

Attachment A

TUSD

Tucson Unified School District

**Comprehensive Magnet
Plan
Revised 11-7-14**

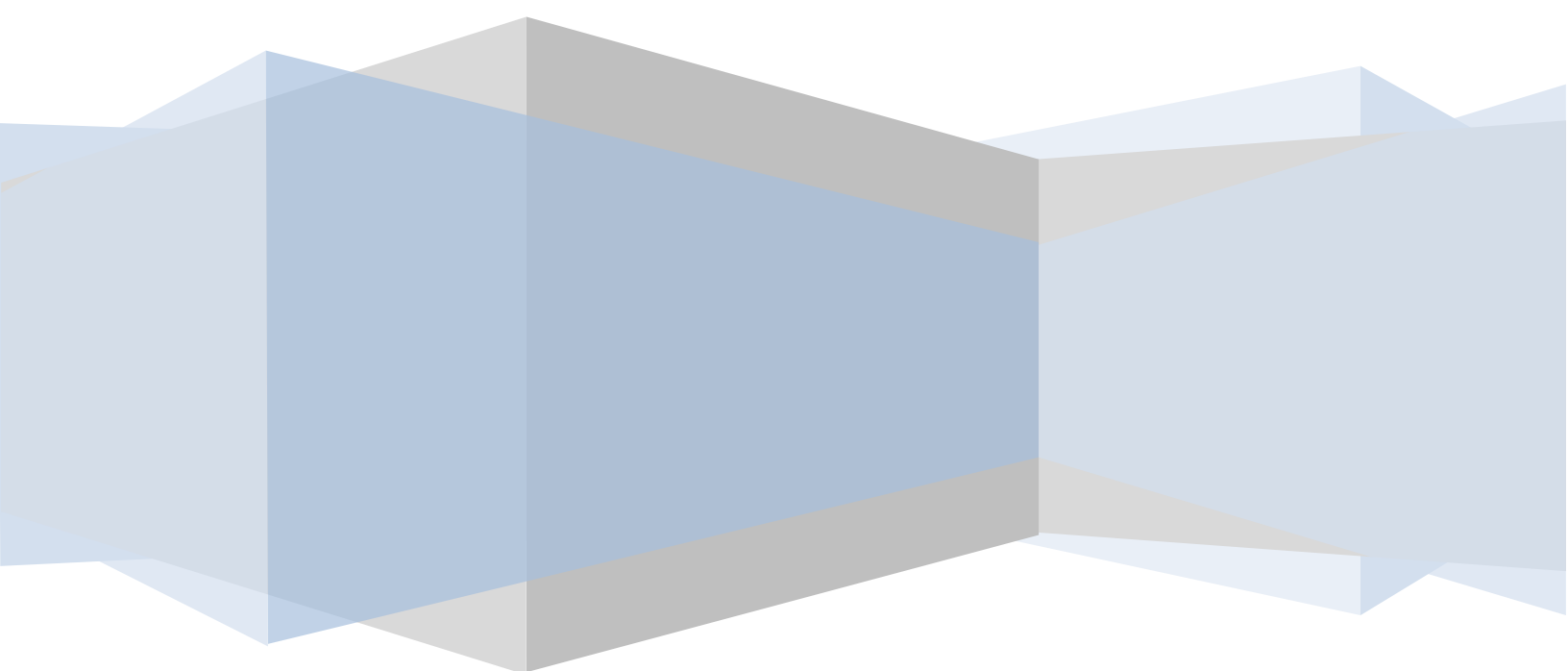


Table of Contents

Background	2
Executive Summary	4
Magnet Operations	6
Magnet Schools: Strategies and Processes for Integration	8
Processes to Make Changes to Magnet Programs	15
Strategies for Adding, Relocating, or Replicating Magnets	20
District Collaboration and Support	25
Magnet Expertise and Training: District-Wide	26
Magnet Plan of Action 2013-14	28
Magnet Plan of Action 2014-15	42

Attachments

Attachment	Title
A.	Summary of 2011 Magnet Study Findings
B.	Annual Magnet Review
C.	Magnet Improvement Plan for Strategic Schools
D.	Magnet Improvement Plan for Intensive Schools
E.	Magnet Sustainability Plan
F.	Monthly Magnet Report
G.	Rubric For Adding Or Replicating A Magnet Program

Background

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 in 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 students to the primarily Latino communities that comprise the Westside schools, but minority students in Westside neighborhoods had less incentives to leave their neighborhood schools to attend the primarily White Eastside 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 programs in response to the Office of Civil Rights complaints concerning 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 magnet programs were used as a mechanism to attract non-neighborhood, non-minority students to Westside schools, and to provide equal educational opportunities to minority neighborhood students attending Westside schools. In the late 1980s and early 1990s, magnet programs were added which included more centralized and traditionally desegregated schools. Beginning in 2000, TUSD developed some magnet programs that were successful in improving the racial/ethnic balances in some schools' student populations. Although these magnets were less successful at attracting a diverse population, were successful at providing specialized educational opportunities for their concentrated minority populations. From the early 1980s through 2011, the demographics of TUSD changed. Through a Magnet Schools Assistance Grant two new magnets were created and one revised in 2010.

Findings of the 2011 Magnet Study

This Comprehensive Magnet Plan takes into account the findings of the 2011 Magnet Study [USP Section (II)(E)(3) and Attachment A: Summary of 2011 Magnet Study Findings]. Tucson

Unified School District (TUSD) contracted with Education Consulting Services to conduct a Comprehensive Magnet Review. The review assessed TUSD's magnet programs to determine the extent to which magnets supported student integration and positively affected student achievement. The processes and schedules in Magnet Operations are designed to mitigate the findings of the Comprehensive Magnet Review. The 2011 study found TUSD's magnet programs were lacking in several areas including:

- Misunderstandings and inadequate implementation of magnet programs and magnet enrollment processes.
- Lack of central and site coordination, including lack of adequate central support.
- Undefined focus/strategies regarding diversity, outreach, marketing, and recruitment.
- Inadequate monitoring and reporting.
- Inadequate professional development and curriculum development/alignment.
- Disjointed transportation, funding activities, and strategies.
- Inadequate community and parent outreach, marketing, and recruitment.

The Comprehensive Magnet Plan outlines processes and schedules to address the findings of the 2011 Study. New enrollment procedures have been implemented and are included in the Comprehensive Magnet Plan. Also included in the plan, is an operational plan that describes both central and site support. A system has been defined to monitor programs and provide support, and a professional development program is identified. The budget process has been aligned to reflect programmatic implementation. The Comprehensive Magnet Plan includes outreach, marketing, and recruitment.

Executive Summary

Tucson Unified School District's Comprehensive Magnet Plan outlines an ongoing process in which the District will assess and analyze the needs and systemic challenges of magnet schools. This plan will give direction for the District to create a magnet system that will provide students with the opportunity to attend an integrated school as well as to implement strategies to improve current magnet schools. The Comprehensive Magnet Plan has two sections. The first section, *Magnet Operations*, is a comprehensive framework which the District will use as a decision making model. This is an enduring document in which the processes described will be used to provide consistency and sustainability regardless of the District's unitary status. The second section, *Plan of Action*, is the implementation of the decision making model and addresses the needs and action plans for specific schools on an annual basis. The Plan Of Action will chronicle the systematic implementation of the Operations component.

The Comprehensive Magnet Plan:

- Addresses the findings of the 2011 Magnet School Study;
- Aligns the magnet strategies with the three student assignment strategies (attendance boundaries, pairing and clustering, and open enrollment), and with other family engagement and student recruitment efforts;
- Includes a process to add new sites, to replicate successful programs and/or add new magnet themes and additional dual language programs, focusing on the geographic area(s) of the District best suited for new programs to assist the District in meeting its desegregation obligations;
- Includes a process to continually evaluate magnet schools/programs that are not promoting integration and/or educational quality, and determine an appropriate plan for improvement or withdrawal of magnet status;
- Includes the process by which each magnet school or school with a magnet program shall have an attendance boundary;
- Includes the implementation of the Admission Process For Oversubscribed Schools;
- Ensures that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet;

- Ensure that, in the event that a magnet program or school is eliminated or relocated, TUSD students currently enrolled in the magnet school or program will be permitted to remain in that school until they complete the highest grade offered by that school or be given automatic admission to a school or program that offers a like theme or pedagogy. The determining factors of admittance to a like program or pedagogy are the same as those detailed in the Admissions Process for Oversubscribed Schools;
- Makes changes to the theme(s), programs, boundaries, and admissions criteria for existing magnet schools and programs in conformity with the 2011 Magnet Study and the USP, including developing a process and criteria for significantly changing, withdrawing magnet status, or closing magnet schools or programs that are not promoting integration or educational quality within the District, to include increasing the number of dual language programs;
- Includes strategies to specifically engage African American and Latino families, including the families of English language learner (“ELL”) students;
- Identifies goals to further the integration of each magnet school and to assess the effectiveness of efforts to enhance integration at the school;
- Establishes a process to improve access to quality educational programs for all students.

Magnet Operations

A. Definition: What is a Magnet Program?

The purpose of this section, *Magnet Operations*, is to provide a comprehensive framework which the District will use as a decision making model. This is an enduring document in which the processes and schedules described will be used to provide consistency and sustainability for the district's magnet programs. The following definition is used when referring to magnet programs in TUSD:

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

Magnet programs 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 which will lead to post-secondary education and productive employment opportunities. Magnet programs are identified by the USP as an essential strategy of TUSD's efforts to support integration through student assignment [USP(II)(A)(1)]. Magnet programs also seek to increase academic achievement, increase graduation rates, increase school attendance, and increase parent engagement.

B. Goals of the Comprehensive Magnet Plan

The primary goal of TUSD's Comprehensive Magnet Plan is to ensure that all students within TUSD have the opportunity to attend an integrated school. The goals set forth in the plan ensure that magnet schools are making progress towards achieving the USP definition of an integrated school, and to enhance the educational quality of its magnet programs. Specific goals are as follows:

1. Pillar I: Integration

GOAL: Magnet school enrollment will meet the definition of integration set forth in the USP [USP Section (II)(B)(2)].

Standard I.1: The number of accepted magnet applications for entry grades (K, 6, 9) integrates the school.

Standard I.2: Cohort grade level maintains integration at the school.

2. Pillar II: Student Achievement

GOAL: All magnet schools will receive a letter grade “A” or “B” as designated by the Arizona Department of Education.

Standard A.1: Students will score higher than the state median in reading and math on the state assessment.

Standard A.2: The academic growth of all students at magnet schools is higher than the state median growth in reading and math.

Standard A.3: The growth of the bottom 25% of students at magnet schools is higher than the state median growth.

C. Magnet Organizational Structure

Organizational structures are formal systems that allow programs to be developed and monitored while facilitating working relationships engaging all stakeholders. The Comprehensive Magnet Plan focuses on communication, shared decision-making, and accountability.

- 1. District Level Organization:** Tucson Unified School District will support magnet schools through cross-departmental collaboration. The District will support magnet school development and improvement by constructing interrelated connections in five key areas: leadership, decision making and structure, people, and work processes and systems. Through the implementation of the District Strategic Plan, the District will set clear vision and priorities through the work of a cohesive leadership team which will include a Magnet Director. The District organizational structure will support the goals and objectives of the Comprehensive Magnet Plan.
- 2. District Community Organization:** The community will be given opportunities through District sponsored public forums to provide innovative ideas, feedback, and suggestions for improvement. Community forums will be held regionally.
- 3. Site Level Organization:** School sites will also use public forums to engage the community in discussions about the magnet program at that site. Magnet sites will designate an individual or individuals to execute the processes and programmatic work involved in a magnet school. This work includes curriculum development, theme integration, theme visibility, professional development, recruitment, and compliance reporting.

Magnet Schools: Strategies and Processes for Integration

A. Magnet School Strategies for Integration

The District will continue to implement magnet schools and programs as a strategy for assigning students to schools and providing students with the opportunity to attend an integrated school. When reviewing student assignment to magnet programs, the District will consider boundaries, schools that have a magnet program embedded into the school, total school magnets, and magnet schools and programs with preference zones.

1. **Boundaries:** Attendance boundaries will be reviewed to determine how the District can utilize boundaries to promote integration [USP Section (II)(D)(1-5)]. The boundary review process includes all stakeholders: parents, community, teachers, administration, magnet programs, and ultimately the Governing Board. Considering recommendations from the cross-departmental team, the Boundary Review Committee determines which schools are: total school magnet without a preference area; total school magnet with a preference area; magnet program without a preference area; magnet program with a preference area, and the integrative impact of pairing or clustering [USP Section (II)(E)(3)(iv)]. At present, all students participating in the magnet outside the neighborhood boundary must apply for and be accepted in the program through the lottery process. Students living in the attendance boundary are guaranteed a seat in the magnet program unless the program is oversubscribed. If a magnet program is oversubscribed, then no more than 50% of the seats will be made available for neighborhood students and the district will implement an admissions process (preferential lottery).
2. **Total School Magnet:** A total school magnet is a school that implements a magnet theme, themes or instructional pedagogy across all grades and does not have a defined attendance boundary, but may have a preference area. 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 programs offered by that school. The District, through the boundary review process, 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 review of boundaries required by the USP.

3. **Total School Magnet and Magnet Programs with a Preference Area:** After careful review of attendance, mobility and application data, the Boundary Committee will make recommendations to district administration. The district administration determines if a total school magnet should have a preference area. The Boundary Committee will recommend a designated geographic area or a preference area to District administration. 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. If a total school magnet has a preference area, those students living within the preference area will be automatically enrolled if seats are available. If the school should become oversubscribed, no more than 50% of the available seats will be allocated to students from the preference area and the district will implement an admissions process.

B. Magnet Applications and Processes

The student assignment goal for all magnet schools and programs is to achieve the definition of integration to the extent possible by using an application and selection process [USP Section (II)(G)(2)]. As mandated in the USP, the District will utilize the Student Admissions Process for Oversubscribed Schools.[USP Section (II)(E)(3)(v)]. Magnet applications are available to the community on-line, at school sites, and at Family Centers. Applications can be submitted in person at School Community Services, by e-mail, or at school sites. The same admissions process will be used for each program except when a school is oversubscribed. If a school is oversubscribed, then the admission process for magnet programs will be weighted to increase the opportunity for integration at each individual school. The process for oversubscribed schools will be implemented in accordance with the TUSD Admission Policy.

1. Schedule for Magnet Enrollment Applications

- November- Priority Window opens for applications.
- December- Priority Window closes and on-time applications are entered into the system
- January- Principals provide the number of projected seats available per grade level
- January- First lottery run. Letters sent to parents via U.S. mail offering placements and the offer is entered into the system. Two weeks after the letters are sent, parents must return the letter with a signature indicating acceptance. The acceptance, decline, or no response is entered into the system.
- February-Second lottery run. For this and subsequent lotteries, the application window closes ten days before the lottery and process for parent notification are the same as in the first lottery.

C. Alignment with Other Recruitment Efforts

1. **Title I and Student Equity:** The Magnet Department will work in collaboration with the Curriculum and Instruction department, Human Resources, Student Equity and Title I to provide high quality professional development for teachers and administrators, outreach to families, provide services for struggling students, provide extended day opportunities and extracurricular activities [USP (II)(E3)]. The Magnet Department will participate in all District initiatives to support student achievement.

2. **Family Engagement Centers:** Family engagement in magnet programs is paramount to the success of the schools. TUSD defines family engagement as a well-considered and focused process involving the entire school community, and not just a series of events. The Comprehensive Magnet Plan includes strategies that target African American, Latino, and English Language Learners. The District, through its Family Centers, will implement strategies to recruit a racially and ethnically diverse student body to its magnet schools and programs to ensure that the schools are integrated to the greatest extent possible [USP Section (II)(E)(2)]. The Comprehensive Magnet Plan aligns the strategies outlined in the Family Engagement Plan and extends those strategies to magnet schools. All magnet schools will include Family Engagement in the site Magnet Plan, and will address specific strategies to target Latino, African American and English Language Learner families and students who are struggling, disengaged, or at risk of dropping out [USP Section (VII)(C)(1)(a)]. The Magnet Department will work with other family engagement functions within the district to assist the sites in developing a Family Engagement component of each site's Magnet Improvement Plan. The site Magnet Improvement Plan will detail day to day practices, attitudes, beliefs and interactions that support learning at home as well as at school. The site Magnet Improvement Plan will describe the process and schedule to address the following components and measureable strategies:
 - (1) Acknowledge, greet and assist all visitors
 - (2) Provide staff with customer service training
 - (3) Create a welcoming appearance by attractive parking, signs, with displays of student work

3. **Welcome all families into the school community:** Measureable strategies for developing a welcoming atmosphere within a magnet program include, but are not limited to:

- (4) Offer a variety of opportunities to volunteer at the school site
- (5) Create a place within the school that parents can call their own and check out materials
- (6) Continuous celebration of families with relevance to their culture

4. Communicate with all stakeholders: Measurable strategies for communication include, but are not limited to:

- (1) Provide training to broaden knowledge and awareness of the diversity in the schools
- (2) Conduct activities and events to honor all cultures
- (3) Utilize interpreters for meetings and events
- (4) Provide printed material in languages of the schools
- (5) Know how to spell and pronounce families' names correctly
- (6) Utilize mentor parents to support other parents
- (7) Use multiple methods to communicate, such as phone, e-mail, notes, flyers, newsletters, bulletin boards, web-site, suggestion box, e-blast, Tweet, Twitter, and Facebook

5. Develop a magnet school community: Measurable strategies to develop a school community include, but are not limited to:

- (1) Share Magnet Plan with the entire school
- (2) Recognize and support all forms of parent involvement
- (3) Create an Action Team for sustaining and growing partnerships
- (4) Develop a Family Handbook
- (5) Implement professional development opportunities to create awareness

6. Develop student advocacy: Measureable Strategies for developing student advocacy include but are not limited to:

- (1) Provide information, tools and ideas to families in order to support the child at home
- (2) Implement a school compact
- (3) Provide parents and students with the homework policy
- (4) Provide parents and students college/career planning information

7. Collaborating with the community: Measureable Strategies for community collaboration include but are not limited to:

- (1) Survey the community's assets
- (2) Partner with local businesses to host meetings and events
- (3) Invite local community members to serve on teams
- (4) Reach out to senior citizens and church groups to volunteer
- (5) Host a community event honoring local business and civic leaders

8. District-Wide Marketing and Recruitment: The District has developed an extensive Marketing and Recruitment Plan that will provide support to school sites. Magnet programs that are not Excelling will receive intensive recruitment and marketing resources and

resources to improve student achievement. The Magnet Department will maintain all data generated by the recruitment and marketing efforts, and this data will be included in the annual report. This campaign includes the implementation and documentation of specific strategies that support the requirements of the USP, such as:

- English and Spanish language TV ads to air in mainstream and Spanish language media.
- Radio ads highlighting opportunities for students in English and Spanish language media.
- Television ads and print ads featuring actual TUSD students, parents and teachers, with including segments that a focus on racial and ethnic diversity so all audiences see themselves represented in the TUSD brand and Magnet brand.
- Direct mail campaign to highlight learning opportunities to Latino and African-American families; strategically targeted to known addresses.
- Direct mail campaign for magnet schools; strategically targeted to certain zip codes to maximize integrative effects.
- Internet outreach, including space on popular banners and social media outreach
- Event marketing – leveraging community events with high attendance to reach a large number of families.

9. Magnet Department Marketing and Recruitment: The Magnet Department will continue to work through TUSD Communications to align marketing and recruitment practices to that of the District.

The Magnet Department will coordinate all recruitment efforts in collaboration with the District to ensure that all families in the Tucson area are targeted. Emphasis will be placed on those populations that would support integration as defined by the USP. All marketing efforts will be organized and purposeful. Recruitment will be year round. However, the window from September to February will be considered the priority window for marketing, outreach, and recruitment. The Media and Communications Department will be responsible for organization and operation of all community-based marketing and recruitment efforts for magnet programs. The Media and Communications Department will support magnet schools in educating prospective families and community partners about specific magnet programs. The District strategy for marketing and recruitment includes reviewing and evaluating the results of the previous year's campaigns. Details of magnet events will be captured and publicized at both the district and site level. Results of efforts will be reported monthly and analyzed in an annual report.

Each site will work with the Media and Communications Department to create a recognized and respected brand then help promote that brand. In addition each site will educate

prospective families and community partners about specific magnet programs available at their site and the other sites within their magnet pipeline. The site level strategy for recruitment includes reviewing and evaluating the results of the previous year's campaigns conducted by the site. This data is used to document plans for the coming year in site based Magnet Improvement Plans. The results of the efforts outlined in the plan are documented in monthly reports to be completed by magnet coordinators or designated individuals at the school.

Magnet Department marketing may include, but not be limited to:

1. **Media:** The Magnet Department may work through the Media and Communications Department to television, radio and internet advertising and outreach as deemed appropriate and cost effective.
2. **Print:** The Magnet Department may work through the Media and Communications Department to print media as necessary and if cost effective. Print materials include but are not limited to, newspaper and magazine ads and articles, billboards, bus shelters, mailers, flyers, and brochures.
3. **Community Events:** The Magnet Department may work through the Media and Communications Department to coordinate attendance at community events providing a central point of contact for the community event planners and the involved magnet schools. These events may include but not be limited to Beyond, Celebrate Schools, 4th Avenue Street Fair, Festival of Books, and the Pima County Fair.
4. **Magnet Celebrations:** The Magnet Department may plan and execute district level magnet events to include Magnet Mania, magnet open houses, magnet student recognition, and a Magnet Alumni Gala.
5. **Magnet Informational Opportunities:** The Magnet Department will pursue all available resources for promoting informational opportunities including magnet conferences and workshops for community and staff, magnet showcases, and magnet parent nights.
6. **Communication:** At least two Magnet Department newsletters per year will be provided to all magnet school families, district administration, and local business partners. In addition presentations to civic organizations and parent groups will be provided by department

personnel. Press releases, the Magnet Event Calendar, and district and site internet will be used to document department and site events and successes.

10. Site Level Recruitment Support: The Media and Communications Department and Magnet Department will support all magnet schools to take full advantage of recruitment opportunities. Department-level support may include, but not limited to research-based presentations and work-time based around: theme visibility, developing guided and virtual tour guides, developing phone scripts, developing media presentations, web-site support, logo development, brochures, posters, flyers, displays, signage, banners, mission statements development, vision statement development, and support in developing newsletters. Data will be gathered to determine which recruitment efforts are most effective. This data will be documented in the monthly site report.

Processes to Make Changes to Magnet Programs

A. Strategies and Schedules to Evaluate Magnet Programs

The District has conducted four studies: 1. Demographic Study, 2. Curriculum Audit, 3. Efficiency Audit, and 4. Magnet School Evaluation as well as a series of Community Forums. The Demographic Study provides ongoing information on the current and projected demographics of the district and surrounding districts. This information will be part of the annual review to evaluate possible changes in magnet programs and changes in boundaries. The Curriculum Audit provides information on magnet theme, curriculum, assessment, and instructional delivery. Each contributes to the processes and schedules in considering changes to magnet schools.

The District will implement a system of accountability using data to measure both integration and academic achievement. Each school will be evaluated annually. (See Attachment B: Annual Magnet Review)

1. Pillar I: Integration- All schools will be integrated.

Schools that are not integrated will develop a plan of improvement based on standards that will measure progress toward integration by ethnically disaggregating the students in entry level grades and tracking those students as they move from grade to grade (cohorts). Integration will be achieved by retaining students year to year.

2. Pillar II: Student Achievement- Magnet schools are schools of excellence and therefore, student achievement, as measured by the state assessment, should be high. The goal of all magnet schools is to be ranked as an “A” or “B” school according to the Arizona Department of Education. Schools that are not an “A” or “B” will develop a plan of improvement that measures progress toward high achievement.

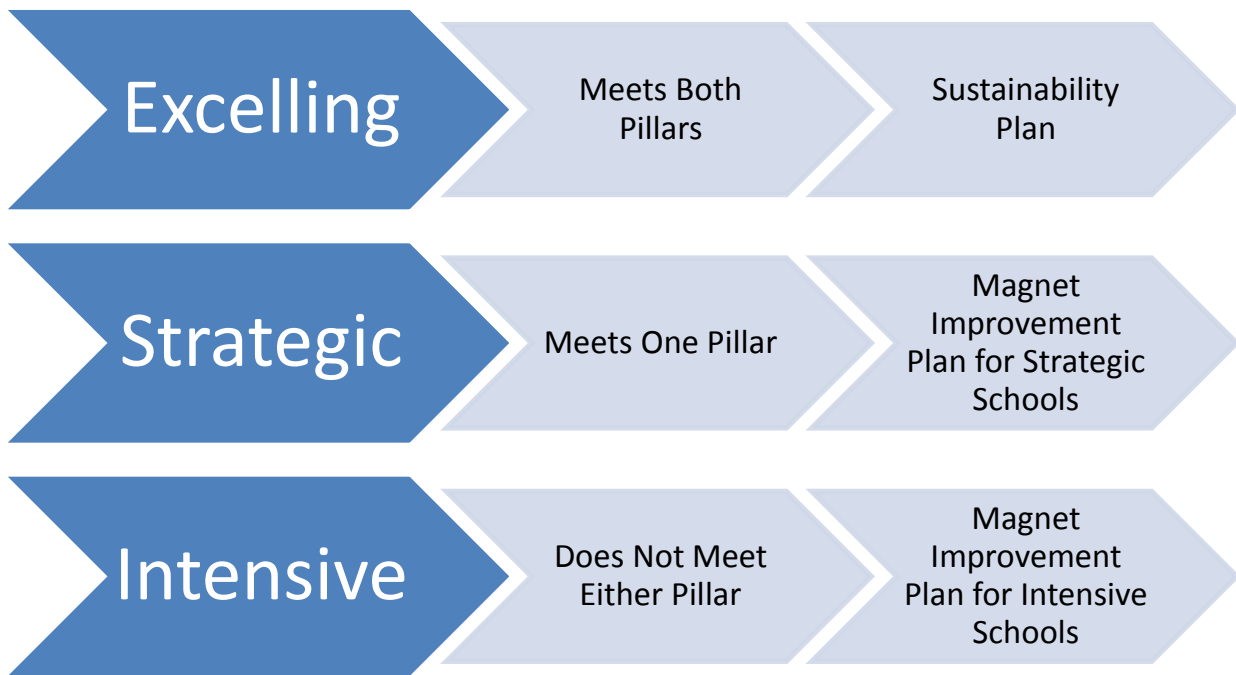
Pillar II includes standards that will allow schools to demonstrate growth toward academic excellence. The standards measure the percentage of students meeting or exceeding the state standards in reading and math on the state assessment annually. To determine progress toward excellence, assessment data will reflect that students in magnet schools that are not rated an “A” or “B” will show a higher rate of growth when compared to the state median. With a higher rate

of growth, schools are more likely to achieve excellence within a shorter amount of time. This will support the school’s progress toward achieving a higher state rating. Schools will address the student achievement needs of the lowest scoring 25% of the school and will move more students out of the lowest 25% than the state median. By addressing the rate of progress, targeting specific students, and making sure that all students make at least one years growth, magnet schools will attain a state letter grade of “A” or “B”. Research shows that to improve student achievement, schools must develop and commit to a plan of improvement.

B. Magnet Evaluation and Accountability System

In June of each year, a team will conduct an evaluation of the Magnet schools and programs using Pillars I and II. Schools will be ranked Excelling (meeting both Pillars), Strategic (meeting one Pillar), or Intensive (meeting neither Pillar I or II). Schools that are Strategic or Intensive will complete a magnet improvement plan that targets specific standards that need to be met to move the school forward.

Magnet Rating and Required Documentation



Pillar I- To be considered an Excelling magnet, the school must be integrated. However, if the school is not integrated, they will complete the Pillar I section of the Magnet Improvement Plan for Strategic Schools. (See Attachment C: Magnet Improvement Plan for Strategic Schools)

Pillar II- To be considered an Excelling school, the school must receive a letter grade of “A” or “B”. However, if a school has a letter grade of a “C” or lower, they would complete the Pillar II section of the Magnet Improvement Plan for Strategic Schools.

Schools that are not integrated AND are a “C” or lower, will complete both sections of the Magnet Improvement Plan for Intensive Schools. (See Attachment D: Magnet Improvement Plan for Intensive Schools)

Schools that are integrated AND are a “B” or higher school will complete a Sustainability Plan for Excelling Schools.

Schools have until the June, 2017 to move to Excelling unless the school has been granted an appeal. Schools that are being considered for magnet elimination may appeal the decision. The appeal process is addressed on page 18.

1. The Magnet Sustainability Plan for Excelling Schools: Excelling magnet schools must work with the Magnet Department to create a Sustainability Plan (See Attachment E) in lieu of a Magnet Improvement Plan and Monthly Reports. The school must engage the school community in the development of the Sustainability Plan. Recruiting a team devoted to sustaining the magnet programs will provide the necessary capacity and focus over time. The team will include site leadership and representatives from key stakeholder groups and utilize a shared decision making model. The Sustainability Plan will include the following components:

- a) Include team member roles and responsibilities
- b) Reasonable and measurable goals and action plan for the standards the Magnet Leadership Team decides to focus on for the year.

Sustaining a magnet program requires time and effort by a number of dedicated individuals and organizations; therefore it is important to reward their efforts by observing milestones.

2. Magnet Improvement Plan for Strategic Schools [USP Section (II)(E)(3)(ii)]: Magnet Improvement will afford magnet schools the opportunity to analyze data, set goals, plan, implement, and evaluate program effectiveness [USP Section (II)(C)(2)].

Schools that did not meet the requirement for one of the pillars will create a Magnet Improvement Plan for Strategic Schools and report on progress toward reaching goals monthly. (See Appendix F) The improvement process does not determine whether a school

continues with magnet status. The purpose of the improvement process is to continuously evaluate the components of a quality magnet program in order to move to the next tier or use as documentation if the school should appeal the decision to withdraw magnet status.

The school must engage the school community in the development of the Magnet Improvement Plan for Strategic Schools. Recruiting a team devoted to sustaining the magnet programs will provide the necessary capacity and focus over time. The team will include site leadership and representatives from key stakeholder groups and utilize a shared decision making model.

3. Magnet Improvement Plan for Intensive Schools: Schools that are not integrated AND are not rated at least a “B” are considered Intensive Schools and will complete a Magnet Improvement Plan for Intensive Schools. Schools will report on progress toward meeting goals monthly.

The school must engage the school community in the development of the Magnet Improvement Plan for Intensive Schools. Recruiting a team devoted to sustaining the magnet programs will provide the necessary capacity and focus over time. The team will include site leadership and representatives from key stakeholder groups and utilize a shared decision making model.

C. Schedule for Magnet School Evaluation:

June, 2014-15

Student Achievement (Pillar II Standards)	2014-15 AZ Merit	June, 2015
Enrollment in Entry Level Grade (Pillar I)	Applications accepted during the enrollment Window Nov. 2014-Feb., 2015	March, 2015
Retention Data (Pillar I)	Compare 2013-14 kinder cohort to 2014-15 1 st grade.*	100 th day

* For middle and high schools, substitute kinder grades for entry level and subsequent for the appropriate grade configuration.

June, 2015-16

Student Achievement (Pillar II Standards)	2015-16 AZ Merit	June, 2016
Enrollment in Entry Level Grade (Pillar I)	Applications accepted during the enrollment Window Nov. 2015-Feb., 2016	March, 2016
Retention Data (Pillar I)	Compare 2015-16 kinder to 2014-15 1 st grade Compare 2014-15 1 st grade cohort to 2013-14 2 nd grade cohort.	100 th day

* For middle and high schools, substitute kinder grades for entry level and subsequent for the appropriate grade configuration.

June, 2016-17

Student Achievement (Pillar II Standards)	2016-17 AZ Merit	June, 2017
Enrollment in Entry Level Grade (Pillar I)	Applications accepted during the enrollment Window Nov 2016-February, 2017	March, 2017
Retention Data (Pillar I)	Compare 2016-17 kinder cohort to 2015-16 1 st grade cohort, Compare 1st grade cohort 2015-16 to 2 nd grade cohort 2014-15, Compare 2 nd grade cohort 2014-15 to 3rd grade cohort 2013-14.	100 th day

* For middle and high schools, substitute kinder grades for entry level and subsequent for the appropriate grade configuration

Strategies and Schedules for Adding, Relocating, or Replicating Magnets

TUSD will consider how, whether, and where to add new sites, to revise themes, to replicate successful programs, and/or add new magnet themes including additional dual language programs. In consultation with magnet experts, the District has drafted a general strategy for changing magnet programs. [USP Section (II)(C)(2)] By strategically placing magnet schools in central locations (generally, most magnets fit within an eight mile radius of the center of the District), integration is more likely to occur because students will not have to cross perceived social/economical boundaries and because travel time will be minimized for students on the outer boundaries of the District. If the District were to be divided into thirds, north to south as it was in the Post Unitary Status Plan, there are clear delineations of ethnic/racial populations with the west side being predominately Latino, the center being moderately integrated or neutral, and the east side being predominately White.

By dividing the District into quadrants (Northeast, Northwest, Southeast, Southwest) magnet program locations can be strategically identified to maximize integration opportunities. By locating magnets in key areas of the Tucson 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 expands the magnet plan. 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.

A. Processes and Schedule for Adding or Replicating a Magnet Program

TUSD will consider sites for adding or replicating a magnet program based on an assessment of four key criteria: racial/ethnic composition; academic achievement; facility condition/capacity; and geographic location [USP Section (II)(E)(3)(i)]. A cross- departmental team will conduct research based on these criteria and complete the *Rubric For Adding, Relocating A Magnet Program* (Attachment G. Rubric for Adding or Relocating A Magnet Program) and bring the findings to the Superintendents Leadership Team (SLT) for review and consideration:

1. 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.

2. How is the school doing academically compared to other TUSD schools when comparing ethnic categories?

3. What is the site's capacity and condition?

4. 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.

5. Is the location geographically feasible for students of racially/ethnically diverse backgrounds as determined by travel time?

*Consider the location in proximity to other magnets.

6. Does the District have budgetary and staff capacity to sustain a new or replicated magnet program?

After considering these criteria, SLT will put forth an invitation to schools to submit a Request for Proposal to become a magnet. The Request for Proposal must include, but not limited to the following:

- Research and rationale in choosing the magnet theme/pedagogy
- Data that indicates the school's potential for integration, or how the magnet will increase a TUSD students opportunity to attend an integrated school
- Plans to address cultural competency
- At least two letters of support from community partners
- Strategies to attract African American and Native American families

- Projected budget for year one as a planning year, and year two as partial implementation
- Surveys that indicate 85% of the families are in support of the magnet and the theme
- Surveys that indicate 90% of the total staff are in support of the magnet and the theme

Invitations for Requests for Proposal will be released in July, and will be submitted to the Magnet Department no later than January of the same school year. The proposal will be reviewed by a cross-departmental team. Schools will be notified by February if the proposal was accepted so as to be included in the budgeting process. The proposal will be taken to the Governing Board for approval. If accepted, the school will spend at least one year in a planning phase.

B. Strategies and Processes for Relocating a Magnet Program

A cross-departmental team will complete the *Rubric for Adding, Relocating, or Replicating a Magnet Program* and SLT will consider the following key criteria regarding relocation of a magnet program:

1. What is the racial and ethnic composition of students residing in attendance area in area the receiving school?

*Consider the integrative impact within a specific magnet pipeline or within TUSD as a whole.

*If the receiving school has an attendance boundary, how will the relocation impact those students?

*If the magnet is to have no attendance boundaries, consider where students living within the boundary would attend school? Consider the impact this would have on integration of surrounding schools.

2. How is the receiving school doing academically compared to other TUSD schools when comparing ethnic categories?
3. What is the receiving site's capacity and condition?
4. 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.

5. Is the location geographically feasible for students of racially/ethnically diverse backgrounds as determined by travel time?
6. Does the District have budget and staff capacity to sustain a relocated magnet program?

If a magnet school faces possible magnet relocation, the cross- functional team will determine if the program would best serve students at another location. The cross-functional team will employ the above criteria; consult with experts, District administration, and the community to make a recommendation to the Superintendents Leadership Team. Parents and students at the identified receiving school will be informed of the requirements of a magnet school. The Magnet Department will conduct a survey of parents, teachers, and students to determine the level of commitment to the change. At least two community forums will be conducted to gather feedback. A proposal will be submitted for public review and comment at least 30 days before the Comprehensive Magnet Plan is amended to include the relocation of the magnet program.

C. Process and Strategies for Revising a Magnet Program

If a magnet school has not achieved Excelling and faces a possible magnet status change, the cross- functional team will determine if the program needs revising either theme, pedagogy, or both. The cross-functional team will employ the above criteria for Adding, Relocating, or Replicating a Magnet Program, consult with District administration and the community, and may consult with experts to make a recommendation to the Superintendents Leadership Team. In this process, staff, parents and students at the identified school will be guided in researching revised themes and provided explicit timelines for a magnet school revision. The Magnet Department will support the school in conducting surveys of parents, teachers, and students to determine possible theme ideas and the level of commitment to the change. At least two community forums will be conducted to gather feedback. A proposal will be submitted for public review and comment at least 30 days before the theme revision is submitted to SLT for possible amendment.

D. Processes and Strategies for Withdrawing Magnet Status [USP Section (II)(E)(3)(i)]

Schools will be evaluated every year in June. Schools that are labeled Strategic in June, 2015 have two years to move to Excelling. If a Strategic school fails to move to Excelling by June of 2017, the school will be considered for magnet status elimination. Schools that are labeled Intensive in June, 2015 have until June, 2016 to move at least to Strategic, which means meeting

at least one of the two Pillars. If a school fails to move from Intensive by June, 2016 the school will be considered for magnet status elimination.



If the school has met at least one of Pillars and is close to meeting the second, the school may petition SLT for an appeal of the decision to withdraw magnet status. SLT may grant a one year continuance in order for the school to meet the targeted Pillar. SLT will consider the following criteria to grant continuance:

- Does the school have any ethnic population that is 70%-75% or more of any ethnicity?
- Has the school been successful at integrating entry level grades?
- Taking into account three years of enrollment data, does the trajectory of the ethnic enrollment needed to integrate show that the school could become integrated if given one year?
- Taking into account three years of achievement data, is the school on a trajectory to meet the state requirements of earning at least a “B” the following year?
- Has the school implemented suggestions from the Annual Magnet Review?

After review of continuance criteria, SLT may offer the recommendation to grant the appeal to the Superintendent. The Superintendent will decide to move the appeal forward to the Governing Board for final approval.

A. 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)(E)(1)]. 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.

District Collaboration and Support

The District is committed to supporting magnet schools. By garnering resources from all departments across the district, Magnet schools will receive comprehensive support. The Magnet Department will work with each department to support schools, staff, and families by:

A. Collaborating with Human Resources

1. Formalize teacher and administrator recruitment, selection and retention policies to meet the unique needs of individual magnets.
2. Create a process by which professional educators choose to work in a diverse education setting.
3. Support Human Resources in finding appropriate placement for teachers who are transferring.
4. Create flexibility in hiring for non-certified or a paid internship certificate from the state.
5. Create a classification for a highly trained specialized people who can support the magnet theme.
6. Provide specialized endorsements for teachers who complete specific training requirements.
7. CTE certification/ maybe expanding the qualification for the job.
8. Additional expectations/ creating a teacher agreement attached to a job announcement/explore creating a Memorandum of Agreement.

B. Partnering with Curriculum and Instruction to:

1. Support Unit Development
 - a. Scope and Sequence

- b. Alignment with District Developed Curriculum
 - (1) Documentation of the units
- c. Assessment
 - 2. Support the development of interventions
 - 3. Support the teacher training and supplemental materials to allow for differentiated instruction.
- C. **Other District Departments and Schools:** The Magnet Department will consult with all departments as well as non-magnet schools on an as-needed basis in order to provide magnet staff with high quality professional development.

Magnet Expertise and Training: District-Wide

TUSD must ensure that administrators and certificated staff in magnet schools are provided opportunities and training necessary to ensure successful implementation of the magnet [USP Section (II)(E)(4)(vi)]. Each magnet will designate a leadership team and at least one team member will participate in a required program of professional development including:

- Magnets and Student Assignment
- Purpose of Magnet Programs, Student Lottery Process
- 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

- Theme Visibility
- Sustainability
- Magnet 101 (All new administrators and new coordinators)

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.

Professional development opportunities will also extend into the classroom. Teachers and support staff will receive at least 25 hours of professional development focusing on theme content. This professional development will be delivered outside the time allocated by the district on early release Wednesdays. In providing this training, teachers will have a broader content knowledge base from which to plan integrated units. Additionally, teachers will receive 30 hours of professional development focusing on instructional pedagogy.

TUSD is committed to deliberately and systematically planning well-structured lessons that provide students with multiple opportunities to:

Value their own cultures and experiences.

Value the uniqueness of cultural groups other than their own.

Value the richness of cultural diversity and commonality.

Build awareness and sensitivity to individual differences within cultural groups.

Provide opportunities to analyze and evaluate social issues and to propose solutions to contemporary social problems.

The Magnet Department will be working with the Director of Culturally Responsive Pedagogy to create and deliver specific training in Cultural Responsiveness. By doing so, teachers will have a

wealth of strategies from which to create deep, rich, and meaningful lessons that meet the needs of a diverse population and moves beyond cultural celebrations, foods, costumes, and holidays.

Magnet Plan of Action

I. Magnet Plan of Action for 2013-14 (Approved October, 2013)

A. Specific Strategies for Adding or Replicating Magnets in 2013-14

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. 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 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, Hudlow), 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. If TUSD receives the Grant, development and implementation will be accelerated.

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. Mansfeld was included in the 2013 MSAP Grant. 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. If the District receives the MSAP Grant, development and implementation will be accelerated.

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

The following strategies are included for consideration only but, if adopted, 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 D: 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	South West Quadrant
Hudlow ES	Dietz K8	Cragin ES	
Catalina HS	Roberts Naylor K8	Mansfeld MS	
	Santa Rita HS	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 (potentially) 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 Hudlow Elementary

Hudlow has capacity, and could serve as an integrated magnet that could eventually feed into Dietz or Roskruge and, ultimately, into Catalina's IBDL program. The District is also considering Kellond Elementary as an alternative site for this future magnet.

See Appendix N: Application of Criteria for New Magnets

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

Dietz K-8 could serve as a receiver for Hudlow, 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 International Business and Dual Language (IBDL) Studies at Roskruge K8

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 must transition to Total Magnet, employing a weighted lottery. The estimated time for this school to become integrated is six years.

5. 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

6. 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.

I. Strategies to Improve Magnet Programs

Magnets Schools: "MEETS"

A. Borton Magnet: Project-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

B. 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

C. 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

D. 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.

Magnet Schools: 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 2014-15 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 **Character Counts**
- To impact school culture, the school community will define “Traditional Academics”

Bonillas will revise its theme, curriculum, school culture, professional development and family engagement. Traditional Academics is a theme that speaks to a highly defined and structured school culture, curriculum, and pedagogy. Theme visibility through school culture is the foundation for Traditional Academics. 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. 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. 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. The revised program would offer students a Traditional Academic program. This program would offer a solid foundation of fundamental and higher level thinking skills primarily through direct instruction. The Language Arts Curriculum would utilize a phonics-based reading program. The school would also explore the use of Envisions Math focusing on basic skills and higher order thinking, and will focus on scientific method using FOSS kits. Bonillas is committed to providing a safe, structured learning

environment where expectations for academic success are high and pride is evident. The program would also emphasize the development of respect for others and personal responsibility. Bonillas students would continue to follow a uniform dress code to help in maintaining an orderly environment, free from distractions. 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. Teachers in 2014-15 will have access to additional training via on-line and in partnership with local Montessori schools. Drachman will remain a K-6 configuration.

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

In the past, 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. 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. Magnet staff, and external consultant(s), will work with Tully to create curriculum and provide professional development resources. The Magnet Department will support Tully in seeking and forming community partnerships. Funding has been allocated for a Magnet Coordinator who will coordinate: Curriculum Development; Curriculum Alignment and Documentation; Theme Integration; Assessment Alignment; and Professional Development.

E. Roskrug K8: Dual Language

Roskrug'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.

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. . The budget for the 2014-15 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.

Magnet Schools: IMPROVEMENT 2013-14 (Year One)

A. Carrillo: New Theme, Communication Arts

Carrillo will be researching the theme of Communication Arts. Staff will attend the annual Magnet Schools of America to network and visit communication arts magnet schools. Budgetary considerations for 2014-15 includes increased technology and communication arts equipment.

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.

C. Ochoa:

Improve the Reggio Emilia-Inspired Theme through training, curriculum, and outreach. Staff will continue to be trained in the theme. Ochoa will refine and document curriculum. Staff will work with consultants to develop an assessment process to document student work and communicate student success with parents and community members. Ochoa 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

Utterback Fine and Performing Arts (revision). includes funding for a coordinator, specialized staff, professional development, and instructional materials to be used as part of the digital arts coursework being developed. Much work needs to be done to revise this magnet including creating strong community partnerships, stabilizing the staff, and improvements/repairs to the facility.

F. Tucson High: Revise the Science theme to “Natural Sciences”

Tucson High’s Science Department will revision the Science Strand to reflect a “Natural Science” focus that utilizes curriculum unique to this school. 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 for a Magnet Coordinator who will coordinate: Curriculum Alignment and Documentation; Theme Integration; and Assessment Alignment.

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. The idea is if a key teacher(s) should leave, the programs would continue. Pueblo will create a two year comprehensive marketing and recruitment plan.

Eliminating Magnet Programs/Themes

The following magnet schools were approved for elimination in October of 2014.

- Tucson High School (Math and Technology Strand)

II. Processes and Schedules to Make Changes

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) The District will conduct a boundary review in 2014. Below are the recommendations:

Total School Magnet (no attendance boundary)

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

Total School Magnet with Neighborhood Preference Area

- Bonillas ES
- Borton ES
- Holladay ES
- Ochoa ES
- Tully ES
- Robison ES
- Davis
- Booth-Fickett K8
- Utterback MS
- *Roberts Naylor K8
- *Dietz K8

Magnet Program (neighborhood boundary)

- *Santa Rita HS
- Tucson High Fine and Performing Arts
- Tucson High Natural Science
- Palo Verde HS
- Cholla HS

III. 2013-14 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. 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 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
- timeline for implementation.

By January of 2014, select magnet schools will receive training on APTT (Action Parent Teacher Team), a research-based systematic parent engagement program developed by West Ed.

By March of 2014, all teachers will pilot APPT during Spring Parent Teacher Conferences. A survey of parents and teachers will be conducted to determine the feasibility of full program implementation for SY 2014-15.

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)

IV. 2013-14 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. (See USP Section (II)(E)(2))

Goals for integration and student achievement will be set by individual schools and documented in the Magnet Improvement Plan. To set the goals, schools will use data that includes a three year trajectory to meet integration and student achievement goals of the Comprehensive Magnet Plan. For each goal, schools will develop specific tasks to address the goal and assign a time line to tasks. The school will report monthly the progress made in completing the tasks and accomplishments or barriers in meeting site goals.

Magnet Plan of Action 2014-2015

This section is intended to be an *addendum* to the 2013-14 Magnet Plan.

A. Specific Strategies for Adding, Relocating or Replicating Magnets in 2013-14

Tucson Unified School District will not be adding, relocating or replicating any programs for the 2014-15 schools year. Two programs identified in 2013-14 Magnet Action Plan, Cragin Performing Arts and Mansfeld Middle STEM Magnet will continue as magnets and will move into year one of full implementation in 2014-15. The 2013-14 Magnet Plan included Dietz K-8 and Kellond as planning year 2014-15. This decision has been put on hold in order to align with the Strategies and Process for Adding New Magnets (section VI). A cross-departmental team will conduct the necessary research to inform SLT. SLT will solicit Requests for Proposals in July, given budget and programmatic capacity.

B. Strategies to Improve Magnet Programs

1. Programmatic Evaluation

The two audits, initiated by the District, provide much needed guidance when considering strategies to improve magnet schools. The efficiency audit findings include implementing performance measures and targets to improve accountability. This finding speaks directly to Magnet Improvement Plans. The audit recommends that a reorganization of the Student Equity and Intervention Department is necessary to provide comprehensive support services to students of color. Also included in recommendations are to reorganize the Human Resource Department, streamline the hiring process, and implement new bus routing and scheduling software. Each of these recommendations significantly impact magnet schools. The curriculum audit recommends improvement in the five key areas: Control (control of resources, programs and personnel), Direction (clear and valid objectives for students), Connectivity and Equity (equity in program development and implementation), Feedback (using results from assessments to adjust, improve, or terminate ineffective practices or programs) and Productivity (improving productivity). All five are key areas for magnet improvement.

The Magnet Department conducted three community forums to solicit input on the Comprehensive Magnet Plan. The community recommended that the Comprehensive Magnet Plan have more explicit descriptions of job responsibilities. The community recommends that the district consider increasing the time for improvement to five years. At all forums, it was recommended that parents should be included in the decision making process and consider adding criteria that includes leadership commitment to the theme. Above all, the community

recommends increasing the marketing and recruitment and that the responsibility should be that of the Magnet Department and should include multiple methods of communication. The results of the community forums helped to establish the indicators in Pillar 5: Family and Community Partnerships.

The Magnet Department, working with magnet schools, conducted a preliminary evaluation to pilot the Magnet Standards Evaluation Rubric. The results of the evaluation are noteworthy when looking at strategies to improve magnet programs. Because Pillar 3: Standard 3.9 could not be calculated, the total points possible on the metric is 90. The average score for all magnet schools combined is 50 out of a possible 90 points. Schools scoring highest were Dodge (80%), Booth-Fickett (80%), and Tucson High (75%). Schools scoring lowest were Bonillas (40%), Holladay (34%), and Ochoa (38%). The highest scoring standards that are not weighted are 1.3: Magnet programs will utilize all available tools for recruitment and marketing, 4.14: Magnet program key personnel will receive 30 hours of professional development in instructional pedagogy and 5.11: The local community is actively involved in supporting the magnet school). The lowest ranking indicators are 2.3 : Magnet programs will have a clearly defined theme and 1.4: Magnet schools will have a diverse student population. The data from the mock evaluation will drive the strategies used by the Magnet Department to support schools in improving magnet programs. By improving magnet programs, schools have a better opportunity to attract diverse populations.

Student achievement data from AIMS was analyzed to determine the indicator ratings for Pillar 3: Academic Excellence. AIMS provide more specific guidance for improving magnet programs. AIMS scores in reading indicate that White students in magnet schools outperform the District by 17% and African American students in magnet schools outperform the District by 19.8%. However, Hispanic students in magnet schools did not perform as well as the District with a difference of 3.2%. Native American students' scores in magnet schools show the largest gap in performance, with a 22.7% difference when compared to the District average. The schools that the Magnet Department, working collaboratively with other departments within the district will provide additional support to Tully, Ochoa, Holladay, Robison, Roskruge, Mansfeld, and Pueblo. Utterback will be participating in the UVA Turn Around Model. AIMS scores in math indicate that White students in magnet schools did not perform as well as the district average, with a difference of 16.9%. The Magnet Department, in collaboration with other departments will target Borton, Holladay, Robison, Roskruge, Cholla, and Pueblo. African American students in magnet schools outperformed the district average by 43.5% while Hispanic students outperformed the district average by 3.9%. However, Native American students scored 25.7% lower than the district average. Native American students at Borton, Tully, Safford, Roskruge, Mansfeld and Pueblo will receive additional support services.

In order to determine the data needed for Pillar I Diversity: Standard 1.2 (The ethnic composition needed to integrate the school during the magnet recruitment window met the USP

definition of integration) the District compared projected enrollment plus applications accepted, to the 40th day of 2013-14. Some schools saw substantial progress toward integration. If schools made gains, they are moving closer to integration as defined by the USP. If school had net losses, they moved further away from integration. Looking at Kindergarten entry, the average percentage points moving closer to integration was 6.3%. Drachman saw the most percentage points moving toward integration (20%), and the entry grade is integrated. Holladay saw the least (-12%). Looking at entry level for middle schools, the average was a net loss (.8%). The school that saw the most gain was Mansfeld (7%). Two schools, Utterback and Safford, both had a net loss (6% each). High schools saw a gain of 6% with Palo Verde making the most gains (17%) and Tucson High making the least gains (3%). The Magnet Department will be providing additional marketing and recruitment support for Robison, Ochoa, Pueblo and Utterback in order to increase opportunities for integration by increasing the application pool.

The Magnet Department will work in conjunction with the District in developing and implementing new curriculum for English Language Arts (ELA) and Math. The Magnet Department will work through Magnet Coordinators to train staff at magnet schools in the implementation of the new curriculum and the development of integrated units. Professional development will be offered at all magnet schools to integrate non-core subjects into the magnet theme (Fine Arts, Physical Education, etc). Site Magnet Coordinators will be responsible to curriculum training, unit development, theme visibility, facilitation of the improvement process, recruitment and reporting. In addition to curriculum, the Magnet Department will work in collaboration with other District departments to provide training in culturally responsive pedagogy. The Magnet Department will also facilitate the development of site-specific plan to engage families of African-American, Latino, and English Language Learners. These plans will include specific activities and timelines.

2. Magnet Improvement Strategies 2014-15

* The school letter grade reflects Arizona Department of Arizona rating from 2013-14. The Magnet label is attained from 40th day enrollment data for 2014-15.

EXCELLING: MEETS INTEGRATION/MEETS LETTER GRADE

Dodge MS – Traditional Academics

- Dodge will create a Sustainability Plan. The school will continue to implement a transition program for incoming 6th grade students.

Palo Verde HS – Science, Technology, Engineering, Arts, and Math

- Teachers need substantial training in unit development and theme integration
- Training for new principal

STRATEGIC: MEETS ONE PILLAR

Bonillas Traditional Academics (Racially Concentrated/ Letter Grade C)

- Revise and strengthen the Traditional Academics theme.
- Training for “The Leader In Me”.
- Training a new principal.
- Hire a new magnet coordinator.
- Bonillas will revise its theme, curriculum, school culture, professional development and family engagement. Traditional Academics is a theme that speaks to a highly defined and structured school culture, curriculum, and pedagogy. Theme visibility through school culture is the foundation for Traditional Academics.
- Develop targeted family engagement strategies.

Booth-Fickett- Math Science: (Neutral Enrollment/ Letter Grade C)

- Increase academic rigor and theme visibility
- Teachers need substantial training in unit development and theme integration
- Improve theme visibility in the primary wing
- Improve Science and Math integration in the primary grades

Borton Magnet: Project-Based Systems Thinking (Integrated Enrollment/Letter Grade C)

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

- Training for new principal

Carrillo Communication Arts (Racially Concentrated/Letter Grade A)

- Carrillo will be researching the theme of Communication Arts.
- Budgetary considerations for 2014-15 includes increased technology and communication arts equipment.
- Train a new magnet coordinator.
- Develop targeted family engagement strategies.

Cholla: (Racially Concentrated/ Letter Grade B)

- Add IB Middle Years Program (MYP) and create course continuum for Law
- Cholla is experiencing a revival of the Law program with a significant gain in student participation for 2014-15 school year
- Cholla will to continue to develop the MYP programme 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

Cragin- Performing Arts (Integrated Enrollment/Letter Grade C)

- Cragin needs to significantly improve student achievement.
- Train a new magnet coordinator.
- Train a new principal.
- Develop targeted family engagement strategies.

Davis Dual Language: (Racially Concentrated/Letter Grade B)

- Recruitment and marketing (improve brochures, provide materials)

- Davis made significant progress toward integration. 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.
- Train the new magnet coordinator.

Drachman Montessori (Racially Concentrated/Letter Grade A)

- Drachman will improve the professional development opportunities for all staff. Teachers in 2014-15 will have access to additional training via on-line and in partnership with local Montessori schools and organizations.
- Continue aggressive outreach and recruitment.
- Drachman will remain a K-6 configuration.

Ochoa Community Magnet (Racially Concentrated/Letter Grade B)

- It is recommended that the staff at Ochoa explore theme revision options.
- Ochoa will develop a recruitment plan that includes measurable goals and strategies.
- Train the new principal.
- Train the new magnet coordinator.
- Increase recruitment opportunities.

Tucson High: Natural Sciences (Racially Concentrated/Letter Grade B)

- Tucson High's Science Department will continue to revise the Science Strand to reflect a Natural Science focus that utilizes curriculum unique to this school.

Tucson High Fine and Performing Arts: (Racially Concentrated/Letter Grade B)

- 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.

- Train the new principal.
- Hire a full time magnet coordinator.
- Develop targeted family engagement strategies.

Roskrue K8: Dual Language (Racially Concentrated/Letter Grade B)

- Roskrue'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
- Increase recruitment for 6th grade entry
- Improve student achievement
- Develop targeted family engagement strategies

INTENSIVE: DOES NOT MEET EITHER PILLAR

Mansfeld: (Racially Concentrated/Letter Grade C)

- Continue to develop STEM theme
- Mansfeld has significant potential to improve integration if resources are dedicated to recruitment and marketing of the STEM program
- The Magnet Department will support Mansfeld in seeking and forming community partnerships
- Develop targeted family engagement strategies
- Train new principal

Pueblo High Communication Arts: (Racially Concentrated/Letter Grade C)

- Pueblo will explore theme revision to Dual Language.
- Magnet Department will implement criteria to revise theme beginning March, 2015
- Develop targeted family engagement strategies

Robison: International Baccalaureate (Racially Concentrated /Letter Grade D)

- Robison staff will received training through International Baccalaureate World Schools whereby every teacher will complete at least two levels of training
- Robison needs to significantly improve student achievement
- Train new magnet coordinator
- Increase recruitment opportunities

Safford K-8 IB: (Racially Concentrated / Letter Grade C)

- 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.
- Develop targeted family engagement strategies
- Training for new principal

Tully STEM: (Racially Concentrated/Letter Grade C)

- Develop a STEM theme
- Tully has significant potential to improve student achievement by using resources that are dedicated to implementing STEM
- The Magnet Department will support Tully in seeking and forming community partnerships
- Increase recruitment opportunities
- Develop targeted family engagement strategies

Utterback Fine and Performing Arts (Racially Concentrated/Letter Grade D)

- Utterback will be participating in the University of Virginia Turn Around Program. The Magnet Department will work with the District Shepherd in improving theme integration and student achievement

- Increase recruitment opportunities
- Train new principal

Processes and Schedules to Make Changes 2014-15

- A. Drachman will remain a K-6 magnet school
- B. In 2014-15 Carrillo will explore a Communication Arts theme.
- C. Pueblo will explore revising the theme to Dual Language. The Magnet Department will implement the criteria to revise magnet theme beginning in March, 2015.
- D. Changes in boundaries did not impact magnet schools
- E. Roskruge will continue to implement a Dual Language program.

Magnet School Strategies for Integration

- 1. Consider changing boundaries to improve integration. The Magnet Committee recommends the following:**

Total School Magnet (no attendance boundary)

- Dodge MS

Total School Magnet with Neighborhood Preference Area

- Bonillas ES
- Safford K8
- Borton ES
- Holladay ES
- Ochoa ES
- Tully ES
- Robison ES
- Davis ES
- Booth-Fickett K8
- Utterback MS
- Roskruge K8
- Mansfeld MS
- Cragin ES
- Drachman K-6 Continue to share a boundary with Carrillo(Governing Brd. Mtg. 7.15.14)
- Carrillo ES Continue to share a boundary with Drachman (Governing Brd. Mtg. 7.15.14)

B. Schedule for marketing and recruitment as a strategy for integration

- The Magnet Department will also support individual school's recruitment activities. The Magnet Department will conduct the following recruitment and marketing events to the extent possible:

- September- Magnets at Maynards, Radio and Media Releases
 - October- Celebrate Schools and Local Malls, Parent University, Media Releases
 - November- Magnet Fair, Radio, Outdoor Advertising, El Tour, Media Releases
 - December- 4th Avenue Street Fair, Zoo Lights, Luminaria Nights, Media Releases
 - January- Beyond 2015, Media Releases
 - February- Magnet Gala, Sci Tech Festival, Tucson Rodeo Parade, Media Releases
 - March- Festival of Books, 4th Avenue Street Fair, Susan G. Komen Walk, Media Releases
 - April: Multicultural Symposium, MS Walk, Magnet Student Awards
 - May: Cradle to College
 - June: World Refugee Celebration, Juneteenth
-

ATTACHMENT B: SUMMARY OF 2011 MAGNET STUDY FINDINGS

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) 2013-14, 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 2013-14, 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 creating an instructional committee to research and locate a traditional science adoption aligned with Common Core. Strengthen/Build "No Excuses University" and defined Early College Prep.
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's magnet will likely be eliminated in SY 2013-14.
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. Davis' magnet status will be eliminated in SY 2013-14.
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 can 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. Utterback is under consideration for elimination in SY 2014-15 if new boundaries will not enhance integration. If Utterback's magnet status is eliminated, consideration will be made to relocate the program to central location.

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. Roskrige’s magnet status will be eliminated in SY 2104-15.
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 “Life Science” focus. The math magnet will be 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. Pueblo’s magnet status will be eliminated in SY 2014-15.
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 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	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.	During SY 2013-14, the Catalina community will explore magnet themes. It is recommended that International Business and Dual Language be considered.
20. Cholla HS	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.	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.

**Magnet School Annual Review**

School _____ Year _____

PILLAR I: INTEGRATION		
Is the school integrated?	Yes	No
	Progress Made	Suggested Improvements
1.2 Entry level grades (K, 6,9)		
1.3 Magnet schools will retain a diverse population.		
PILLAR II: STUDENT ACHIEVEMENT		
Is the school an A or a B school?	Yes	No
	Progress Made	Suggested Improvements
A.1 Students will score higher than the state median in reading and math on the state assessment.		
A.2 The academic growth of all students in magnet schools is higher than the state median in reading and math.		
A.3 The growth of the bottom 25% of the students at the magnet school is higher than the state median growth.		



SCHOOL NAME:	MAGNET THEME:
AZ LEARNS LETTER GRADE:	
STUDENT ENROLLMENT BY ETHNICITY:	

MAGNET LEADERSHIP TEAM (REQUIRED MEETINGS AT LEAST MONTHLY)		
Please provide dates/times when your Magnet Leadership Team will meet (ex: The first Tuesday of every month @ 1:00 pm)		
TEAM MEMBERS	NAME	RESPONSIBILITIES
Principal		Mandatory member
Magnet Coordinator		Mandatory member
Community Representative		Mandatory member
Magnet Director	Victoria Callison	Resource
Magnet Senior Program Coordinator	Laurie Westfall / Adelle McNiece	Resource
Marketing Specialist	Sally Jacunski	Resource

Complete a detailed action plan for each standard under the focus Pillar.



PILLAR I: DIVERSITY

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]**
- 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]**

GOAL:

STANDARD	Detailed Description	TIMELINE (BEGIN)	TIMELINE (END)	WHO IS RESPONSIBLE?
Recruitment				
Retention				
Theme Visibility				
Theme Development (3 hours)				

PILLAR II: STUDENT ACHIEVEMENT

USP Description:

The evidence-based accountability system is a system to review program effectiveness and ensure that, to the extent practicable, program changes address racial segregation and improving the academic performance and quality of education for African American and Latino students, including ELLs. **[X.A.1]**

GOAL:

STANDARD	Detailed Description	TIMELINE (BEGIN)	TIMELINE (END)	WHO IS RESPONSIBLE?
Professional Development				
Interventions				
Accelerated Opportunities				
Family Engagement				





SCHOOL NAME:	MAGNET THEME:
AZ LEARNS LETTER GRADE:	
STUDENT ENROLLMENT BY ETHNICITY:	

MAGNET LEADERSHIP TEAM (REQUIRED MEETINGS AT LEAST MONTHLY)		
Please provide dates/times when your Magnet Leadership Team will meet (ex: The first Tuesday of every month @ 1:00 pm)		
TEAM MEMBERS	NAME	RESPONSIBILITIES
Principal		Mandatory member
Magnet Coordinator		Mandatory member
Community Representative		Mandatory member
Magnet Director	Victoria Callison	Resource
Magnet Senior Program Coordinator	Laurie Westfall / Adelle McNiece	Resource
Marketing Specialist	Sally Jacunski	Resource

Complete a detailed action plan for each standard under both Pillars.



PILLAR I: DIVERSITY

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]**
- 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]**

GOAL:				
STANDARD	Detailed Description	TIMELINE (BEGIN)	TIMELINE (END)	WHO IS RESPONSIBLE?
Recruitment				
Retention				
Theme Visibility				
Theme Development (3 hours)				

PILLAR II: STUDENT ACHIEVEMENT

USP Description:

The evidence-based accountability system is a system to review program effectiveness and ensure that, to the extent practicable, program changes address racial segregation and improving the academic performance and quality of education for African American and Latino students, including ELLs. **[X.A.1]**

GOAL:				
STANDARD	Detailed Description	TIMELINE (BEGIN)	TIMELINE (END)	WHO IS RESPONSIBLE?
Professional Development				
Interventions				
Accelerated Opportunities				
Family Engagement				





SCHOOL NAME:	MAGNET THEME:
AZ LEARNS LETTER GRADE:	
STUDENT ENROLLMENT BY ETHNICITY:	

MAGNET LEADERSHIP TEAM (REQUIRED MEETINGS AT LEAST MONTHLY)		
Please provide dates/times when your Magnet Leadership Team will meet (ex: The first Tuesday of every month @ 1:00 pm)		
TEAM MEMBERS	NAME	RESPONSIBILITIES
Principal		Mandatory member
Magnet Coordinator		Mandatory member
Community Representative		Mandatory member
Magnet Director	Victoria Callison	Resource
Magnet Senior Program Coordinator	Laurie Westfall / Adelle McNiece	Resource
Marketing Specialist	Sally Jacunski	Resource

Choose the Standard(s) your program wishes to focus on this year. Complete a detailed action plan for those standards.



PILLAR I: DIVERSITY

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]**
- 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]**

GOAL:

STANDARD	Detailed action steps	TIMELINE (BEGIN)	TIMELINE (END)	WHO IS RESPONSIBLE?
Recruitment				
Retention				
Theme Visibility				
Theme Development (3 hours)				

PILLAR II: STUDENT ACHIEVEMENT

USP Description:

The evidence-based accountability system is a system to review program effectiveness and ensure that, to the extent practicable, program changes address racial segregation and improving the academic performance and quality of education for African American and Latino students, including ELLs. **[X.A.1]**

GOAL:

STANDARD	Detailed action steps	TIMELINE (BEGIN)	TIMELINE (END)	WHO IS RESPONSIBLE?
Professional Development				
Interventions				
Accelerated Opportunities				
Family Engagement				





Magnet Monthly Report

SCHOOL INFORMATION	
SCHOOL NAME:	
MAGNET THEME:	MONTH:

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

MAGNET LEADERSHIP TEAM MEETINGS	
Please provide dates/times when your Magnet Leadership Team met this month (ex: 9/12/13, 3:30 – 4:30 pm)	



Magnet Monthly Report

PILLAR I: INTEGRATION

What actions have been taken this month that support your goal?

I.1: Number of Applications received/accepted: Use Mojave; Reports; Application In; Select Sort by Priority; Click Preview

Date report generated:

White		African- American		Hispanic	
Received	Accepted	Received	Accepted	Received	Accepted

I.2: Recruitment activities: Add additional lines as needed. Include tours, phone inquiries, mailings, school visits, other recruitment activities conducted by your site. Keep appropriate documentation on site for review.

Event/Activity	Date	District or Site?

I.3: Retention: Enter cohort data for entry level grade (ie: Kinder last year to current year 1st grade)

Grade Level	White		African-American		Hispanic	
	100 th	Current	100 th	Current	100 th	Current

I.4: Theme Visibility: Use the Theme Visibility Walkthrough Checklist

Date	Theme Visibility Score	Area(s) of concentration	Steps taken to increase visibility

I.5: Theme Development: Use lesson plans and unit plans. Keep appropriate documentation on site for review. Include any "all school" activities in this section as well. (i.e., club meetings, word of the day, theme related assemblies, performances)

Grade Level/Subject/Activities (create a line for each grade level at your school)	Average number of hours per day immersed in theme



Magnet Monthly Report

PILLAR II: STUDENT ACHIEVEMENT

What actions have been taken this month that support your goal?

S.1: Interventions: Use MTSS data, CCLC data, teacher data

Grade Level	# of Eligible Students	# of Students Served

S.2: Accelerated Opportunities: Use MTSS data, CCLC data, teacher data

Grade Level	# of Eligible Students	# of Students Served

S.3: Professional Development: PD hours offered and number of key personnel participating. Use TNL, agendas, sign-in sheets, certificates of participation, travel documents, etc.

# of PD hours offered	# of Key Personnel participated	Total Hours Participation

S.4: Family Engagement: Use newsletters, social media, student showcase events, CCLC data, parent volunteer documentation, parent attendance documentation.

Type of Contact	% of families participating

Celebrations and Challenges

Celebrations	Challenges

Appendix G

Rubric For Adding Or Replicating A Magnet Program

Indicator	Points Possible	
The racial composition of the students residing in the neighborhood do not meet the definition of integration.	3	
The racial composition of the school will have a positive impact on the feeder or pipeline school.	2	
The percentage of students meeting or exceeding the standards on a state assessment is higher than the district average for the grade configuration (K-5, K-8, 6-8, 9-12) for the last two years.	2	
The percentage of students meeting or exceeding the standards on a state assessment is higher than the district average for the grade configuration (K-5, K-8, 6-8, 9-12) for the last year.	1	
The site has the capacity (not including modules) to enroll the number of students needed to integrate the school.	2	
The facility condition index rating is at least (district average).	2	
The facility condition index of the surrounding school(s) is at least “	2	
The geographic location of the school is within an eight mile radius of the center of the district.	2	
The District has budget capacity to properly staff the magnet program.	2	
The District has capacity to attract specially trained and/or specifically certified staff to implement the magnet program.	2	
Total Points	20	
Total points needed to become a magnet school.	15	X
Does this school qualify to become a magnet school?	YES	NO

Appendix G
