodge within the Traditional Academics pipeline.

b. Drachman Montessori: increase scope of program

Drachman will improve the professional development opportunities for all staff. By the end of the 2013-14 school year, at least one teacher will receive Montessori Certification. They will increase recruitment and marketing efforts, and expand course offerings to 7th grade in 2014-15 and 8th grade in 2015-16.

c. Holladay Fine and Performing Arts: increase scope of program

In SY 2012-13, Holladay was an “Integrated” school. Based on the 40th day enrollment for SY 2013-14, Holladay’s Latino student population increase by five percentage points. With this increase, the school no longer meets the definition of integration. Holladay has depended upon the after-school and sports programs to attract students. Instead, Holladay will begin to focus on integration of Fine and Performing Arts into the classroom curriculum. In addition to strengthening its program, Holladay will participate in a strategic recruitment effort with the support of the Magnet Department.

d. Tully: develop a STEM theme

Tully has significant potential to achieve Integration and to improve student achievement if resources are dedicated to revising the program to STEM. This program was included in the FY 13 MSAP grant for program revision. In SY 2013-14, Tully will revision its current diminished magnet, and begin development of a STEM theme. Magnet staff, and external consultant(s), will work with Tully to create curriculum and provide professional development resources. The Magnet Office will support Tully in seeking and forming community partnerships.

e. Roskruge K8: replicate International Business and Dual Language theme

Roskruge’s current status, teacher capability, and reputation as a destination bilingual magnet program, in addition to its proximity to the University of Arizona and the revitalization of the downtown area, are positive attributes that should be explored. An IBDL program at Roskruge could serve as a feeder for the IBDL program at Catalina High School. In order for this school to integrate, the school may transition to Total Magnet, employing a weighted lottery.

f. Safford K-8: International Baccalaureate Training/Programme of Inquiry refinement

Safford K-8 staff will received training through International Baccalaureate World Schools whereby every teacher will complete at least two levels of training. The MYP will add a physical modality course option to comply with IB requirements. The staff will work with local consultants to refine the Programme of Inquiry and develop rubrics to assess student work. Safford K-8 will develop a recruitment plan that includes measureable goals and strategies.

g. Cholla: add IB Middle Years Program (MYP)

This improvement is necessary because of the need to complete the International Baccalaureate pipeline. Currently, Cholla offers an International Baccalaureate program for students in grades 11 and 12. The addition of the 9th and 10th grade MYP creates a complete K-12 continuum, starting with Robison's Primary Years Programme (K-5), Safford's Primary Years and Middle Years Program (K-8) and continuing with grades 9 – 12 at Cholla. Cholla was included in the 2013 MSAP Grant, which was not funded. The budget for the 2013-14 year provides for coordinators for the MYP and DP, for additional staff for specialized IB coursework, funding for student assessments, and funding for professional development.

h. Tucson High: revise and enhance Performing Arts Curriculum

Tucson High will be revising and enhancing the Performing Arts Curriculum so that magnet students received continuous and unique coursework that will prepare them for college-level performing arts classes. This course work could include performance admission criteria for advanced magnet coursework.

2. Schools Identified as *Improvement*

a. Carrillo: Museum Studies

Carrillo has spent the last year researching various magnet themes. The staff have proposed a Museum Studies magnet theme. Magnet experts were consulted and are in support of a Museum Studies magnet. Carrillo will work with Museum Studies Magnet in New Haven Connecticut and Museum Studies program in Chattanooga Tennessee to understand the steps that need to be taken to establish this theme (or, alternatively, to develop a different theme)

b. Davis: recruitment and marketing

Davis has a well established curriculum and extensive community support. Davis, in conjunction with the Magnet Department, will create an extensive two year recruitment and marketing plan, focused on the peak recruitment periods during the next two school years (November through February).

c. Ochoa: improve the Reggio Emilia-Inspired theme through training/curriculum/outreach

Staff will continue theme training, and working with consultants to develop an assessment process to document student work and communicate student success with parents and community members. Ochoa will refine and document curriculum, and will develop a recruitment plan that includes measurable goals and strategies.

d. Robison: International Baccalaureate Training/ Programme of Inquiry refinement

Robison staff will received training through International Baccalaureate World Schools whereby every teacher will complete at least two levels of training. The staff will work with local consultants to refine the Programme of Inquiry and develop rubrics to assess student work. Robison will develop a recruitment plan that includes measureable goals and strategies.

e. Utterback: improve the Fine and Performing Arts theme

The Utterback Fine and Performing Arts (revision). budget for 2013-14 includes funding for a coordinator, specialized staff, professional development, and instructional materials to be used as part of the digital arts coursework being developed. This magnet needs substantial revision, including creating strong community partnerships, stabilizing the staff, and improvements/repairs to the facility.

f. Tucson High: revise the Science theme to “Integrated Natural Sciences”

Both Palo Verde and Tucson High have science magnet strands that are similar in nature, and therefore are duplicative and, potentially, compete for the same students. Preferably, TUSD’s magnet system would not have secondary schools competing for the same students (primary schools may have similar programs that feed into a secondary school as part of a pipeline). Palo Verde would develop its science strand around engineering sciences. This would eliminate duplicate science themes (Tucson High and Palo Verde). Funding has been allocated at both sites for a Magnet Coordinator who will coordinate: Curriculum Alignment and Documentation; Theme Integration; and Assessment Alignment.

Tucson High will revise the Science Strand to reflect an “Integrated Natural Science” focus, creating curriculum unique to this school. Acknowledging that science and math go hand in hand, and that technology is a vehicle used in scientific exploration and research, Tucson High will create unique curriculum that fully integrates unique math opportunities into the Science Strand coursework that utilizes advanced technology applications. This science/math/technology integration will be both continuous and contiguous; recognizing and honoring the decades of math/technology development and staff expertise, and ensuring that the benefits to students are not lost but are incorporated into the Science Strand.

(See Attachment M - Sustainability Plan for Tucson High Math and Technology)

g. Pueblo High: revise communication arts

Pueblo High will revise the communication arts magnet theme to include course work that is continuous and contiguous. As new coursework is developed, magnet students will be tracked to this coursework and teachers will be trained in coursework content. This magnet is currently built around particular personalities but, for viability into the future, the District will examine ways to sustain the program should those personalities leave. Pueblo will create a two year comprehensive marketing and recruitment plan.

B. Eliminating Magnet Status

Schools identified to phase out their magnet status in SY 2014-15, will be notified by March 1, 2015, with official elimination occurring by June 30, 2015. In some cases, former magnet programs may continue to operate through other funding (if they meet other TUSD objectives), all subject to funding availability. The following magnets have been identified for phase out in SY 2013-14. (See Attachment D: Chart of Magnet Changes). Considerations included: past record of integrating and future potential for integration, avoiding duplication of other magnet themes, and discontinuing non-existent or nonviable themes or programs.

- Catalina High School (Health – phased out in 2011-12; Aviation/Terra Firma – phased out in 2012-13)

V. Attendance Boundaries

TUSD must determine if each magnet school, or school with a magnet program, shall have an attendance boundary. Each magnet will fall into one of three categories: Total School Magnet (no boundary), Total School Magnet with a Preference Area (limited neighborhood boundary), or Magnet Program (neighborhood boundary). (See above, Section II.A.1)

This section will be more fully defined in the Comprehensive Magnet Plan in conjunction with the comprehensive boundary review, demographic study, and examination of potential sites for pairing and/or clustering. The outcomes of the review, study, and examination described above will likely influence the following *preliminary* designations:

Total School Magnet (no attendance boundary)

- Cragin ES
- Drachman ES (K8)
- Dodge MS
- Safford K8
- Roskruge K8
- Mansfeld MS

Total School Magnet with Preference Area

- Bonillas ES
- Borton ES
- Holladay ES
- Kellond
- Ochoa ES
- Tully ES
- Robison ES
- Davis
- Booth-Fickett K8
- Utterback MS
- *Roberts Naylor K8
- *Dietz K8*Santa Rita HS
- Tucson High Fine and Performing Arts
- Tucson High Integrated Natural Science
- Palo Verde HS
- Cholla HS

*Potential New Magnets, further research, evaluation, analysis will be completed after the comprehensive district assessment.

VI. Admissions Priorities and Criteria

TUSD must determine admissions priorities and criteria for each magnet school or program, and must determine a process for criteria review. TUSD is in the process of developing admissions priorities and criteria for magnets. The lottery process and admissions priorities for oversubscribed magnets and non-magnets are currently under review and development. (See Attachment C: Draft Lottery Process for Oversubscribed Schools). The priorities and process for criteria review will be fully defined by the start of the 2014-15 Open Enrollment period in the fall/winter of 2013, and will be further refined in the Comprehensive Magnet Plan.

VII. Magnet Expertise and Training: District-Wide

TUSD must ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet. Each magnet will designate a leadership team by August 1, 2013. During SY 2013-14, each team member will participate in a required program of professional development including:

- Magnets and Student Assignment
- Purpose of Magnet Programs, Student Lottery Process , and How Magnet Programs are Evaluated
- Strategies for Culturally Responsive Pedagogy
- Magnet Theme Development for Creating Capacity
- Magnet Theme Integration
- Marketing and Recruitment
- Engaging Families and the Community In Meaningful Partnerships

This series of professional development is focused on creating a baseline and foundation of expertise and understanding across all magnets, district-wide. From this foundational level of expertise, individual site leadership teams will be empowered to build, strengthen, and/or otherwise improve their magnet programs to meet the goals of the USP. The Magnet Director will coordinate the development, implementation, and monitoring of this training through the Magnet Department, and in conjunction with the Department of Curriculum, Instruction, and Professional Development. Resources from Magnet Schools of America and Magnet School Assistance Program (Technical Assistance) will be used to create training opportunities for all coordinators and certificated staff.

VIII. Assurances for Currently Enrolled Students

TUSD will ensure that, in the event that a magnet program or school is withdrawn or relocated, students currently enrolled in the magnet school or program will be permitted to remain in that program until they complete the highest grade offered by that school [USP Section II.A.2.]. If or when magnet status at a site is eliminated, subject to minimum enrollment guidelines to be determined by the Governing Board, students currently enrolled in a magnet program will be provided the opportunity to complete that program through the highest grade in that school. Students receiving transportation will continue to receive transportation as long as they are continuously enrolled at the school. This process will be more fully developed in the Comprehensive Magnet Plan. If or when a magnet program is relocated, subject to minimum enrollment guidelines to be determined by the Governing Board, students currently enrolled in a magnet program will be provided the opportunity to complete that program through the highest grade in the receiving school (wherever the program is relocated). This process will be more fully developed in the Comprehensive Magnet Plan.

IX. Criteria, Process and Schedule for Magnet Changes

TUSD must develop a process and schedule for making changes to magnet themes and programs, including developing a process and criteria for significantly changing, withdrawing magnet status from, or eliminating magnet schools or programs that are not promoting integration or educational quality. Changes should include the addition of magnet schools and/or programs for SY 2014-2015 year as feasible and for SY 2015-16 that will promote integration and educational quality, including increasing the number of dual language programs. This section describes the schedule (the annual evaluation process) for making changes to magnets through consistent and cyclical evaluation, action, and reevaluation. (See Attachment G: Annual Evaluation Process; and see Attachment H: Evaluation Results, 2013-14).

For example, suppose School X was identified as an *Improvement* magnet in the spring of 2013 because, though its theme was strong, it was not meeting its goals for integration. School X develops a plan over the summer and into the start of the new school year. School X implements its improvement plan during SY 2013-14, and during a significant portion of SY 2014-15. In the spring of 2015, the magnet program will be re-evaluated for significant revision or elimination.

Section IV (above) describes the plans for magnet changes. This section describes the process and schedule for implementing the plans described in Section IV.

A. Criteria and Categories

Using criteria from seven key components of magnet schools, each school will conduct an annual evaluation that will measure the level of success the magnet program has had on integrating the school through curriculum/assessment, professional development, key personnel, leadership, stable and successful staff, marketing and recruitment, and family engagement. Based on this process, magnets will be categorized into one of three phases of magnet implementation (See Attachment G: Annual Evaluation Process; Attachment G: Evaluation Results, 2012-13, and Attachment H: Magnet Evaluation and Magnet Improvement)

Successful Magnet

- A successful magnet is one in which 1) the composition of students enrolling in the program or school meets the definition of Integration, 2) the degree to which the magnet has contributed to the integration of the enrollment of the overall student population 3) demonstrates educational quality as compared to other TUSD schools.
- Promotes educational quality (percentage of students meeting or exceeding on AIMS is greater than or equal to the TUSD average) For the comprehensive plan, additional criteria may be considered including: (such as number of hours in school, variety of extracurricular offerings, increased involvement in and enthusiasm for the learning process, dropout and disciplinary rates, raised expectations resulting from exposure to mentors or programs in higher education and performance on non standardized testing instruments.

Approaches Magnet

- Promotes integration (USP definition not met, but progress toward integration is being made as determined by incoming applicants at the entry grade and newly enrolled students), and
- Promotes educational quality or shows progress towards promoting educational quality (percentage of students meeting or exceeding on AIMS is greater than or equal to the TUSD average, or is moving in that direction along a positive trajectory)
- Three Years To Improve

Improvement Magnet:

- Improvement Magnets do not promote integration and/or educational quality does not show significant improvement when comparing two years of cohort data.
- During the peak recruitment periods over the next two school years (November through February 2013-14 and 2014-15), for enrollment into the 2014-15 and 2015-16 school years, magnet schools in *Improvement* will pilot a weighted lottery as a strategy to increase integration.
- Two years to improve.

Magnet Elimination

- Does not promote integration (USP definition not met, progress toward integration is not being made, and there is no significant or articulable potential for integrating), and
- Does not promote educational quality (percentage of students meeting or exceeding on AIMS is not greater than or equal to the TUSD average, or is not moving in that direction along a positive trajectory, and there is no significant or articulable potential for improvement)
- Completed two years of improvement without any significant improvement in integration

Different magnet themes or programs would be phased out differently, considering several different factors. Based on a preliminary evaluation, current magnets were categorized as identified below, and referred to Attachment D: Chart of Magnet Changes.

B. Process for *Successful Magnets*

Schools identified as *Successful* will be expected to continuously rejuvenate their programs by providing professional development in the given theme and implement a comprehensive recruitment, sustainability, and marketing plan in conjunction with TUSD's marketing and recruitment plan to be developed pursuant to the USP. The plan must include key partnerships and how these partnerships will be garnered. (See Attachment G: Annual Evaluation Process)

1. Borton Magnet: Problem-Based Systems Thinking

Systems Thinking offers a powerful perspective, a specialized language, and a set of tools that can be used to address the most stubborn problems in your everyday life and work. Systems Thinking is a vantage point from which you see a whole, a web of relationships, rather than focusing only on the details of any particular piece. Events are seen in the larger context of a pattern that is unfolding over time. Systems Thinking is a way of understanding reality that emphasizes the relationships among a system's parts, rather than the parts themselves. This approach to learning is project driven with Common Core Standards embedded into the projects. Borton will work on the following indicators:

- On-going training and coaching in the effective application of systems thinking concepts, habits, and tools in classroom instruction and school improvement.
- Curriculum Documentation
- Assessment Alignment

2. Booth-Fickett- Math Science

Booth-Fickett will work on the following indicators:

- The curriculum at Booth-Fickett needs significant revision K-8
- Teachers need substantial training in unit development and theme integration
- Curriculum needs to be mapped and aligned to assessment

3. Dodge MS – Traditional Academics

Dodge is in the process of defining what it means to offer traditional teaching methodology and curriculum. Dodge will work on the following indicators:

- Curriculum Documentation
- Assessment Alignment
- The community will define "Traditional Academics" as part of assessing the school culture

4. Palo Verde HS – Science, Technology, Engineering, Arts, and Math (STEAM)

Palo Verde will be completing the SIG cycle in FY13-14. They will be phasing in a STEAM (Science, Technology, Engineering, Art, Math) program for freshmen in FY 15.

C. Process for *Approaching* Magnets

Approaching schools will develop a Progress Plan that will include measurable integration and recruitment goals. These plans will focus on curriculum, professional development, program enhancement/improvement, and increased parental outreach strategies including those for Latino and African American families.

1. Bonillas: Traditional Academics

Bonillas is in need of a total revision starting with theme, curriculum, school culture, professional development and family engagement. The program will offer students a Traditional Academic program, including a solid foundation of fundamental and higher level thinking skills primarily through direct instruction. In SY 2013-14, Bonillas curriculum will be aligned with Common Core, and teachers will receive targeted professional development. Bonillas will revise its theme, curriculum, school culture, professional development and family engagement. Funding has been allocated for a Magnet Coordinator who will coordinate: Recruitment and Marketing; Curriculum Alignment and Documentation; Theme Integration; Assessment Alignment; and Professional Development. By the second semester of SY 2013-14, TUSD will develop a complete curriculum calendar. By January, 2014 every classroom will implement a targeted intervention system that uses the “Daily Five” framework. By August 2014, the site will complete scope and sequence/horizontal with vertical articulation evident. By August (and annually thereafter), staff will complete a reflection and review of curriculum and modify curriculum as determined by review. Particular attention will be paid to vertical alignment with Dodge’s Traditional program.

2. Drachman (K-8): Montessori

Drachman’s revised magnet will include multiage groupings that foster peer learning, uninterrupted blocks of work time, and guided choice of work activity. A full complement of specially designed Montessori learning materials is meticulously arranged and available for use in an aesthetically pleasing environment. Drachman teachers will participate in Montessori training, moving toward certification. To offer a complete K-8 continuum, Drachman will phase in grades 7 and 8. To promote integration, Drachman will be a Total School Magnet. Through its Magnet Improvement Plan, Drachman will work on the following indicators:

- Recruitment and marketing
- Curriculum alignment and documentation
- Theme integration
- Assessment alignment
- Professional development for Montessori certification

3. Holladay: Fine and Performing Arts

Holladay will work on the following indicators:

- Curriculum development (curriculum integration through unit development)
- Assessment alignment
- Professional development to support Fine and Performing Arts curriculum
- Particular attention will be paid to vertical alignment with Tucson High’s Fine and Performing Arts program.

4. Tully ES: Revised Theme to STEM

Tully will revise its theme to be a STEM program by investing in curriculum (Engineering Is Elementary) and professional development for all teachers and staff. Staff will work together to create a curriculum map centered on theme-based inquiries. This project-driven curriculum will begin in SY 2013-14.

- Professional development for project driven instruction
- Recruitment and marketing
- Curriculum alignment to Common Core
- Theme Integration
- Assessment Alignment
- Particular attention will be paid to vertical alignment with Mansfield's STEM program

5. Roskruge: Revised Theme to International Business and Dual Language K-8

Roskruge will revise its theme to include an International Business program of study. Staff will work with Catalina to develop a unit sequence for each grade level. Roskruge will seek out partnerships with banks, hospitals, businesses, and not-for profit organizations, and will explore supplemental programs to support the theme (like "Junior Achievement" or "Young Entrepreneurs"). Particular attention will be paid to vertical alignment with Catalina's IBDL program.

6. Safford K8: International Baccalaureate

Safford MS is an IB authorized Middle Years Programme, and has been established for less than three years. However, this school has shown progress toward attracting students (not integrated) and improving student achievement. Through its Magnet Improvement Plan, Safford will work on the following indicators:

- Recruitment and Marketing
- Curriculum Alignment to Common Core
- Theme Integration
- Assessment Alignment
- Professional Development (IB)
- Particular attention will be paid to vertical alignment with Cholla's IB program.

7. Cholla HS: MYP/DP

Cholla is in the process of applying for Middle Years Programme authorization. It will take two-three years to receive authorization. Cholla will be revising the DP curriculum to prepare for reauthorization in SY 2015-16.

8. Tucson HS: Fine and Performing Arts

Through its Magnet Improvement Plan, THS will develop contiguous curriculum.

- Curriculum Alignment
- Theme Integration
- Program Mapping for Continuity

D. Process for *Improvement Magnets*

Schools identified as *Improvement*, in conjunction with the Magnet Department, will develop a comprehensive Magnet Improvement Plan which includes substantial revision to magnet theme and measureable outcomes for each of the seven components of a magnet program including recruitment goals. This plan will be submitted before the end of the first quarter each school year. These plans include specific strategies, measureable integration goals, timelines for implementation, and will be coordinated with TUSD's outreach and recruitment plan and extensive planning around family engagement and outreach, focusing on Latino and African-American families. (See Attachment G: Annual Evaluation Process; See Attachment H: Evaluation Results)

1. Carrillo: Museum Studies

Museum Studies at Carrillo offers a perspective on the theory and practice of museums in a changing technological, social and political environment. Geared for current and future museum professionals, it emphasizes technology's critical role in today's museum. It also examines new models of education, exhibition, and business strategies while exploring the role of the museum as an agent of social change. Carrillo will establish partnerships with Johns Hopkins Museum Studies program, Museum Studies at Harvard, Princeton and George Washington University. Carrillo will work closely with New Haven Connecticut Magnet Department (CREC Museum Academy) and Normal Park Museum Magnet School in Chattanooga Tennessee. Within two years, Carrillo will establish a comprehensive curriculum and an assessment plan. Carrillo will create a two year recruitment and marketing plan with the emphasis being on year one targeting incoming kindergartners. Progress will be measured by the number of applications accepted that will impact integration.

2. Davis: Spanish Immersion and Dual Language

Davis will focus on recruitment and marketing by developing and implementing recruitment and a marketing plan in conjunction with the Magnet Department.

3. Ochoa ES: Reggio Emilia-Inspired

Reggio Emilia-Inspired curriculum is based on student inquiry and constructivism (students construct their own understanding by experiencing and exploring, then making connections to what they already know). This magnet has been established for less than three years and has shown progress toward attracting students and improving achievement. Through its Magnet Improvement Plan, Ochoa will work on the following indicators:

- Recruitment and Marketing
- Curriculum Alignment to Common Core
- Theme Integration
- Assessment Alignment
- Professional Development (Reggio environment, student assessment and documentation)

4. Robison ES: International Baccalaureate

Robison is an authorized IB school. This magnet has been established for less than three years. However, this school has shown progress toward attracting students (not integrated) and improving student achievement. Through its Magnet Improvement Plan, Robison will work on the following indicators: Recruitment and Marketing; Curriculum Alignment to Common Core; Theme Integration; Assessment Alignment; and Professional Development (IB).

5. Utterback MS: Fine and Performing Arts

Utterback Fine and Performing Arts has embedded academic standards into the arts curriculum. However, the core subject areas have not integrated the arts. Through its Magnet Improvement Plan, Utterback will work on the following indicators:

- developing integrated thematic units in core subject classes
- Recruitment and Marketing
- Professional Development
- Curriculum Alignment to Common Core
- Theme Integration
- Assessment Alignment

6. Tucson HS: Integrated Natural Science

Tucson High will revise the science curriculum to an “Integrated Natural Science” theme unique to Tucson High. During SY 2014-15, the curriculum will be mapped for all grades and aligned to Common Core.

- Curriculum Alignment to Common Core
- Theme Integration with Science, Math and Technology
- Assessment Alignment
- Theme Vertical Articulation

E. Process for Magnet Elimination

Using the evaluation and review process, TUSD identified two magnet for elimination: Catalina HS (although, starting in SY 2011-12, Catalina was already in the process of phasing out two of its three magnets), and Tucson HS (math/technology) which will be integrated into the Integrated Natural Science strand. (See above, Section IV.B, and see Attachment D: Chart of Magnet Changes).

X. Process and Schedule for Providing Necessary Training: Site-Specific

TUSD must develop a process and schedule for providing necessary training and resources to magnet school/program administrators and certificated staff.

Starting in SY 2013-14, administrators at magnet schools, and certificated staff involved in magnet programs, will be required to complete at least 45 hours of professional development related to the magnet theme. Each magnet will provide at least 30 hours of professional development related to instructional delivery or pedagogy as related to the theme. The Magnet Department will provide at least 30 hours of training for magnet coordinators. . Magnet coordinators will meet monthly to receive comprehensive training facilitated by the Magnet Department. This training will be focused on recruitment and marketing, magnet theme development, magnet theme integration, and community and family engagement.

By March 1, 2014, the Magnet Director will work with Human Resources to develop a policy to ensure that when hiring for vacant positions at magnet schools, administrators and certificated staff in magnet schools have expertise, to the extent possible, and training necessary to ensure successful implementation of the magnet.

XI. Process and Schedule for Implementing Family Engagement Strategies

TUSD must develop a process and schedule for including strategies to specifically engage African American and Latino families, including the families of English language learner (ELL) students. Magnet schools will be expected to continuously rejuvenate their programs by providing opportunities for families to be engaged in the given theme. Each school will implement a comprehensive recruitment, sustainability, and marketing plan in conjunction with the District's marketing and recruitment plan to be developed pursuant to the USP. The Magnet Department will facilitate three city-wide events: *Celebrate Magnet Schools* show cases magnet programs at two of the city's largest shopping malls (in partnership with Donors Choose), *Magnet Mania School Choice Expo* is a magnet fair, and *Festival of Books* where magnet schools are showcased. At each event, students will perform, projects will be exhibited, and multi-media presentations will highlight school themes. Individual schools will participate in city-wide events, each showcasing for theme visibility and recruitment. The Magnet Department will conduct walk-through evaluations focusing on theme implementation and integration into curriculum, quality of instruction, and school culture/environment.

Recruitment is a key component of the Annual Evaluation. By August 1, 2013, each magnet program will designate a leadership team. Teams will reflect on past recruitment efforts, best practices utilized at other magnets in TUSD and in other districts. By August 1, 2013, in conjunction with Title I School-wide and Targeted Assistance Plans, magnet schools will create at least one measureable Family Engagement goal which must include specifically engaging African American families and Latino Families, including the families of English Language learner (ELL) students, including:

- at least three strategies to achieve the goal
- an action plan
- time line for implementation.

By January of 2015, all magnet schools will receive training on Action Parent Teacher Team (APTT), a research-based systematic parent engagement program developed by West Ed.

By March of 2015, all teachers will pilot APTT during Spring Parent Teacher Conferences. The District will conduct a survey of parents and teachers to determine the feasibility of full program implementation for SY 2015-16.

The District Magnet Department will collaborate with district departments and will use local and national resources to market and recruit students for magnet schools. Strategies to achieve this include:

- Public Service Announcements
- Family Centers
- Community Events
- Participation in local, state, and national organizations and boards
- Public speaking (businesses, organizations, governmental agencies)
- Supporting schools in garnering organizational partnerships
- Creation of magnet theme-specific brochures
- Development of an Annual Magnet Fair
- Planning for Magnet School Site Visits
- Formation of DVDs about Magnets in the District
- Establishment of a Speakers Bureau (this strategy includes identifying TUSD “Ambassadors” to present TUSD’s magnet vision and magnet plan to community groups, civic organizations, and at community events)

XII. Process and Schedule for Identifying Goals to Further Integration

TUSD must develop a process and schedule for identifying goals for further integration of magnets. The student assignment goal for all magnet schools and programs shall be to achieve the definition of an integrated school [USP Section II.E.2]. Current integration information is outlined in Attachment H: Evaluation Results.

The seven components defined in the Annual Evaluation work together to strengthen magnet programs. A strong magnet program will further integration by attracting a diverse population. Based on the Annual Evaluation, magnet schools will identify specific and measureable goals they will use the data collected from 2011-2012 magnet evaluation or for the first year of implementation as a baseline for each of the following components:

- Integration
- Curriculum and Assessment
- Professional Development
- Key Personnel
- Leadership
- Marketing and Recruitment
- Stable and Successful Staff
- Family Engagement

For each goal, there will be at least three strategies to meet the goal. For each strategy, there will be an action plan and timeline. These plans are currently under development. The Magnet Department is working with Title I to create one plan for both programs, with magnets being part of the required reform strategy. Plans will be completed by October 1, reviewed by the Magnet Department with written feedback by November 1.

ATTACHMENT A

SYNOPSIS OF THE MAGNET PLAN CHANGES

October 23, 2013

- The magnet experts suggested changes and additions to language in the body of the plan that provides more clarification.
- Measureable goals and baseline data are added to reflect the intent of the Magnet Plan.
- Text is added to bring clarity to the evaluation process and cycle.
- Text is included to bring clarity to the definition of “successful” magnets.
- Text is added distinguishing the lottery process from the admissions process.
- Attachments M and N are added to communicate which magnet experts have been consulted, magnet evaluation instruments, and the magnet improvement template.
- Attachment K is included to show program sustainability for magnets considered for elimination.
- Text is added to reflect the Superintendents district-wide needs assessment and development of a five year district plan, in which the Comprehensive Magnet Plan will be a part of.
- Recruitment efforts are enhanced to include all sub-groups and to reflect the collaboration with departments and other initiatives.
- Rational is given to explain placing magnet schools in schools that are integrated.
- Text and data are added to clarify why certain schools are chosen as magnets.
- Attachment I is added to clarify the criteria used to select new magnet sites.
- Relocating Utterback is taken off as a consideration.
- Revising Roskrige in 2015-16 is added for consideration.

- Magnet Approaches and Improvement are clarified.
- The themes “Traditional Academics”, “Integrative Technology”, and “Systems Thinking” are defined.
- Magnet training activities are enhanced to be more specific.
- Davis, Carrillo, and Pueblo were added back into to the plan as magnets that need improvement.
- Clarified headings to more clearly define the organizational structure of the document.
- Clarified schedules and timelines.

ATTACHMENT B

SUMMARY OF 2011 MAGNET STUDY FINDINGS

October 22, 2103

General District and Site-Level Findings

1. Lack of district-level understanding regarding magnets (referring to magnet schools and programs).
2. Lack of site-level understanding of the Post-Unitary Status Plan (PUSP) enrollment process (especially school groupings by areas A, B, and C), and how the process effects transportation and recruitment.
3. Lack of understanding that magnets should be attractive to neighborhood/non-neighborhood families.
4. Lack of central office consideration and support, notably the absence of a single coordinator/director.
5. Lack of central office-supported marketing and recruitment to help schools with diversity issues.
6. Lack of focus on enrollment/diversity goals; diversity not reflected in many school enrollments.
7. Lack of a policy or process for creating new magnets or significantly revising existing magnets.
8. Lack of attention to magnet pipeline schools when creating new magnet schools/programs.
9. Lack of district-level processes for monitoring magnets' student enrollments or withdrawals
10. Lack of district-level processes for monitoring student achievement at a magnet school program.
11. Lack of appropriate/attractive signage clearly reflecting the theme and scope of the school's theme
12. Lack of professional development that is directly related to a school's magnet theme.
13. Lack of professional development in recent years related to cultural literacy.
14. Because neighborhood students are not required to submit a magnet application for program-within-a-school magnets, reviewers cannot appropriately ascertain magnet diversity, student achievement, or per student costs.
15. Issues with transportation are especially difficult for many schools, taking hours of staff time and resulting in students dropping from programs they had been attending for several weeks.
16. Magnet funding allocations vary significantly; desegregation funds used by schools in a variety of ways.

General Parent and Community-Level Findings

17. Community at large is unaware of the high quality and variety of the magnet programs offered in TUSD.
18. The open enrollment and magnet enrollment processes (including applications) are confusing to parents.
19. The magnet application is confusing; the application process makes it difficult for some parents to apply.
20. Parents equate magnets to GATE programs or schools for smarter students; lack of clear definition.

21. The “Catalog of Schools” does not feature magnets as a group, causing parents to have to hunt for magnets they are interested in. The catalog makes magnets sound like any other district school.

22. Parents available for interviews appeared to be committed to the magnet program at the school.

Specific Site-Level Findings and TUSD’s Responsive Strategies

School	2011 Finding	Responsive Strategy
1. Borton ES	Inconsistent implementation, academically weak (Internal review did not have this conclusion). Curriculum not documented.	Magnet Director will work with staff to strengthen implementation through professional development, classroom observations, and data analyses. By School Year (SY) 2015-16, curriculum will be developed, taught and reflected.
2. Bonillas ES	The Basic Curriculum Magnet at Bonillas was notable. Strong commitment to theme (although the review committee did not feel that back to basics is a theme). Internal review indicates a lack of curriculum congruency in math and science. In-house training of Open Court has diminished with no on-going professional development.	By SY 2015-16, Bonillas will revision their theme and align curriculum with Common Core. Teachers will receive targeted professional development centered around: “Reading First” model of instructional delivery to include LTrS training; training in up-dated “Open Court” implementation; creating an instructional committee to explore Saxon Math and Common Core implementation; and creating an instructional committee to research and locate a traditional science adoption aligned with Common Core. Strengthen/Build “No Excuses University” and define the traditional school culture.
3. Dodge ES	Dodge is a successful magnet program, but the review indicates that Back to Basics is not a theme. What makes Dodge successful is the strict level of application of traditional teaching methodology. Dodge needs a magnet coordinator.	In SY 2013-14, the Dodge community will explore “KIPP” as a possible programmatic framework. A Magnet Coordinator position has been budgeted.
4. Drachman ES	Teachers at Drachman need to be trained in Montessori methodology and how to use Montessori materials. Magnet Coordinator needed.	Funding has been allocated for: teachers to attend training (registration, travel), a Magnet Coordinator position, and substitute for classroom coverage for training during the contract day.
5. Ochoa ES	Ochoa has professional development related to theme. Ochoa is doing an impressive job of developing their curriculum. Teachers were observed using theme related strategies. Internal review indicates a lack of congruency in implementation across the grades.	Central magnet staff will work with the staff at Ochoa to document the curriculum and provide consistent professional development across all grades. Magnet staff will conduct instructional and theme related walk-through observations.
6. Holladay ES	Holladay should be commended for adding K-2 program. Magnet Coordinator needed.	A staff member has been designated as Magnet Coordinator. Magnet staff will work with Holladay to create integrated instructional units centered around the theme. Holladay will develop a recruitment plan that includes garnering community partnerships.

School	2011 Finding	Responsive Strategy
7. Carrillo ES	Carrillo is the only elementary with dual programs to prepare students for two different magnet continuums. Carrillo's science curriculum is not unique- there is not a documented science curriculum. Carrillo should work with Utterback to determine how to strengthen the art curriculum. Internal review indicates there is no technology curriculum, science curriculum is not unique or continuous and none of the themes are integrated with each other or core content areas.	Carrillo will have a Fine Arts teacher and a Music teacher to provide coursework for SY 2013-14. Carrillo has spent the last year (2012-13) researching themes. Surveys were done of the staff and parents. Currently Carrillo is considering a Museum Magnet theme.
8. Davis ES	School signage and classroom materials indicated dual language not immersion. The school should be marketed as a "Spanish Immersion" if that is what they are doing. Magnet Coordinator needed.	Funding for SY 2013-14 has been allocated for specialized staff to support the theme.
9. Robison ES	Well implemented. Classroom strategies observed The school is very involved in professional development. They have potential of being a successful magnet. District must commit to continuing funding the program.	Robison received IB authorization in July of 2012. Funding as been allocated to continue the program.
10. Tully ES	At the time of the external review, Tully had claimed OMA as a magnet theme. The external evaluation indicates that OMA is not unique and therefore cannot be a magnet theme. Tully needs a Magnet Coordinator.	In SY 2013-14, Tully will revision the magnet and implement STEM theme. Magnet staff will work with Tully to create curriculum and provide professional development resources. The Magnet Office will support Tully in seeking and forming community partnerships. Funding has been allocated for a Magnet Coordinator.
11. Utterback MS	The art teachers have done a good job of embedding academic standards into the curriculum, but the core subject areas have not embedded the arts. Reduce the number of schools feeding to Utterback- give neighborhood students options other than attending an arts magnet. Internal review indicates that not all arts teachers are experts or highly qualified.	Magnet staff will work with Utterback to integrate curriculum in content areas. This program is in need of revitalization. The Magnet Department will work with Secondary Leadership to support the revitalization of this program.

School	2011 Finding	Responsive Strategy
12. Booth-Fickett K-8	The curriculum at Booth-Fickett needs to be significantly revised. There was no evidence of any specialized math or science curriculum in the elementary grades. The curriculum in the elementary is not unique and not taught by experts. At the middle school, students can participate in a “Habitat” course or “Exploring Engineering”. However, there are no specialized math/science teachers or continuity or congruency in the curriculum. Needs a Magnet Coordinator.	By SY 2013-14, Magnet staff will support the development of a continuous and congruent curriculum K-8 that is integrated and aligned with Common Core. Booth-Fickett staff will explore “Project Lead The Way” and “Gateway” in order to provide curricular framework. Funding is allocated for a Magnet Coordinator. Magnet staff will work with TUSD and University of Arizona in developing specialized math/science teachers.
13. Roskrige K-8	The magnet theme is only in grades 6-8, yet Roskrige is a K-8 school. The school should become a total school magnet. The district needs to get wireless access to students.	In SY 2013-14, funding was allocated for a Magnet Coordinator. Funding was set aside for support staff to implement the theme.
14. Safford K-8	The IB MYP Program is an internationally recognized quality program and has the capacity to make a significant difference at Safford. TUSD must commit to continue to fund them after grant funding ceases.	Safford received IB authorization (MYP) in July of 2013. Funding has been allocated to continue the program.
15. Tucson High – Fine Arts Strand	Courses within the Fine Arts strand progress from beginning to basic to advanced and are taught by expert teachers. Tucson High needs to define what it means to be a “Fine Arts” magnet student as compared to a student who is taking fine arts coursework.	Tucson High will document a contiguous and congruent curriculum for magnet students that are unique to specific programs.
16. Tucson High – Math Strand	While there were numerous math and science classes that are unique, there is no scope and sequence. THMS needs to define what it means to be a “Math/Science” magnet student. Endorsed magnet plans need to be finalized and communicated to parents and students.	For SY 2013-14, the magnet science curriculum will be revised to reflect a unique “Natural Science” focus. The math magnet will be considered for eliminated in SY 2014-15. Tucson High Magnet staff will develop a comprehensive magnet plan to share with the community by May of 2014.
17. Pueblo	College prep is not a theme. Communication Arts program at Pueblo is a strong magnet program. Teachers have worked hard to integrate core curriculum standards into the coursework. The coursework is not sequenced or congruent.	Funding has been allocated for SY 2013-14 to fund the Communication Arts coursework. During the 2014-15 SY, Pueblo will create a course sequence that is congruent. Pueblo will work with the Magnet Department to create a recruitment plan.
18. Palo Verde HS	Palo Verde has only one theme recognized by the governing board which is Engineering Technology.	Palo Verde has revised their theme to STEAM (Science, Technology, Engineering, Art, Math). The “Art” in STEAM will be centered around engineering arts and must be unique to Palo Verde. The Magnet Office will support Palo Verde in developing the curriculum.

School	2011 Finding	Responsive Strategy
19. Catalina HS	<p>The district should consider moving the JTED Certified Nursing Assistant program back to Catalina. It should also support adding the Emergency Medical Technician program to the Health Care Program and an Air Traffic Controller sequence to the Aviation Aerospace Program. It is difficult to implement, market, and recruit for programs with only one teacher in each program. Funding is needed to ensure adequate professional development for teachers in the two career related programs as well as for the Terra Firma (College Prep) program teachers. Like the traditional magnets at Bonillas and Dodge, Catalina's College Prep program is highly regarded by parents and students as a successful program. However, the team that visited this magnet believes that all high schools should be offering a college prep curriculum and support for students to be successful in higher education.</p>	<p>During SY 2013-14, the Catalina community will explore magnet themes. It is recommended that International Business and Dual Language be considered.</p>
20. Cholla HS	<p>The schools high quality and highly successful IB Diploma program at grades 11 and 12 should be expanded to include IB 9-10 Middle Year. Funding for required IB training is necessary to ensure students success in the program and on IB exams. The Law and Public Safety Program needs strengthening. The once highly regarded program with its courtroom and law library should be revamped and updated with the intent of applying for recently introduced IB Career/Tech Certification program.</p>	<p>Planning and funding has been allocated to ensure the continuance of IB Diploma and the development and implementation of IB Middle Years. Cholla will be making an application for MYP authorization in the Spring of 2014.</p>

ATTACHMENT C
STUDENT ASSIGNMENT PLAN

Forthcoming

ATTACHMENT D

CHART OF MAGNET CHANGES 2013-15

SUCCESSFUL Monitor and Adjust	APPROACHES 3 Years to Improve	IMPROVEMENT 2 Years to Improve	ELIMINATION Phase out immediately
Borton ES Project-Based, Systems Thinking	Bonillas ES Traditional Academics	Carrillo ES Undefined	Catalina HS Aviation
Booth-Fickett K8 Science and Math	Drachman ES Montessori	Davis ES Spanish Immersion	Catalina HS Health
Dodge MS Traditional Academics	Holladay ES Fine and Performing Arts	Ochoa ES Reggio Emilia Inspired	Tucson HS Math
Palo Verde HS STEAM	Tully ES STEM	Robison ES International Baccalaureate (IB)	Tucson HS Technology
	Roskruge K8 Dual Language	Utterback MS Performing Arts	
	Safford K8 International Baccalaureate (IB) Cholla HS International Baccalaureate (IB) (MYP grades 6-10)	Tucson HS Natural Science	
	Tucson HS Fine and Performing Arts	Pueblo HS Communication Arts	

ATTACHMENT E

MAGNET ADDITIONS FOR SCHOOL YEARS 2013-14 AND 2014-15

Magnet Additions 2014-15

- **Cragin Performing Arts Magnet (Planning Year)**
- **Mansfeld Middle STEM Magnet (Planning Year)**

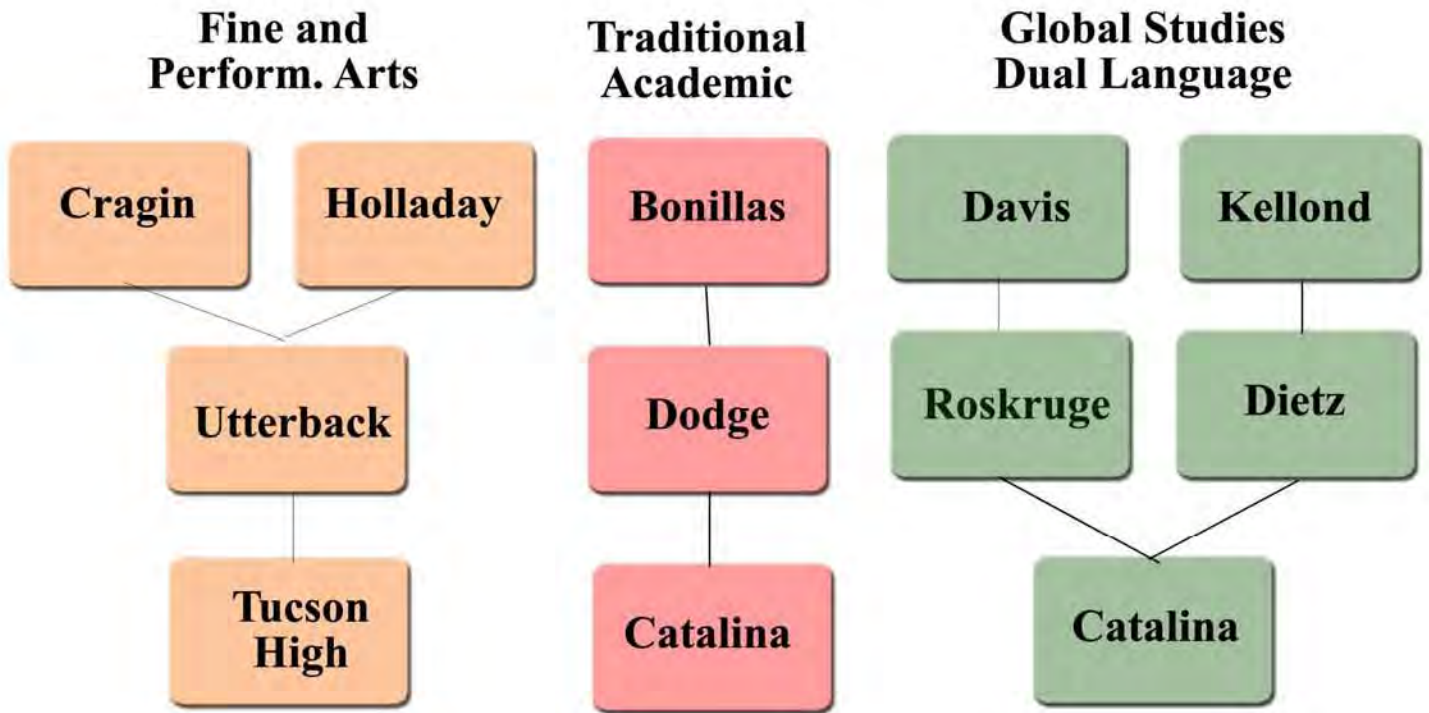
Magnet Additions 2015-16

- **Kellond -TBD**
- **Dietz K-8 Global Business and Dual Language**
- **Catalina International Business and Dual Language**
- **Santa Rita Early College/Medical Sciences (Planning)**
- **Roberts-Naylor Integrative Technology (Planning)**

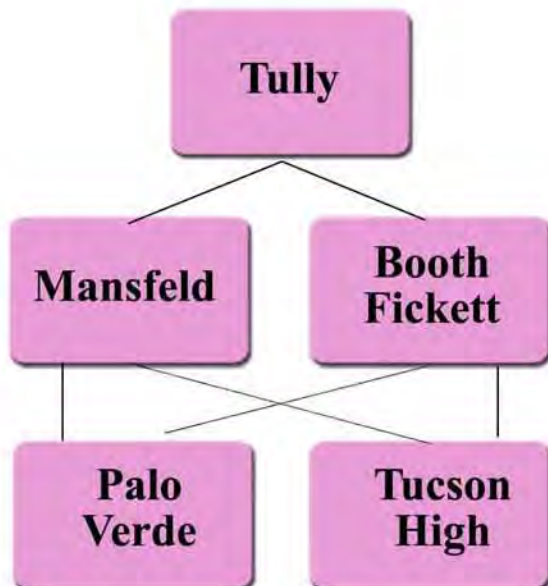
Magnet Additions 2016-17

- **Santa Rita Early College/Medical Sciences**
- **Roberts-Naylor Integrative Technology**

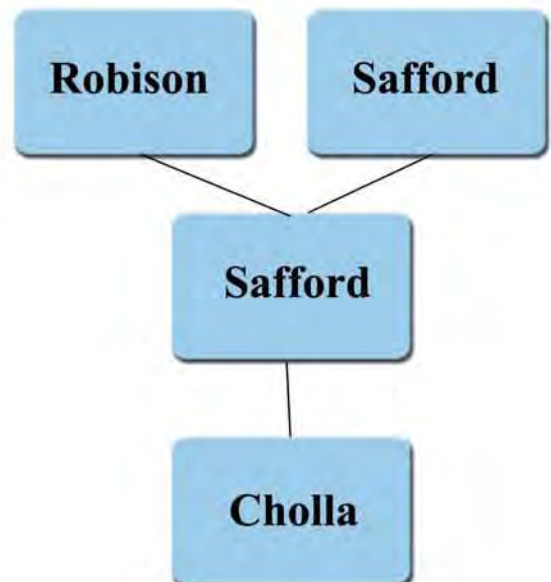
ATTACHMENT F: CHART OF POTENTIAL PIPELINES 2013-15



STEM/STEAM



International Baccalaureate



ATTACHMENT G

ANNUAL EVALAUTION PROCESS

FOR SCHOOL YEARS 2013-14 AND 2014-15

	Annual Review competed by Aug 1 each year; Plans developed by end of the first quarter each school year	School Designations
SUCCESSFUL	<ul style="list-style-type: none"> If no deficiencies are found, the magnet continues as a “Successful” magnet. The programs will continue to be monitored and adjusted as necessary. If deficiencies are found, the magnet is reclassified as “Improvement” 	Borton Magnet Elementary Booth-Fickett K-8 Dodge Middle School Palo Verde Magnet High School
APPROACHES 3 Years to Improve	<p>“Approaches” magnets require significant revisions to the theme, professional development, curriculum, pedagogy, and recruitment strategies. The school will develop a comprehensive plan that addresses deficiencies from the annual magnet review and recruitment/marketing strategies. Schools that have been determined to be “Approaches” have until December 15, of 2016 to meet integration standards as determined by the 6on-time application results for the incoming grade.</p>	Bonillas Drachman Montessori K-8 Holladay Magnet Elementary Tully Elementary Roskruge K-8 Safford K-8 Cholla Magnet High School Tucson High Fine Arts
IMPROVEMENT 2 Years to Improve	<p>“Improvement” magnets will work in conjunction with the Magnet Office to develop and implement strategic recruitment and marketing plan that includes measureable goals, strategies, activities, and timelines. This plan will be developed by September 1 for immediate implementation. Schools in “Improvement” will also consider total theme revisions and/or revisions to curriculum and professional development.</p> <p>Magnets designated as “Improvement”, will have until January of 2015 to meet integration standards as determined by the on-time application results for the incoming grade.</p>	Carrillo Elementary Davis Magnet Elementary Bonillas Magnet Elementary Ochoa Community Magnet Robison Magnet Elementary Utterback Magnet Middle School Pueblo Magnet High Tucson High Integrated Natural Science
ELIMINATION	<p>Magnets that have not met the integration standards using the on-time application results received for the incoming grade by January 2014 will begin to phase out the magnet program beginning with the lowest grade for school year 2015.</p>	Tucson High Math/Technology Strand (Revised to Science Strand) Catalina Magnet High School

ATTACHMENT H: EVALUATION RESULTS, 2013-14**SUCCESSFUL MAGNETS 2013-14**

BORTON K-5- PROBLEM- BASED SYSTEM THINKING					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
SUCCESSFUL	418 / 490	Integrated	NA	A	B

BOOTH-FICKETT- MATH/SCIENCE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
SUCCESSFUL	1185 / 1210	Integrated	C	C	C

DODGE 6-8- TRADITIONAL ACADEMICS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
SUCCESSFUL	429 / 550	Integrated	B	A	A

PALO VERDE HS- STEAM					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
SUCCESSFUL	928 / 2070	Integrated	C	B	B

APPROACHING MAGNETS 2013-14

BONILLAS: TRADITIONAL ACADEMICS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
APPROACHES	436 / 550	Racially Concentrated	C	C	C

DRACHMAN MONTESSORI					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
APPROACHES	304 / 390	Racially Concentrated	B	B	C

Holladay K-5: Fine and Performing Arts					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
APPROACHES	261 / 330	Racially Concentrated	B	C	C

TULLY: STEM					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
APPROACHES	422 / 590	Racially Concentrated	B	B	B

ROSKRUGE: INTERNATIONAL BUSINESS AND DUAL LANGUAGE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
APPROACHES	689 / 550	Racially Concentrated	NR	NR	NR

SAFFORD K-8: INTERNATIONAL BACCALAREATE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
APPROACHES	869 / 980	Racially Concentrated	D	D	C

CHOLLA HS:INTERNATIONAL BACCALUAREATE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
APPROACHES	1683 (M 171)/ 1650	Racially Concentrated	D	C	C

TUCSON HIGH : FINE AND PERFORMING ARTS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
APPROACHES	3225 (M 451)/ 2900	Racially Concentrated	C	C	B

IMPROVEMENT MAGNETS 2013-14

CARRILLO: SCIENCE, TECHNOLOGY, ART, MUSIC					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
IMPROVEMENT	307 / 390	Racially Concentrated	C	B	A

DAVIS: IMMERSION/ BILINGUAL					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
IMPROVEMENT	347 / 350	Racially Concentrated	D	C	B

OCHOA COMMUNITY MAGNET: REGGIO EMILIA					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
IMPROVEMENT	226 / 370	Racially Concentrated	D	D	B

ROBISON: INTERNATIONAL BACCAUALUREATE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
IMPROVEMENT	362 / 430	Racially Concentrated	D	D	C

UTTERBACK: FINE AND PERFORMING ARTS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
IMPROVEMENT	693 (M146) / 880	Racially Concentrated	D	D	C

TUCSON HS: LIFE SCIENCE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
IMPROVEMENT	3225 (M 450) / 2900	Racially Concentrated	C	C	B

PUEBLO HS :COMMUNICATION ARTS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
IMPROVEMENT	1510 (M 179)/ 1900	Racially Concentrated	C	D	C

ELIMINATION MAGNETS 2014-15

CATALINA HS: AVIATION, HEALTH CARE, TERA FIRMA					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
ELIMINATION	1021 (M 0) / 1500	Integrated	D	D	D

TUCSON HIGH MATH/TECHNOLOGY					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
ELIMINATION	3225 (M 264) / 2900	Racially Concentrated	C	C	B

ADDITIONS 2014-15

CRAGIN: PERFORMING ARTS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
ADDITION	358 / 510	Integrated	D	C	C

MANSFELD: STEM					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
ADDITION	807 / 810	Racially Concentrated	D	C	C

CATALINA:INTERNATIONAL BUSINESS AND DUAL LANGUAGE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
ADDITION/REVISION	1021/ 1500	Integrated	D	D	D

POTENTIAL ADDITIONS 2015-16

KELLOND					
Theme	Enrollment/Capacity	Integration	ADE Label		
			11	12	13
TBD	578 / 660	Integrated	D	C	B

DIETZ K8					
Theme	Enrollment/Capacity	Integration	ADE Label		
			11	12	13
Global Enterprise and Dual Language	419 / 490	Neutral	D	C	C

ROBERTS-NAYLOR K8					
Theme	Enrollment/Capacity	Integration	ADE Label		
			11	12	13
Integrated Technology	599 / 830	Integrated	D	C	C

SANTA RITA HS					
Theme	Enrollment/Capacity	Integration	ADE Label		
			11	12	13
Early Middle College Medical Sciences	927 / 2070	Neutral	D	C	C

ATTACHMENT I

DETAILED MAGNET HISTORY

School Name	Magnet Theme(s)	Grades	Year Approved by Governing Board	Year Approved by Court	Year Program Started	First Choice Theme(s)	Year Program Started
Bonillas	Basic Education	K-5	1983	1983	SY83-84	Back to Basics	SY 09-10
Borton	Early Childhood*; <i>System Thinking; Project Based Learning</i>	PreK-5	EC 1979 <i>ST N/A</i> <i>PBL N/A</i>	EC 1979 <i>ST N/A</i> <i>PBL N/A</i>	EC SY79-80 ST SY04-05 PBL SY04-05	Inquiry Systems PBL	SY 09-10
Carrillo	Intermediate*; Anthropology Sociology & Archaeology; <i>Science Technology Art & Music (STAM)</i>	K-6	I 1979 ASA 1981 <i>STAM N/A</i>	I 1979 ASA 1981 <i>STAM N/A</i>	I SY79-80 ASA SY81-82 STAM SY09-10	STAM	SY 09-10
Davis	Dual Language	K-5	1981	1981	SY81-82	Dual Language	SY 09-10
Drachman	Early Childhood*; Montessori	K-6	EC-1981 M-2002	EC 1981 M 2002	EC SY81-82 M SY02-03	Montessori	SY 09-10
Holladay	Fine Arts	K-5	1979	1979	SY79-80	Fine Arts	SY 09-10
Ochoa	Reggio Emilia Inspired	K-5	2011	N/A	SY10-11	Reggio Emilia Inspired	SY 10-11
Robison	International Baccalaureate	K-5	2011	N/A	SY10-11	International Baccalaureate	SY 10-11
Tully	Accelerated Learning*; <i>OMA Gold</i>	PreK-5	AL-1993 <i>OMA-N/A</i>	AL-1993 <i>OMA-N/A</i>	AL-SY94-95; OMA-SY10-11	OMA Gold	SY 10-11

*Magnet theme changed

Italicized magnet themes were not approved by the Governing Board, or the Court, or both

**Tucson Unified School District
Magnet Middle/K-8 Schools**

School Name	Magnet Theme(s)	Grades	Year Approved by Governing Board	Year Approved by Court	Year Program Started	First Choice Theme(s)	Year Program Started
Booth-Fickett K-8	Math/Science	K-8	1984	1984	SY84-85	Math/Science	SY 09-10
Dodge	Basic Education	6-8	1986	1986	SY86-87	Traditional	SY 09-10
Roskruge K-8	Dual Language	K-8	1987	1987	SY87-88	Dual Language	SY 09-10
Safford K-8	Bilingual*; Engineering; <i>International Baccalaureate</i>	K-8	B-1979 E-1988 IB-2011	B-1979 E – 1988 <i>IB-N/A</i>	B-SY79-80 E-SY89-90 IB-SY10-11	International Baccalaureate	SY 10-11
Utterback	Fine Arts	6-8	1979	1979	SY79-80	Project Based Learning	SY 09-10

*Magnet theme changed.

Italicized magnet themes were not approved by the Governing Board, or the Court, or both

History of Desegregation in Tucson Unified School District

For over a century, students attended neighborhood schools in Tucson. Minority groups were clustered in the west. As the population grew in Tucson, schools with the latest in educational designs were built to address the eastward growth of the city. While growth was occurring to the east, older schools in west side minority neighborhoods began to decline in achievement and aging schools were not updated.

In 1973, the Federal Department of Health, Education, and Welfare, through its San Francisco Office for Civil Rights demanded that the district desegregate its schools to achieve specific racial guidelines. At the time, there were 28 racially identifiable schools.

In May 1974, a Federal District Court case was filed on behalf of African-American students against the Tucson Unified School District (Fisher Plaintiffs). Several months later, a similar suit was filed on behalf of Mexican-American students (Mendoza Plaintiffs). The cases were consolidated into one court case in 1975. The United States of America intervened. The plaintiffs cited a number of factors within the suit to support their claim that African-American and Mexican-American students were subjected to inferior, segregated schools.

The district responded that housing patterns were to blame for racial imbalance and that they would oppose forced busing. On January 12, 1977, a trial began, with testimony ending on January 22, 1977. The case was taken under submission.

On June 5, 1978, the District Court found that TUSD had acted with segregative intent in the past and failed in its obligations to rectify the effects of its past actions. The Court approved the Consent Decree, agreed upon by all parties, which included the district's proposed desegregation plan. The plan provided for the desegregation of nine schools on the northwest fringe of the district in a three-phase program. Borton, Holladay and Utterback would be desegregated by 1979, with minority enrollments below 50%. Cavett and Pueblo Gardens would be reassigned to new junior high schools that would have minority enrollments below 50%. A study was to be made to consider closing, consolidating, or maintaining Carrillo, Davis, and Drachman. In the fall of 1978, an intensive phonics program would be implemented for a class of Mexican American first grade students. University Heights, Roosevelt and Spring schools would be closed. Sabino Junior High would eventually close and merge with Sabino High School. Teachers and counselors in affected schools would receive cultural sensitivity training, especially addressing low expectations for minority students. Uniform district standards for student suspension and expulsion would be developed.

In September 1978, school began with few incidents. The district empaneled a 47 member citizens' committee to study school circumstances and make recommendations to the Governing Board for implementation of the court order. The judge was willing to allow the committee time to develop a plan for the second phase of desegregation which would meet committee needs. However, the District Court judge died in February and a new judge assumed responsibilities for the TUSD desegregation case.

In May, 1979 the District Court approved a magnet school plan to bus approximately 1,000 students in the 1979-80 school year. The magnet school plan would be implemented at Borton and Holladay. Seven magnet schools were created in the original three phases (21 schools) to achieve voluntary student movement for desegregation purposes.

For Borton and Holladay magnets, there were extra funds, class size limits of 25: 1, and teacher aides were provided for each class. There was an hour of after school child care provided to attract working parents, in addition to door-to-door transportation. The schools were refurbished and provided with new instructional equipment. These incentives attracted Anglo parents, but those who lived in the community had no options to leave the neighborhood school. They were required to attend the schools with the promise that they would receive improved educational opportunities.

With a grant from the federal government, the district created three new magnets as part of phase three of the desegregation plan. Davis became a bilingual magnet, while Drachman and Carrillo were paired to become primary and intermediate magnet programs. The three schools filled their Anglo quotas. An Arizona Daily Star editorial praised TUSD in 1980 " ... *The plan means the district will not raze any of the old neighborhood schools and will renovate them to meet current safety standards. It is a triumph for Tucson's aging barrios and their strong tradition of neighborhood closeness. Best of all, the plan offers the hope that minority children with alarmingly low performance records will improve.* "

The district created a Department of Black Studies to provide courses in black history and culture for the 3,000 African-American students in the district. In 1982, Safford was approved as a math and engineering magnet which included computer education as an attraction. In 1983, Tucson High was designated as a magnet high school in basic skills with specialties in computer science, math and science. In 1985, performing arts, industrial arts and cooperative education magnet programs were added to Tucson High.

In the ensuing years, TUSD added more schools to its magnet program. Currently, there are 22 schools in TUSD with magnet programs. There are fifteen total school magnets (10 elementary, 5 middle schools, and 2 high schools) and five high schools with program-within-the-school magnets.

Despite the successes of magnet schools in TUSD, critics point out that there are still issues with desegregation in TUSD. At first there were complaints that only Anglos could choose to attend the first magnets. These complaints were alleviated when Booth-Fickett and Bonillas were opened as magnet programs giving minority students magnet options.

**Tucson Unified School District
Magnet High Schools**

School Name	Magnet Theme(s)	Grade s	Year Approved by Governing Board	Year Approve d by Court	Year Program Started	First Choice Theme(s)	Year Program Started
Catalina	Aviation/Aerospace; Health Related Studies; Traditional Studies; <i>Terra Firma Learning Community (College Prep)</i>	9-12	AA-1995 HRS-1995 TS-2002 <i>TFLC-N/A</i>	AA-1995 HRS- 1995 TS-2002 <i>TFLC- N/A</i>	AA- SY95-96 HRS- SY95-96 TS- SY02-03 TFLC- SY11-12	Aviation; AFJROTC; Constructio n; Culinary Arts	SY10-11
Cholla	Intercultural/Internatio nal Studies & Law- Related Education; International Baccalaureate	9-12	LRE-1996 IB-2008	LRE- 1996 IB-2008	LRE- SY96-97 IB- SY08-09	Law Related Education; Intercultural /Internationa l Studies; International Baccalaura te	SY10-11
Howenstine	Service Learning	9-12	1999	1999	SY99-00	Service Learning	SY10-11
Palo Verde	Engineering/Technolo gy	9-12	1995	1995	SY95-96	Engineering / Technology	SY10-11
Pueblo	Communication Arts; <i>College Prep</i>	9-12	CA-1996 <i>CP-N/A</i>	CA-1996 <i>CP-N/A</i>	CA- SY96-97 CP-SY	College Prep	SY10-11
Tucson	Fine Arts; Math/Science	9-12	1983	1983	SY83-84	Fine Arts	SY10-11

ATTACHMENT J

MULTIPLE YEARS MOBILITY

SCHOOL	2011		2012		2013	
	SCHOOL	DISTRICT	SCHOOL	DISTRICT	SCHOOL	DISTRICT
BONILLAS	26.2%	30.8%	23.9%	31.5%	26.3%	34.4%
BORTON	26.5%	30.8%	21.6%	31.5%	18.3%	34.4%
CARRILLO	10.7%	30.8%	14.5%	31.5%	26.0%	34.4%
DAVIS	8.2%	30.8%	9.3%	31.5%	14.1%	34.4%
DRACHMAN	21.9%	30.8%	25.7%	31.5%	29.7%	34.4%
HOLLADAY	30.7%	30.8%	33.0%	31.5%	33.2%	34.4%
OCHOA	39.8%	30.8%	48.5%	31.5%	43.2%	34.4%
ROBISON	29.6%	30.8%	26.8%	31.5%	27.2%	34.4%
TULLY	28.5%	30.8%	31.3%	31.5%	34.4%	34.4%
K-8						
BOOTH-FICKETT	20.1%	29.0%	23.4%	31.9%	27.2%	33.6%
ROSKRUGE	11.2%	29.0%	14.1%	31.9%	20.4%	33.6%
SAFFORD	30.7%	29.0%	28.6%	31.9%	28.4%	33.6%
MIDDLE SCHOOLS						
UTTERBACK	28.9%	29.0%	30.5%	31.9%	34.7%	33.6%
DODGE	4.9%	29.0%	7.0%	31.9%	8.0%	33.6%
HIGH SCHOOLS						
CATALINA	47.5%	37.1%	53.1%	36.0%	58.1%	36.1%
CHOLLA	41.6%	37.1%	42.9%	36.0%	42.1%	36.1%
PALO VERDE	39.0%	37.1%	37.7%	36.0%	47.5%	36.1%
PUEBLO	45.5%	37.1%	46.2%	36.0%	46.6%	36.1%
TUCSON HIGH	22.6%	37.1%	22.6%	36.0%	20.7%	36.1%
POTENTIAL MAGNETS						
CRAGIN*	40.5%	30.8%	47.5%	31.5%	50.6%	34.4%
MANSFELD*	32.7%	29.0%	30.5%	31.9%	27.8%	33.6%

ATTACHMENT K
EXPERT CONSULTATION

	EXPERT /	DATE(S) CONSULTED
1.	Maree Sneed	December, 2012-June 2013
2.	Gary Orfield	June, 2013
3.	Caroline Massengil	August,2013
4.	Diane Creekmore	May, 2013 / Sept. 2013/ Oct. 2013
5.	Ed Linhand	June, 2013
6.	Genevieve Siegel-Hawley	September, 2013
7.	Scott Thomas	October. 2013

ATTACHMENT L
MAGNET REVIEW

Section I-Enrollment

Enrollment Trends Comparing 2009-2010 (40th day), 2010-2011 (40th day), 2011-2012 (40th day), and current enrollment.

- Enrollment by Ethnicity
- Attraction/Flight by Ethnicity
- Ethnicity of students attending from outside neighborhood under open enrollment
- Ethnicity of students attending from outside neighborhood under magnet enrollment
- Number of magnet applications year to year
- Number of magnet acceptance year to year

Test 1: Enrollment by Ethnicity

Ethnicity	2010-11	2011-12	2012-13	Current	District Enrollment
White					
African American					
Hispanic					
Native					
Asian					
Mixed Race					

Definition of Integration: A school will be considered integrated if:

- (1) Enrollment includes two racial/ethnic groups at a minimum of 20 percent
- (2) No group exceeds 70 percent of the school’s enrollment and
- (3) No group is more than 25 percentage points above its district-wide average. For the purposes of this definition, ethnic/racial groups are African American/Black, American Indian and Alaskan Native, Asian and Pacific Islander, Hispanic/Latino, and White.

Using the definition of integration, is your magnet meeting the intent of integration?

YES NO

Test 2: Attraction/Flight

Ethnicity	Attraction Number	Attraction Percentage	Flight Number	Flight Percentage
White				
African American				
Hispanic				



Native				
Asian				
Mixed Race				
Total				

Test 3: Open Enrollment

Ethnicity	Number Open Enrollment				Percentage Open Enrollment			
	10-11	11-12	12-13	Current	10-11	11-12	12-13	Current
White								
African American								
Hispanic								
Native American								
Asian								
Mixed Race								
Total								

Test 4: Magnet Enrollment

Ethnicity	Number Magnet Enrollment				Percentage Magnet Enrollment			
	10-11	11-12	12-13	Current	10-11	11-12	12-13	Current
White								
African American								
Hispanic								
Native American								
Asian								
Mixed Race								
Total								

Test 5: Applications/Acceptance

Ethnicity	Magnet Applications				Magnet Acceptance			
	10-11	11-12	12-13	Current	10-11	11-12	12-13	Current
White								
African American								
Hispanic								
Native American								
Asian								
Mixed Race								
Total								



Summary of Test 1- Enrollment by Ethnicity:

Summary of Test 2- Attraction/Flight by Ethnicity:

Summary of Test 3- Ethnicity of students attending from outside neighborhood under open enrollment:

Summary of Test 4- Ethnicity of students attending from outside neighborhood under magnet enrollment:

Summary of Test 5- Number of magnet applications year to year:

Is your magnet program attracting and retaining students to support integration and diversity at your school?

YES

NO

As a result of this data:



Section 2- Curriculum and Assessment

Test 6: There is a documented curriculum that is paced and assessed.

Grade	There is a curriculum map or calendar that is <u>unique to this school</u> and theme.		There is a written curriculum that is unique to this school and theme.		There are assessments directly related to written curriculum and theme that are unique to this school.		There are lesson plans that document evidence that the curriculum is being implemented and assessed.	
	Curriculum Map		Written Curriculum		Assessments		Lesson Plans	
	Yes	No	Yes	No	Yes	No	Yes	No
Kindergarten								
First								
Second								
Third								
Fourth								
Fifth								

Test 7: During the 2011-12 school year, students were immersed in the theme content for a minimum of three hours per day.

Grade	Total minutes spent in instruction daily	Total minutes of Magnet Theme instruction daily	Percentage of time spent in specific magnet theme instruction
Kindergarten			
First			
Second			
Third			
Fourth			
Fifth			

Test 8: Magnet curriculum is delivered in a manner that is in line with school magnet theme.

Indicator:	Yes	No
Magnet curriculum is unique to this school.		
Magnet curriculum is developed in units. Units		
Magnet curriculum is project-based. Project Planning		
Magnet curriculum is integrated in all subject areas. Lesson Plans/Lesson Maps		
The way in which curriculum is delivered is unique to this school.		
Curriculum delivery methodology includes multiple opportunities		



for student interaction. Walk through Instruments		
Data is collected on student mastery and revisions made in curriculum delivery. Evidence of data reviews Assessment reviews based on theme content		
Curriculum is reviewed at least annually and adjustments made. Sign In Sheets Noted Curriculum Changes		

Summary of Test 6:

Summary of Test 7:

Summary of Test 8:

Is the curriculum at this school documented, paced, assessed, reflected, and adjusted?

YES NO

Is the curriculum at this unique? YES NO

Is the methodology implemented at this school unique? YES NO

Do students experience theme immersion for a minimum of three hours per day?

YES NO

Is theme integration evident by horizontal and vertical articulation? YES NO

As a result of this review:



Section 3- Professional Development

Test 9: Teachers have received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.

List teachers who have been at this school for three consecutive years. Calculate or estimate the amount of time these teachers have received professional development that was based on the specific content of this school’s theme.

Teacher	Hours 2010-11	Hours 2011-12	Hours 2012-13	Average Hours Annually

Test 10: Teachers value professional development and professional learning communities.

School Quality Survey Data

Add percentage “Agree” and “Strongly Agree”	2010-11	2011-12	2012-13
(3) Wednesday professional development helps improve instruction at this school.			
(4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.			
(5) Operating as a professional learning community helps to improve instruction at this school.			
(6) My professional growth is valued, supported and encouraged as part of my job.			

Test 11: Teachers are given time daily to collaborate. Collaboration is both vertical and horizontal.

	Yes	No	Action
Teachers are given time daily to collaborate. Schedules Agendas Minutes Sign in sheets			
Teachers collaborate in vertical teams at least once a week. Schedules Agendas Minutes Sign in sheets			
Teachers collaborate in horizontal teams at least twice a year. Schedules Agendas Minutes Sign in sheets			

Summary of Test 9:

Summary of Test 10:

Summary of Test 11:

Is there a certification or recognition for teachers who have completed magnet theme related training? YES NO

Does our professional development support the magnet content or a specialized delivery of instruction? Yes No

As a result of this review:



Section 4 - Key Personnel

Test 12: Magnet schools have personnel that are key to the development and implementation of magnet theme.

12	Key Personnel	Yes	No	Action
12.1	This school has a designated Magnet Coordinator. Name: _____ FTE _____ Attestation(s) Time and Effort			
12.2	There are personnel dedicated to curriculum and/or instructional delivery. 1. 2. 3. Attestation(s) Time and Effort			
12.3	There is a magnet team. (Names and Position) 1. 2. 3. 4. 5.			
12.4	Magnet theme expertise is embedded in the hiring process. Attach job description and interview questions.			
12.5	Staffing decisions are made with the intent of strengthening the magnet. Agendas and minutes of leadership meetings. Organizational plan. Hiring summary from HR packet.			

Summary of Test 12-

Does your magnet have key personnel to ensure that the magnet is implemented with fidelity? YES NO

As a result of this review:



Section 5 - Leadership

Test 13: The magnet leadership at the school level involves multiple stakeholders.

13	<u>Leadership</u>	Yes	No	Action
13.1	The school has an organizational plan for communication of magnet theme implementation. Organizational plan.			
13.2	The school has developed a three year plan for magnet implementation and sustainability. Magnet plan.			
13.3	All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments. Agendas Minutes Newsletters			
13.4	The programmatic needs of the magnet theme drives budgetary allocations. (Of discretionary funding, at least 80% of the budget can be linked to magnet program) Budget			
13.5	All programs in the school support the magnet theme. List of supplemental programs and relationship			

Summary of Test 13:

Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs? YES NO

As a result of this review:



Section 6 - Recruitment and Marketing

Test 14: There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

14	Indicator	Yes	No	Action
14.1	Parents are surveyed at least annually to determine knowledge and support of magnet theme. Parent Survey Summary of Results Agenda and minutes that are evidence that survey results were communicated.			
14.2	Pubic meetings are held at least quarterly to inform the community of magnet theme implementation. Sign in sheets Agendas End of session survey			
14.3	The school provides at least four community outreach events to inform the greater community of magnet theme. Pictures Surveys Advertising			
14.4	All of the community partnerships support the magnet theme. List of partnerships and how they support the theme Letters of support			
14.5	Community Champions that contribute to the success of the magnet have been identified and celebrated. List of Champions Evidence of celebrations			

Test 15: There is a marketing and recruitment plan.

15	Recruitment	Yes	No	Action
15.1	The leadership team has developed an annual recruitment plan that indicates what, when, where and who. Plan			
15.2	The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan. Recruitment data Plan revisions			



15	Marketing			
15.3	The leadership team has developed an annual marketing plan that indicates what, when, where and who. Plan Method to collect results			
		Yes	No	Action
15.4	Marketing materials have been developed and distributed. Examples of materials			
15.5	The leadership team has reviewed data from prior marketing strategies in order to review and adjust plan. Marketing data Plan revisions			

Summary of Test 14:

Summary of Test 15:

Does your magnet have a recruitment plan that includes community partnerships? YES NO

Does your magnet have a marketing plan that includes the collection and review of indicators for success? YES NO

As a result of this review:



Section 7 - Stable and Successful Staff

Test 16: The school has a stable staff that has been successful at delivering quality and rigorous instruction for increased student achievement.

Stable Staff

Number of Staff Total		Number of Staff New to The School		Percentage of Staff New To The School		Number Staff Leaving The School		Percentage of Staff Leaving The School	
2010-10									
2011-12									
2012-13									
CURRENT									

Number of Staff Total		Number and Percentage Transfer to Different School		Number and Percentage Leaving The Profession		Number and Percentage Leaving The District		Number and Percentage Transferring To A Different Position	
2010-10									
2011-12									
2012-13									
CURRENT									

Summary Test 16:

Has this school had a stable staff for the past four years? YES NO

If no, why has the staff left the school?

Test 17: The school has a staff that is successful at delivering quality instruction.

Number of Certified Staff	Meets or Exceeds		Recommendations		Plan For Improvement		Non-Renewal	
	#	%	#	%	#	%	#	%
2010-11								
2011-10								
2012-13								
CURRENT								



Test 17 Summary:

Has Staff been successful at delivering quality instruction?

YES NO

Test 18: Students in all ethnic categories have shown increases in student achievement in reading and math.

AIMS Multi-Year Summary Results

Area:			White/ Anglo	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total
READ	% Mast	10-11							
		11-12							
		12-13							
		Change							
		10-11							
MATH	% Mast	11-12							
		12-13							
		Change							

Test 18: Summary

Have students in all ethnic categories shown increases in student achievement?

YES NO



Section 7 - Other



Section 8- Title I

Summary of Title I Needs Assessment:

Test 18: Title I: Attach "Action Plan"

Does your Title I Plan support or supplement you magnet theme?

YES

NO



Section 8 - Other



Elementary Magnet Review Summary

Section Number		YES	NO
1	Does your current enrollment meet the definition of integration?		
1	Is your magnet program attracting and retaining students to support integration and diversity at your school?		
2	Is the curriculum at this school documented, paced, assessed, reflected, and adjusted?		
2	Is the curriculum at this school unique?		
2	Is the methodology implemented at this school unique?		
2	Do students experience theme immersion for a minimum of three hours per day?		
2	Is there theme integration and congruency in the curriculum?		
3	Is there a certification or recognition for teachers who have completed magnet theme related training?		
3	Does our professional development support the magnet content or a specialized delivery of instruction?		
4	Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?		
5	Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?		
6	Does your magnet have a recruitment plan that includes community partnerships?		
6	Does your magnet have a marketing plan that includes the collection and review of indicators for success?		
7	Has this school had a stable staff for the past four years?		
7	Have Staff been successful at delivering quality instruction?		
7	Have students in all ethnic categories shown increases in student achievement?		
8	Does your Title I Plan support or supplement you magnet theme?		



Do you currently have a relevant, viable, sustainable, and marketable magnet program?

What do you need to do?



2013-2014

MAGNET IMPROVEMENT PLAN



SCHOOL NAME:	MAGNET THEME:
Please write a summary of your plan (what would someone expect to see during a visit to your site)?	

MAGNET LEADERSHIP TEAM MEMBERS	NAME
Principal	
Magnet Coordinator	
Magnet Director	Victoria Callison
Magnet Senior Program Coordinator	Laurie Westfall
Magnet Senior Program Coordinator	Adelle McNiece
Marketing Specialist	Sally Jacunski

MAGNET LEADERSHIP TEAM MEETINGS	
How many days a month does your Magnet Leadership Team meet?	
Please provide dates/times when your Magnet Leadership Team meets? (ex: Tuesdays @ 1:00 pm)	

Magnet Improvement Plan

Complete the Magnet Review Summary.

With data and information available to you, analyze the needs of your school. The goal is for the school's magnet leadership team to carefully analyze and interpret all data in order to accurately and completely assess the needs of your school. The knowledge gained during this investigative and analytical phase will be the basis for identifying the greatest priorities on which to develop your school's magnet goals.

Only areas marked "NO" need to be addressed in your Magnet Improvement Plan.

Magnet Review Summary

Strategy #		YES	NO
1	Does your current enrollment meet the definition of integration?		
1	Is your magnet program attracting students to support integration and diversity at your school?		
1	Is your magnet program retaining students to support integration and diversity at your school?		
2	Is the curriculum at this school:		
	documented?		
	paced?		
	assessed?		
	reflected?		
	adjusted?		
2	Is the curriculum at this school unique?		
2	Is the methodology (pedagogy) implemented at this school unique?		
2	Do students experience theme immersion for a minimum of three hours per day?		
2	Is there theme integration in the curriculum?		
2	Is there theme congruency in the curriculum?		
3	Is there a certification or recognition for teachers who have completed magnet theme related training?		
3	Does our professional development support the magnet content or a specialized delivery of instruction?		
3	Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?		
3	Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?		
1	Does your magnet have a recruitment plan that includes community partnerships?		
1	Does your magnet have a marketing plan that includes the collection and review of indicators for success?		
3	Has this school had a stable staff for the past four years?		
3	Have staff been successful at delivering quality instruction?		
3	Have students in all ethnic categories shown increases in student achievement?		
3	Does your Title I Plan support or supplement you magnet theme?		

Magnet Improvement Plan

Section 2: Developing your School’s Magnet Improvement Plan

Guiding Question: How are we going to get to where we want to be?

MAGNET GOAL: INTEGRATION

USP Description: The Magnet School Plan shall, at a minimum, set forth a process and schedule to... identify goals to further the integration of each magnet school which shall be used to assess the effectiveness of efforts to enhance integration at the school. **[III.E.3.xi]**

Magnet Strategy 1: ENROLLMENT

[See MAGNET REVIEW: ENROLLMENT (Section 1), RECRUITMENT AND MARKETING (Section 6)]

USP Description:

The District shall continue to implement magnet school/program as a strategy for assigning students to schools and to provide students w/opportunity to attend an integrated school. **[II.E.1]**

The District...shall recruit a racially and ethnically diverse student body ...to ensure that the schools are integrated to the greatest extent practicable. **[II.E.2]**

An integrated school is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school’s enrollment.**[II.B.2]**

SMART Goal:

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Recruitment		1. 2. 3.		
Marketing		1. 2. 3.		
Retention		1. 2. 3.		

Magnet Improvement Plan

Magnet Strategy 2: THEME DEVELOPMENT [SEE MAGNET REVIEW: CURRICULUM/ASSESSMENT (Section 2)]
USP Description: In creating the Plan, the District shall... improve existing magnet schools and programs that are not promoting integration [III.E.3.ii]
SMART Goal:

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Theme-Based Professional Development (Research)		1. 2. 3.		
Theme Visibility Development		1. 2. 3.		
Theme Integration with Common Core Curriculum (Planning Phase)		1. 2. 3.		
Scope and Sequence (Planning Phase)		1. 2. 3.		
Unit Development, Including Assessments (Planning Phase)		1. 2. 3.		

Magnet Improvement Plan

Magnet Strategy 3: KEY PERSONNEL

[SEE MAGNET REVIEW: PROFESSIONAL DEVELOPMENT (Section 3), KEY PERSONNEL (Section 4), LEADERSHIP (Section 5), STABLE AND SUCCESSFUL STAFF (Section 7)]

USP Description:

In creating the Plan, the District shall...ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet.[III.E.3.vi]

The Magnet School Plan shall, at a minimum, set forth a process and schedule to... provide necessary training and resources to magnet school and program administrators and certificated staff;[III.E.3.ix]

SMART Goal:

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		

Magnet Improvement Plan

Magnet Strategy 4: FAMILY ENGAGEMENT

USP Description:

The Magnet School Plan shall, at a minimum, set forth a process and schedule to...include strategies to specifically engage African American and Latino families, including the families of English language learner (“ELL”) students; **[III.E.3.x]**

SMART Goal:

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		

ATTACHMENT M**PROGRAM SUSTAINABILITY****PROGRAM SUSTAINABILITY OF MAGNET SCHOOLS
CONSIDERED FOR ELIMINATION IN 2014-15**

If a school's magnet status is eliminated, magnet students receiving free transportation in SY 2013-14 (and students who enroll at the school during SY 2013-14 for SY 2014-15), will be eligible to continue to receive free transportation to the former magnet school so long as they continue enrollment through the highest grade at the school.

Funding is imperative to sustain a program.

Funding Sustainability

	SY 13-14 FUNDING	PROGRAM REVISIONS FOR MAGNET FUNDING SY 2014-15	OTHER FUNDING SOURCES SY 2014-15
Tucson High Math	4 FTEs \$163,501.00	2 math FTEs moved into Integrated Science Strand	2 FTEs from Deseg to support ALE math courses.
Tucson High Technology	4 FTEs \$180,882.50	1 technology FTE moved into Integrated Science Strand	1 FTE from Deseg to support technology ALE course. 2 FTEs from Career and Technical Education
Total	8 FTE (Deseg/Magnet)	3 FTE (Deseg/Magnet) 3 FTE (Deseg/ALE) 2 FTE (CTE)	