

From: About Facts

Sent: Friday, February 8, 2019 10:52:44 AM (UTC-08:00) Pacific Time (US & Canada)

To: carlos.cardona-morales@tusd1.org; manuel.avila@tusd1.org; anna.ralls@tusd1.org; Marco.cubillas@tusd1.org; Adam.Lopez@tusd1.org; Ben.Teyechea@tusd1.org; chantal.ralls@tusd1.org; rudolfo.valenzuela@tusd1.org; Clarinda.Rubio@tusd1.org; nellie.aguilar@tusd1.org; casondra.martinez@tusd1.org; viviana.rivera@tusd1.org; Denisse.Goatcher@tusd1.org; Deborah.Grunloh@tusd1.org; dale.lopez@tusd1.org; margaret.bly@tusd1.org; feliciana.martinez@tusd1.org; susan.petti@tusd1.com; donna.bowser@tusd1.org; denia.lopez@tusd1.org; judith.leverda@tusd1.org; Yvonne.Torres@tusd1.org; Eva.Almonte@tusd1.org; roskrugepta@gmail.com

Subject: Roskruge Magnet School Information that has Been Hidden from Roskruge Teachers, Parents, the Governing Board, Community, and Plaintiffs

By providing this to you I am jeopardizing my job. I would not do this if it were not critical!

The attached document is being shared with Roskruge teachers, parents, TUSD Board Members, Mexican American Desegregation Plaintiffs, and the media. Please share this with as many parents as possible. I could not sit back and have administrators and attorneys continue to **LIE** to the Roskruge families, teachers, and community that it is better to remove the magnet from Roskruge when the information that was developed over a year ago by a team of administrators/educators states the **extreme opposite**. Notice important dates in the attached document that show that the work on Roskruge has secretly gone on for more than a year.

The original plan for Roskruge was to expand the dual language program within the existing magnet and I have included only the most important information on Roskruge from a document that also had information on other schools. The entire document should have been made public but it wasn't. The people who put the attached Roskruge Magnet proposal together are all educators and not attorneys. You should ask for the entire document and for all of the related documents that have followed. Once the attorneys got ahold of the Roskruge Magnet School proposal everything started to change. You should pay attention to the ratings of the Roskruge proposal by the consultant. It received several zeros probably due to the lack of experience and expertise of the Roskruge Principal. But the proposal's weaknesses are all things that can be addressed by expert educators.

Stakeholders were supposed to have been brought into the process but as you know, most of the professionals at Roskruge and the parents have not been informed or involved. It was the Roskruge parents who finally demanded information about 10 days ago. This is when I decided that I had to figure out a way to get information to Roskruge parents and teachers. It is really pathetic that parents have to search out information that should have been provided a long time ago. Important information is being kept secret and **lie after lie** is being told to parents and teachers while those at the top keep telling the schools and the public that information is transparent. Meanwhile, the Governing Board has been kept in the dark and they will be lied to once they begin to ask the important questions.

Please immediately forward this to parents of the PTO and Site Council.

**Notice of Compliance with USP Completion Plan
Action Step No. 4
Potential New Magnet School**

Action Step No. 04: By the end of the current school year, the District shall undertake an assessment of potential magnet schools or programs for TUSD. The District shall identify the preferred choice(s), explain its reasoning for selecting the option(s) over other viable choices, and decide whether such an option(s) should be implemented and how this can be accomplished. This does not mean that the District must establish a new magnet school as a condition of being awarded unitary status.

Compliance:

**Action Step 4
Potential New Magnet School**

In an effort to collaboratively address opportunities and strategies to promote integration throughout TUSD, the Coordinated Student Assignment Committee (CSA) has had weekly standing agenda items to explore new magnet school options along with facilitating recommended responses from **Marzano Magnet Schools Evaluation Report for the past two years.**

In December 2017, the committee identified to three magnet proposals for further study. One proposal would strengthen an existing magnet school and two would result creation of new magnet programs. The three proposals were:

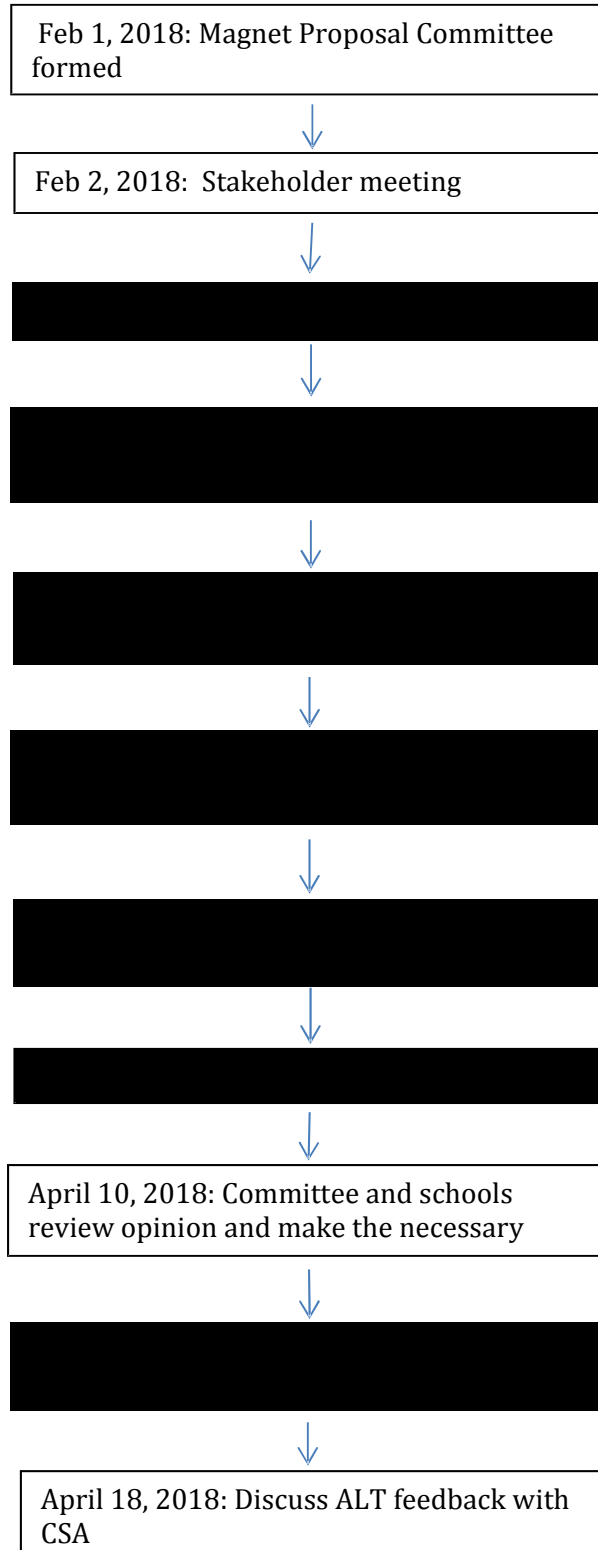
Proposal 1: Roberts Naylor K-8 Middle School GATE magnet program

Proposal 2: Roskrige Bilingual Magnet K-8 No Attendance Boundary

Proposal 3: Catalina High School International Business and Technology Magnet

In February 2018, the Magnet proposals were developed. Teams were formed to complete each proposal that included members from CSA and school sites. The draft proposals were reviewed by WEEAC (Western Educational Equity Assistance Center; Ms. Frances B. Miller and Dr. Marcela Parra). TUSD internal proposal teams factored in relevant WEEAC feedback in the final proposals.

Magnet Proposal Committee timelines



Each proposal considered by the Magnet Proposal Committee is described below.

Proposal 2

Two Way Dual Language No Attendance Boundary

This proposal is to convert Roskruge Bilingual K-8 Magnet to a Two Way Dual Language program without an attendance boundary in SY 19-20. This will help Roskruge move towards integration and build a solid Two Way Dual Language (TWDL) program with a pure continuum that accomplishes a K-12 pathway for students in the program. Implementation would be school-wide. Currently, Roskruge has 88% non-neighborhood enrollment. Roskruge Biligual K-8 was the only school considered by the CSA and the Department of Language Acquisition to incorporate a K-8 TWDL program without an attendance boundary, based on the following factors:

- Recommendation from the outside expert consultant
- Existing TWDL program helps in the implementation process
- Access to a TWDL continuum through 8th grade
- Marzano report

Timeline for development of proposal

- **October 2016:** Marzano Research delivers Magnet Schools report
- CSA analyzed the report and discussed Magnet options
- **August 2017:** CSA discussed and reviewed a proposal for the development of a middle school Two-Way Dual Language feeder pattern
- **September 2017:** Discussion of disproportionate enrollment with outside expert
- **October 2017:** CSA discussed no boundary TWDL magnet/ developing the Roskruge proposal
- **November 2017:** Discussion with outside expert, Ms. Molina
- **November 2017:** CSA started Roskruge TWDL Magnet proposal development

A more detailed discussion of this magnet proposal and other related materials are attached hereto as Exhibit B.

Evaluation and Decision

Each proposal was presented to the ALT (Academic Leadership Team) in April and May, 2018. Based on due consideration of the various alternatives, District staff has recommended that during the 18-19 school year, staff will initiate the processes for Governing Board approval and planning for implementation of a two-way dual language, no attendance boundary magnet at Roskrug. The key factors that influenced this decision included the following:

1. Expansion of the dual language program is a priority of the District, and implementation of a two-way program at Roskrug is already part of the overall expansion plan for dual language.

2. The current existence of a robust dual language program at Roskrug means that the cost and disruption in expanding the program to a two-way, no-attendance-boundary magnet program will be substantially less than the other two proposals, and the time necessary to implement will be faster than the other two proposals.

3. The central location of Roskrug and its history suggest that a magnet program at that site will substantially improve integration overall.

4. Roskrug currently has sufficient capacity to accommodate the program including reasonably expected expansion.

5. Roskrug is currently only 15% neighborhood students, so the switch to a no-attendance-boundary magnet will impact fewer neighborhood students and surrounding schools than implementation of other magnet proposals.

EXHIBIT B
ROSKRUGE **MAGNET** PROPOSAL

Tucson Unified School District

Roskrige Magnet Program Proposal

Abstract

This proposal requests the creation of a no-boundary attendance area for K-5 students at Roskrige K-8 Magnet School to better support the existing Magnet Two-Way Dual Language

Reviewed by TUSD's Coordinated Student Assignment Committee

February 25, 2018



Tucson Unified School District

Magnet Program Proposal

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Magnet Program Proposal

COVER PAGE - GENERAL INFORMATION

School Name: Roskruge Bilingual Magnet

Integration Status	Enrollment 2017-18	% FRL	%ELL	AzMERIT ELA/Math Passing Rates	School Accountability	Campus Utilization Rate
Racially Concentrated	655	71%	11%	29/27	D	98%

Magnet Program Design Team Members

Name	Title	Team Member Role
Yvonne Torres	Principal	Contributor
Patricia Sandoval-Taylor	Language Acquisition Interim Director	Primary Writer
Anna Manzano	Language Acquisition Specialist	Contributor
Rosa Molina	ATDLE Consultant	Contributor
Janna Acevedo	Director of Magnet Programs	Contributor

Proposed Magnet Program Theme

Roskruge K-8 is currently a Two-Way Dual Language (TWDL) Magnet school. This proposal requests the creation of a no-boundary attendance area for K-5 students in order to better support that theme.



Tucson Unified School District

Magnet Program Proposal

PROGRAM OVERVIEW

School Background

Describe your school. *Description should include a description of your geographic area, student population, any unique characteristics, and major stakeholders.*

Roskruge Bilingual Magnet K-8 School is located near downtown Tucson and serves over 600 students in grades kindergarten–eighth grade. Tucson High school is directly across the street to the South and the 4th Ave business corridor 1 block to the West. It is bordered by the University of Arizona two blocks to the East, Tucson High School directly

Expanded in 1987 to incorporate a bilingual Magnet middle school, Roskruge is now a school-wide dual language (Spanish-English) magnet, attracting students from across Tucson – 83 percent of the students in 2017-18 live outside of the school’s attendance boundaries.

The school currently serves a high population of low socio-economic status students, with a free and reduced lunch percentage of 71%.

Description of Proposed Program

Suggested content (additional information may also be included):

The request to create a no-boundary attendance area for K-5 students in 2019-20 will allow the District to create a **K-8 continuum of the existing magnet program**, which includes a no-boundary component for the 6th-8th grades only, into a no-boundary program for all grades. In this authentic Two-Way Dual Language (TWDL) model, students will develop higher levels of bilingualism and biliteracy at an early age, reach higher academic standards, and become skilled in cross-cultural competencies. It will prepare students with the foundational skills to attain the Arizona State Seal of Biliteracy when graduating from high school.

With a **full magnet enrollment starting at kindergarten or first grade in 2019-20**, the District will implement a TWDL primary grade program. This early immersion experience will allow students to build their foundational literacy skills in Spanish and provide the necessary seven to nine years of study to become truly proficient in both Spanish and English. All K-1 students will be eligible to attend with parent permission¹.

¹K-1 English Language Learners will need to qualify for a bilingual waiver to participate.



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Magnet Program Proposal

All students currently enrolled in 2nd through 8th grade will be grandfathered into the school, and their enrollment maintained through middle school. Students at these grade levels who want to enter into the TWDL program will be given a TWDL assessment to ensure that the student can meet the Spanish proficiency standards for that grade level. Students attending other dual language elementary or middle school programs will be given priority to enter the program based on their prior enrollment in TWDL.

The transition to full magnet enrollment allows all students and families the choice to participate in a comprehensive and rigorous academic K-8 dual language program and ensures that they will develop the necessary foundational skills to excel.

Magnet Program Goals

How does this theme support the magnet goals of integration and academic achievement?

Integration: Roskrige is currently racially concentrated with a Hispanic population of 77 percent. As a Spanish-English dual language magnet it faces a challenge in attracting a more diverse population. Creating full magnet enrollment at the K-5 level would allow the school to prioritize enrollment in a way that could potentially increase the integration of the school.

Accompanied with a strong marketing and recruitment campaign, the TWDL program can be a strong attraction to a diverse group of families.

Academic Achievement: Based on Spring 2017 AzMERIT state assessment scores, 29 percent of Roskrige were proficient in English/Language Arts, and 27 percent were proficient in Mathematics. This compares to a District average of 20 percent and 28 percent. Further breakdown by grade level shows that grades 3, 5 and 7 ELA scores were higher than the District average, and grades 3 and 4 math scores exceeded those for the state as a whole. Current efforts by the school are to increase AzMERIT scores by 10 percent for the 2017-18 school year.

A wide body of research exists that shows how dual language programs support academic achievement. A five-year study of students in the Houston Independent school district found that “student achievement is clearly the highest in the two-way bilingual immersion schools, both for students who begin schooling with no or limited proficiency in English, and for native-English speakers who choose to be in the bilingual classes. Both of these groups, by fifth grade, are on or above grade level in both English and Spanish. In English reading (the most difficult subtest, because it tests all curricular subjects), the Spanish speakers reached the 51st percentile in fifth grade” (Wayne P. Thomas; Virginia P. Collier’s).



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Magnet Program Proposal

Magnet Theme Rationale

This proposal does not change the Magnet Theme. The creation of a no-boundary attendance area for K-5 students will only enhance and strengthen the existing magnet.

Primary Features

Roskruge Bilingual K-8 Magnet will be unique in that it will be the only K-8 TWDL program to serve students from across the TUSD community.

TUSD's TWDL Model

The chart below provides an overview of the TWDL model, which addresses the academic content and language of instruction for each content area for K -5. Spanish Language Arts and math are content areas taught in Spanish from Kindergarten through fifth grade. Science and Social Studies are taught in Spanish in Kindergarten thru second grade and then continued in either English or Spanish from third to fifth grade. Academic English Language Development (AELD) is taught kindergarten thru fifth grade with the amount of English gradually increasing every year. English Language Arts is introduced in third grade as well as English mathematics test prep for those non-transferable skills being assessed in English state mandated assessments in mathematics .



Tucson Unified School District

Magnet Program Proposal

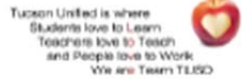
Office of Curriculum Instruction and Professional Development Language Acquisition Department TUSD Two-Way Dual Language Program (TWDL) Model				
Grade	Language Percentage Span/Eng.	Spanish	English	Test Prep
Kinder	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking	
1 st	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking	
2 nd	80/20 272 mins/68 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening, Speaking, Reading, Writing	
3 rd	70/30 234 mins/102 mins	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA	Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)
4 th	60/40 204 mins/136 mins	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA Science Social Studies	Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)
5 th	50/50 170 mins/170 mins	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA Science Social Studies	Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)

The K-5 TWDL program prepares student for the middle school TWDL pathway. The chart below demonstrates the academic content and language of instruction in the content area for middle school courses:



Tucson Unified School District

Magnet Program Proposal



Middle School PROGRAMMATIC PATHWAYS FOR TUSD STUDENTS in Spanish Instruction

Student Profile	6 th Grade	7 th Grade	8 th Grade
Two-Way Dual Language Program			
*Spanish and English speakers in the TWDL Program for 5 years+	Spanish Language Arts 1-2 (Reading, Writing, Grammar & Oracy)	Spanish Language Arts 3-4 (Reading, Writing, Grammar & Oracy)	Spanish Language Arts 5-6 (Reading, Writing, Grammar & Oracy)
* Spanish speakers not from TWDL (literate) (assessed by the school with grade level proficiency in Spanish)	Spanish Content: Social Studies and/or Science Math (if available)	Spanish Content: Social Studies and/or Science Math (if available)	Spanish Content: Social Studies and/or Science Math (if available)
Student Profile	6th Grade	7th Grade	8th Grade
Native Spanish/non TWDL			
*Spanish speakers not from TWDL Program (assessed by the school without Grade level proficiency in Spanish)	Spanish, Heritage Learners (1-2) Focus on Literacy development Tutorials for literacy as needed	Spanish, Heritage Learners (3-4) Focus on Literacy development Tutorials for literacy as needed	Spanish 5-6 Focus on Literacy development Tutorials for literacy as needed
* Spanish speakers (Interrupted schooling) (Newcomers assessed by the school without Grade level proficiency in target language)			
Student Profile	6th Grade	7th Grade	8th Grade
English Speaker not in TWDL			
*English speaker without TWDL program experience	Spanish 1-2 (HS equivalent)	Spanish 3-4 (HS equivalent)	Spanish 5-6 (HS equivalent)

As students enter the middle school program, the level of students' proficiencies in the target languages delineates the type of program in which they will participate. Two Way Dual Language students must be allowed to continue their pathway from 5th grade into middle school to fully realize the advantages of their TWDL schooling. At this level, students will be scheduled into a minimum of two courses in Spanish (within their 6 period day). The courses that make up the TWDL Program Core are Spanish Language Arts and either Spanish Science or Spanish Social Studies depending on the grade level. A Spanish Mathematics course could be added if a qualified, credentialed teacher to teach math in Spanish is available. **All these courses are taught exclusively in Spanish.**

In addition, Roskrige will offer a TWDL strand at the middle school for students without TWDL experience by scheduling them into high school equivalent Spanish courses for



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Magnet Program Proposal

English speakers, and Native Speaker courses for Native-speaking students who have oral language capabilities but need literacy development in the Spanish language. All students at this level, must have the opportunity to engage in formal second language study. All students, TWDL and the students in Spanish for Native Speakers and Foreign Language classes will be given an 8th grade placement test to place them in the correct coursework at the high school level. The chart above outlines the different student profiles and program strands at the middle schools.

Curriculum or Curricular Elements

The program theme uses the district's curriculum for Elementary and Middle School but is taught in the target language (Spanish) and has additional curriculum requirements for Spanish Language Arts. The options will allow student to will work to complete their TWDL pathway requisites for the Arizona Seal of Biliteracy.

Teacher Capacity and Professional Development

At the elementary level, there are eleven of twelve teachers who are bilingually endorsed and are highly qualified to teach at this level. At the middle school, there are ten bilingually endorsed teachers who cover the minimum content requirements for a TWDL model at this level. Roskrige, with support from the TUSD, Language Acquisition Department, will continue to move forward in hiring the most qualified staff to ensure implementation of the model. Offering a stipend of \$5000 dollars for bilingually endorsed teachers in a designated TWDL classroom will continue to assist in the recruitment and retention of these highly qualified teachers.

In addition, professional development and program monitoring will be ongoing to ensure full implementation of the model.

- Teacher Recruitment Incentives
 - "Make the Move" (teacher preparation incentives)
 - "Grow our Own" (teacher preparation incentives)
 - Stipend for qualifying endorsed teachers in the program
- Professional Development
- Attending Professional conferences for TWDL programs

Family Engagement

TWDL informational meetings will include:

- Parent compact
- Monthly "Cafecitos"
- Literacy Night
- Math/Science Night
- Quarterly Music and Dance performances



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Magnet Program Proposal

Partnerships

Partnerships will be developed with district and community organizations to meet the needs of Roskruge students and families. These partnerships will include:

- Local businesses
- University of Arizona
- Pima Community College
- Association of Two-Way Dual Language Education
- Arizona Consortium for Language Immersion Programs

Communication

Roskruge will work with the District to inform the parents, staff and community members of the changes by:

- Following district policy for boundary changes
- Holding community meetings (open house, site council, PTA and community events)

School-Based Recruitment

School –Based Recruitment efforts will occur through:

- Student ambassadors
- Kinder round-up
- Shadow visitation program available to incoming 5th graders

District Support

The theme is a collaboration between Magnet, Language Acquisition, and academic leadership. The District provides support through teacher accreditation, marketing, and recruitment efforts.

Supplemental Information

Roskruge has historically been a bilingual education program school. The full no boundary magnet status would make it the hallmark of the TUSD TWDL programs. Because of its proximity to University of Arizona, this magnet has the potential to create a strong network for teaching and learning in the field of bilingualism and biliteracy. This would create a strong resource for the entire community of Tucson. Most importantly, by strengthening a program which has a strong research base to support language and high academic achievement it will result in an increase in student enrollment.



**METROPOLITAN
STATE UNIVERSITY™
OF DENVER**

**Western Educational Equity Assistance Center
Metropolitan State University of Denver
P.O. Box 173362, CB 63A
Denver, CO 80217-3362**

April 2, 2018

Proposal review for Magnet Program-International Business and Technology for Tucson Unified School District (TUSD). Re: **Roskruge Elementary**.
Submitted by: Western Educational Equity Assistance Center (WEEAC), Region IV
Per the Memorandum of Understanding between TUSD and WEEAC:

WEEAC will contact Magnet school expert and negotiate consultancy to review the three (3) new magnet school options the District has drafted. This task will help to fulfill the Special Master's request of the District to develop a process to identify new and viable magnet programs. The district will submit magnet proposal to WEEAC by March 14, 2018; the expert consultant will return proposals to the district with her review and recommendations for the three magnet school proposals on or before April 6, 2018 (extra time needed due to Spring/Easter holidays).

Enclosed you will find the review of TUSD proposed **Roskruge Dual Language Magnet (K-8)**. It provides comments, recommendations and commendations in the following areas:

1. Pre-planning: Is there evidence of an identified attractive and viable theme?
2. Pre-Implementation planning: Is there evidence of effective and viable program design that supports the theme and pedagogies?
3. Implementation: Is there identified relevant and rigorous curriculum?
4. Is program sustainable: Are there accountability standards, evidence of continuous review and improvement models?

Should you have any questions or concerns about the Magnet School Proposals review please feel to contact Ms. Frances B. Miller and/or Dr. Marcela Parra.

Thank you,

Jan Perry Evenstad, PhD
Director
WEEAC, Region IV

SCHOOL NAME: Roskruge Dual Language Magnet (K-8)
PROPOSED CHANGE: The proposal requests a no-boundary attendance area at the K-5 levels. A no-boundary attendance area exists for 6-8 levels. No change to the Two-Way Dual Language Magnet is proposed

**REVIEW OF THE TWO-WAY DUAL LANGUAGE MAGNET and
 REQUEST FOR NO-BOUNDARY ATTENDANCE AREA**

PRE-PLANNING

A. ATTRACTIVE & VIABLE THEME

1. Research that supports the Theme

0. Not addressed in proposal	1. Mentioned, but not delineated in proposal	2. Research cited to support theme.	3. Multiple sources of research support theme.	4. Multiple sources cited that support the theme. Clearly outlined and connects to community, school and student needs.
		X		

Comments, commendations, recommendations

The magnet proposal for the Roskruge Two-Way Dual Language (TWDL) Magnet (K-8) is about permitting the school to create a no-boundary attendance area for grades K-5. The school currently has a no-boundary attendance area for grades 6-8. Roskruge, located near downtown Houston, is currently 77% Hispanic. The school is operating at 98% of its capacity. 83% of the enrollment is outside its residential boundaries. Allowing students to enroll from across the district, beginning in the elementary grades will ensure that students develop the foundational skills needed to succeed through the middle grades.

Roskruge uses the TWDL model for instruction K-8. Recent research shows that student achievement for both English speakers and native Spanish speakers is the highest at schools using the TWDL model. Results from a five year study in the Houston School District revealed that students who began the TWDL program as native-English speakers and students with limited-proficiency in English were on or above grade level in most of their subtests by grade 5.

2. Address needs of students			
0. Not addressed in proposal	1. Mentioned, but not delineated in proposal.	2. Student needs addressed with theme.	3. Student academic needs are documented and addressed with theme implementation
			4. Student needs are clearly documented and discussed. The theme supports needs academically and socially in a number of ways. <p style="text-align: center;">X</p>
<p><i>Comments, commendations, recommendations</i></p> <p>Test scores and academic needs of the school was discussed in the proposal. Test results, on the AzMerit State Assessment, placed the school at the 29% proficient for English Language Arts (ELA), and 27% proficient in mathematics in the Spring of 2017. ELA scores for the school are above the District's average of 20% proficient, with grades 3, 5, and 7 exceeding the State average. The school scored slightly below the District average of 28% proficient, with a 27% scoring proficient. Roskrug's test results align with the findings of several national studies showing the TWDL model benefits student achievement while developing bilingual skills in students.</p> <p>Ruskrug's magnet proposal does not seek to change the TWDL model, but seeks board approval for a K-5 no-boundary attendance area which will allow it to develop stronger academic foundations for success in the middle level grades. All student currently attending the school will be grandfathered and their academic need will be met.</p>			

3. Parent supported			
0. Not addressed in proposal	1. Mentioned, but not delineated in proposal.	2. Documentation cited that demonstrates parent support.	3. Several opportunities provided to garner support of parents for theme selection.
			4. Multiple opportunities provided to garner input and support of parents. Parent input has been

			X	incorporated into proposal.
<p><i>Comments, commendations, recommendations</i></p> <p>Roskruge magnet proposal indicates there is strong support for the bilingual magnet from parents in both the elementary and middle school programs.</p> <p>The school has a variety of parent engagement activities including: a parent compact, monthly “Cafecitos,” Literacy Nights, Math/Science Night and quarterly music and dance performances. The school will continue to support business partnership with local business, University of Arizona, Pima Community College, the Association of Two-Way Dual Language Education, and Arizona Consortium of Language Immersion Programs.</p>				
<p>4. Attract quality leaders and staff committed to the specialized theme</p>				
<p>0. Not addressed in proposal</p>	<p>1. Mentioned, but not delineated in proposal.</p>	<p>2. The need for a qualified staff is mentioned in proposal.</p>	<p>3. The need for a qualified leaders and staff is clearly stated. District process for leader and staff selection is explained.</p>	<p>4. A system for selection of a quality leaders/staff committed to the theme has been developed. Process ensures theme commitment and willingness to implement new pedagogies.</p> <p style="text-align: right;">X</p>
<p><i>Comments, commendations, recommendations</i></p> <p>At the elementary level, 11 of the 12 credentialed, endorsed bilingual teachers are considered highly qualified. At the middle level there are 10 bilingual certified teachers who are endorsed and cover the content requirements for the TWDL model. Two charts showing the components of the TWDL model were included in the proposal. The school works with the District to ensure that highly qualified teachers are found and designated for Roskruge’s bilingual model. Endorsed, bilingual teachers receive a \$5,000 stipend annually.</p>				

5. Encourages diversity, plan for decreasing racial isolation.

0. Not addressed in proposal	1. Mentioned, but not delineated in proposal.	2. Discussed in proposal.	3. Proposal includes discussion of staff and student needs.	4. Proposal includes discussion of staff and student needs related to diversity. A PD plan that addresses staff and student diversity is outlined. Some diversity activities will be integrated into curriculum. X
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Comments, commendations, recommendations

Roskrugé’s request for a no-boundary attendance designation will help the school in its efforts to reduce Hispanic isolation as well a better prepare students for higher level course offerings at the middle grades. Building bilingual skills in the elementary grades is important if students are to succeed in content classes of the middle grades taught with alternating Spanish and English units. All students, currently enrolled, will be grandfathered, may remain at the school, and their academic needs will continue to be addressed.

PRE-IMPLEMENTATION PLANNING

B. PROGRAM DESIGN

1. Develop a Professional Development Plan that supports the theme and new pedagogies

0. Not addressed in proposal	1. Mentioned, but not outlined in proposal.	2. Needs for Professional Development stated.	3. Ongoing PD supporting the theme is clearly	4. Ongoing PD supporting the theme is clearly
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			Need for Professional Development stated. Some PD activities are included. <p style="text-align: center;">X</p>	outlined. PD includes opportunities to observe others, peer coaching and grade level team meetings. PD includes content and integration of content. It includes implementation of new pedagogues including project based approaches.
<p style="text-align: center;"><i>Comments, commendations, recommendations</i></p> <p>Roskrugé’s magnet proposal states that ongoing professional development will continue to ensure full, ongoing implementation of the TWDL model. Additionally, Roskrugé teachers have opportunities to attend off campus professional development and conferences related to TWDL. A specific Professional Development Plan was not outlined. Instructional strategies used in classrooms were not included in the proposal.</p>				

2. Identify and address district and state standards				
0. Not addressed in proposal X	1. Mentioned, but not integrated or clarified in proposal.	2. State standards will be reviewed.	3. Time for Professional Development related to state standards supported	4. PD supporting the integration of State standards with the theme’s curriculum is clearly outlined. Staff will address state standards as curriculum is developed
<p style="text-align: center;"><i>Comments, commendations, recommendations</i></p> <p>State standards were not addressed in the proposal. The school has set a goal to improve the State assessment scores by 10% for Spring 2018.</p>				

3. Identify and address equitable practices that support diverse populations

<p>0. Not addressed in proposal</p> <p style="text-align: center;">X</p>	<p>1. Mentioned, but not clarified in proposal.</p>	<p>2. A review of practices that support diversity is included</p>	<p>3. Professional Development related to student diversity is outlined in proposal.</p>	<p>4. Outside and in-house experts on student diversity have been identified that support the needs of the District, school, and/or students. PD supporting the integration and diversity practices is clearly outlined. Staff will address diversity issues as curriculum is developed.</p>
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Comments, commendations, recommendations

Professional development that support staff and student diversity were not addressed in the proposal. It will be important for Roskrugs to prepare staff to address a more diverse student population, including the integration of students. It is also important to help students with integration, cultural, and diversity issues.

4. Develop a Marketing Plan to attract students from other neighborhoods

<p>0. Not addressed in proposal</p>	<p>1. Mentioned, but communities that could help the school maintain its integrated status have not been identified.</p>	<p>2. The proposal has identified the needs of the school and communities that could assist in reducing racial isolation.</p>	<p>3. The proposal has identified the needs of the school and the communities that could assist in reducing racial isolation. Marketing strategies for the new magnet theme are being discussed.</p>	<p>4. A Marketing Plan has been developed that will inform parents and community about the program. Dates for community and parent meetings have been identified. Dates for</p>
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			X	school visits are being set. Materials to inform parents about the magnet theme are being developed.
<p><i>Comments, commendations, recommendations</i></p> <p>Roskrug's proposal states that a strong marketing and recruitment campaign will be needed to attract a students and reduce the Hispanic isolation at the school at the elementary levels. As the District's only TWDL program, its theme will be very attractive to many Tucson parents of K-5 students interested in having their child become bilingual. Becoming a total school magnet, will have all elementary students participating in a comprehensive and rigorous curriculum, ensuring the foundation necessary to be successful in the middle school program.</p>				

IMPLEMENTATION

C. BUILD A RELEVANT AND RIGOROUS CURRICULUM

1. Staff involvement with curriculum

0. Not addressed in proposal	1. Staff has been informed of theme.	2. Staff involvement will be limited to PD.	3. There is a PD plan that supports the development of a magnet curriculum. Staff will be involved with curriculum development. <p style="text-align: center;">X</p>	4. PD supports the development of the magnet curriculum and new instructional strategies. Teachers will work together in academic or grade level teams to develop an integrated curriculum. Relevant project-based lessons will be implemented. New
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				technologies will be used.
<p><i>Comments, commendations, recommendations</i></p> <p>Roskruge’s TWDL proposal clearly outlined how the elementary and middle school model address academic content and language instruction. The middle school program will become more successful as the school enrolls elementary students who are interested in a bilingual program.</p> <p>At the elementary level all students are taught Spanish Language Arts and math content in Spanish from K-5 grades. Science and Social Studies are taught in Spanish at the K-2 level. Science and Social Studies, in grades 3-5, alternate between Spanish or English. Academic English Language Development is also taught K-5 with the time of instruction increasing gradually each year. English Language Arts and English Mathematics is introduced at grade 3 to address test preparation for non-transferable skills on the AzMerit test.</p> <p>At the middle school level, students take two courses in Spanish. Depending on the grade level students take Spanish Language Arts, and either Science or Social Studies in Spanish. A Spanish Math course may also be offered once a qualified, credentialed teacher is identified. Middle school students, with no TWDL experience, are enrolled into high school equivalent Spanish courses for English speaker and for Native Spanish speakers who need literacy development.</p>				

<p>2. Ongoing PD that uses district and outside experts is planned.</p>				
0. Not addressed in proposal	1. District PD experts will be used.	2. District PD experts will be used on a regular basis to support the theme.	3. District and outside PD experts will be used. Teachers will be coached to implement new strategies in classrooms.	4. District and outside PD experts will be used. Teachers will receive in classroom coaching from experts. Teachers will work in teams.
<p><i>Comments, commendations, recommendations</i></p> <p>Roskruge collaborates with the District for professional development. Due to its bilingual model, the school also reaches out to the Arizona Consortium for Language Immersion and the Association of Two-Way Dual Language Education to provide professional development. No specific Professional Development Plan was included in the proposal.</p>				

3. Clarify connections to standards			
0. Not addressed in proposal	1. District/state standards will be supported. X	2. Teachers will explore district and state standards for connections to new magnet curriculum.	3. Teachers will explore district and state standards for connections to new magnet curriculum. Core curriculum will be also be linked to standards 4. Teachers will explore district and state standards for connections to new magnet curriculum. Standards based projects will be integrated into magnet curriculum.
Comments, commendations, recommendations Current AzMerit test scores and the school's goal to increase them by 10% were explained in the proposal. However, State standards and how they connect to curriculum was not specifically addressed in the proposal.			

4. Integrate new instructional pedagogies			
0. Not addressed in proposal X	1. There will be PD related to instructional pedagogies.	2. Teachers will be encouraged to try out new pedagogies learned in PD in their classrooms.	3. Teachers will be encouraged to try out new pedagogies learned in PD in their classrooms. Professional experts will work with teachers in their classrooms coaching them with implementation process. 4. There will be on-going PD related to new pedagogies. Teacher will receive coaching from experts related to implementation. Teacher teams will support each other with implementation of new pedagogies.

Comments, commendations, recommendations

The use of instructional strategies were not addressed in Roskrug's magnet proposal.

5. Project-based curriculum with real world connections

0. Not addressed in proposal X	1. There will be PD related to project-based curriculum.	2. Teachers will be encouraged to try out projects learned in PD in their classrooms.	3. Teachers will try out projects learned in PD in their classrooms. Professional experts will work with teachers in their classrooms coaching them with implementation of projects with their students.	4. There will be on-going PD related to development of relevant, real world projects for students. Teacher will receive coaching from experts related to implementation. Teachers will refine and integrate projects into their curriculum.
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Comments, commendations, recommendations

Roskrug's magnet proposal focused in outlining its K-8 TWDL program. Project-based curriculum and real world connections to learning were not addressed in the proposal.

6. Utilize a thematic approach that integrates district curriculum

0. Not addressed in proposal X	1. There will be PD related to thematic instruction.	2. Teachers will be encouraged to try out a thematic approach with a unit of curriculum	3. Professional experts will work with teachers coaching them with implementation of a thematic approach to instruction and projects.	4. Teachers will refine and integrate a thematic approach to the units of instruction and their projects.
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Comments, commendations, recommendations

Roskrug's proposal did not address the use of a thematic approach to the curriculum.

7. Integrate new technologies. Build capacity for students to use presentations technologies to share project learning

<p>0. Not addressed in proposal X</p>	<p>1. There will be PD related to use of new technologies.</p>	<p>2. Teachers will be encouraged to use new technologies in their classrooms.</p>	<p>3. Students will be provided opportunities to learn new technologies and technology applications.</p>	<p>4. Students will use new technologies to present their projects to teachers, other students, and parents. Students will share knowledge learned while involved with their project.</p>
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Comments, commendations, recommendation

The use of new technologies was not addressed in the proposal.

8. Increase parent involvement; build community, university, and business partnerships that support student learning and the magnet theme.

<p>0. Not addressed in proposal</p>	<p>1. There are some opportunities for parents to learn about the new curriculum.</p>	<p>2. A Parent Involvement plan will be developed and set in motion. The plan includes opportunities for parents to participate in classroom learning activities.</p>	<p>3. Parents will be invited to the school and into classrooms on a regular basis to participate in curricular activities. The school will reach out to community groups, and/or business to develop partnerships.</p>	<p>4. Significant numbers of parents will participate in curricular activities that support the new curriculum and student learning. The school will build relevant, meaningful partnerships that support student</p>
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			X	learning with a number of business and community groups.
<i>Comments, commendations, recommendations</i>				
Through-out the year, Roskruge administration and teachers support a number of family engagement activities. The school as several partnerships. See comments for Section 1, criteria 3.				

SUSTAINING SUCCESS

D. ACCOUNTABILITY				
1. Adopt a continuous revision and improvement model				
0. Not addressed in proposal	1. There is a plan to improve some lessons. X	2. Staff will work in grade level (or academic) teams to make revisions.	3. Teachers work in grade level teams on regular basis to review and revise lessons and/or units of instruction. Student accountability is to be considered.	4. Teachers work in grade level teams on regular basis to review and revise lessons and/or units of instruction. Alternative assessments are to be built into the curriculum.
<i>Comments, commendations, recommendations</i>				
No plan for continuous revisions and improvement with the magnet curriculum was delineated in Roskruge's proposal. However, the proposal did indicate that there is ongoing professional development and monitoring of the TWDL program. The proposal also state that student academic needs and the results of State assessments were taken into account and addressed in instruction.				

2. Use alternative assessment to document student learning				
<p>0. Not addressed in proposal</p> <p>X</p>	<p>1. There will be PD that helps teachers to understand and develop meaningful methods of assessment.</p>	<p>2. Teachers will try-out processes and activities that support alternative assessment.</p>	<p>3. Teachers work in grade level teams to review and revise alternative projects. Students will design presentation models to share their learning and/or project.</p>	<p>4. Students will use design technologies to presentation share their learning and/or project. Use of alternative assessments will be built into the curriculum. Teacher will continuously review and revise curriculum based on student learning.</p>
<p><i>Comments, commendations, recommendations</i></p> <p>The proposal did not address alternative assessments. Alternative assessments built into the curriculum would help teachers monitor student understanding of content standards as well as a student's ability to apply what they have learned.</p>				

3. Utilize data from State tests				
<p>0. Not addressed in proposal</p>	<p>1. State test data is reviewed and disaggregated.</p>	<p>2. State test data is reviewed and disaggregated. Teacher teams will discuss ways to strengthen curriculum to address weak areas.</p>	<p>3. Teacher teams will make revision to their curricular units to support more students reaching the above proficient and proficient standards levels. X</p>	<p>4. Teacher teams will make revision to their curricular units to support more students reaching the above proficient and proficient standards levels. Student projects will address areas of need related to standards</p>

Comments, commendations, recommendations

Data from the annual AzMerit state assessment was included. Students scoring at the proficient and above levels has been steadily increasing. When compared to the district averages in ELA and mathematics, Roskrige students, on average, score above the District in ELA and only one percentile below the District average in mathematics. Staff at the school has set a goal to improve the percentage of students scoring proficient and above by 10% with the 2018 tests.

4. Plan for teacher attrition and changes.

0.	Not addressed in proposal	1. Teacher vacancies will be filled as at other district schools.	2. The principal will select a teacher to fill vacancies from a list of applicants.	3. The principal and a team of teachers from the school will fill vacancies following a review of applications and interviews.	4. A process for selecting teachers new to the magnet will be developed. The principal, teacher representatives, and parent/community member will review applications and conduct interviews. The goal is to fill open positions with high quality teachers, committed to the theme.
X					

Comments, commendations, recommendations

The school works with the District to find and hire teachers that are credentialed and have a bilingual certificate to teach in a Spanish program. It is important to administration and parents that teachers at Roskrige are all highly qualified.