

**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**

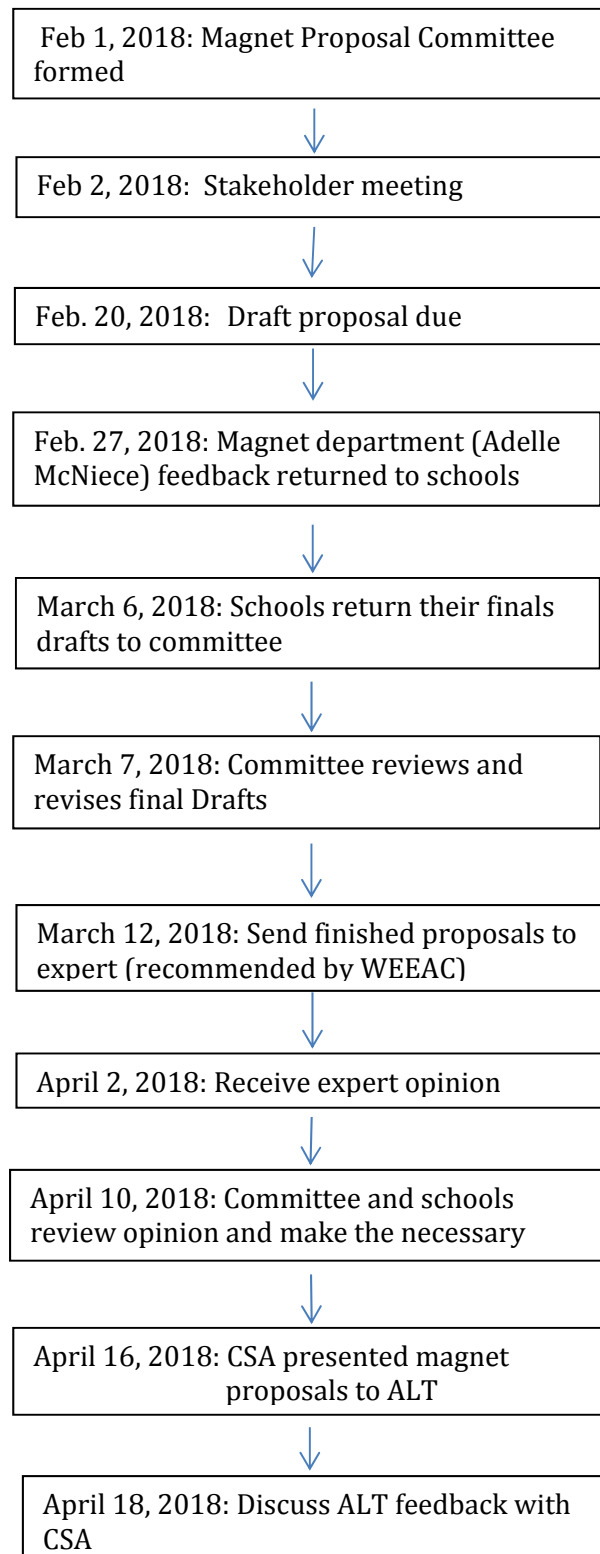
In an effort to collaboratively address opportunities and strategies to promote integration throughout TUSD, the Coordinated Student Assignment Committee (CSA) has had weekly standing agenda items to explore new magnet school options along with facilitating recommended responses from Marzano Magnet Schools 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: Roskruge 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 1

New GATE magnet program at middle school level

The benefits of GATE instruction are well understood. The first proposal was to create a new school-wide open access GATE magnet program at the middle school level. Three middle or K-8 schools were considered: Roberts Naylor K-8, Hollinger K-8 and Doolen MS. The District completed an analysis of integration, location, and the existing GATE programs at all three.

The proposal for Roberts Naylor K-8 was selected to move forward due to the following factors:

- Existence of current GATE program
- Central location (Supports Marzano's location recommendation for new magnet programs)
- Currently integrated status
- Capacity to accommodate growth
- Academic benefits of the program to a school with a high African American population
- Provide African American students access to a more integrated school
- Supports the district's obligation to desegregate (See Addendum: Desegregation Impact Analysis – Tully GATE Pipeline to Roberts-Naylor (Revised DIA submitted 6.22.17))

A school-wide open access Gifted and Talented Magnet School program at Roberts Naylor K-8 will replicate at the middle school grades 6th through 8th the Tully Elementary Magnet Gifted and Talented program. It will increase gifted services for underrepresented students in the District GATE programs and provide a pipeline for Tully open access students who want to continue in an open access gifted program. The open access model will provide Gifted and Talented pedagogy by gifted endorsed teachers providing gifted & talented instruction and strategies to all students in each classroom.

Timeline of development RN K-8 Middle School GATE magnet program proposal

- **April 2016:** First proposal to Coordinated Student Assignment committee (CSA).
- **2016:** First DIA (Desegregation Impact Analysis) completed
- **Oct 2016:** Proposal discussed at CSA
- **May 2017:** Pipeline to RN K-8 for Tully 5th graders for Open Access GATE in SY 2017-18
- **May 2017:** DIA revised
- **August 2017:** Magnet Proposal developed
- **Feb 1, 2018:** Magnet Proposal Committee formed

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

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.

Proposal 3

International Business and Technology Magnet Program at High School Level

This proposal is for a high school International Business and Technology Magnet program in SY 2019-20. The main goals for this program will be to sustain an integrated student body while attracting more students to and improve academic achievement for all students at the school by making learning meaningful and engaging. Catalina High, Tucson High, Rincon High and Pueblo High were considered. The CSA selected Catalina High School as the preferred location for this proposed program by CSA due to the following factors:

- Central Location (Supports Marzano's recommendations for location new magnet programs)
- Integrated status
- Need of a preferred magnet theme per Marzano
- Capacity to accommodate growth
- Access to non-neighborhood attendance at Catalina if it is converted to a magnet school
- Proximity for partnerships with the University of Arizona, Pima Community College
- Development of business community and academic networking skills
- Scholarships and career opportunities

Timeline of potential Magnet assessment for Catalina High School International Business and Technology Magnet

- Oct 2016 to 2017: Marzano report analysis, Identify (and define) schools in geo-central location, evaluation of instructional capacity, physical capacity
- October 2017: CSA discussed and reviewed a proposal for the development of a High School Magnet
- Dec 2017: DIA completed
- December 2017: CSA started Catalina Magnet proposal development

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

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 Roskruge. 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 Roskruge is already part of the overall expansion plan for dual language.
2. The current existence of a robust dual language program at Roskruge 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 Roskruge and its history suggest that a magnet program at that site will substantially improve integration overall.
4. Roskruge currently has sufficient capacity to accommodate the program including reasonably expected expansion.
5. Roskruge 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 A

ROBERTS-NAYLOR MAGNET

PROPOSAL

Tucson Unified School District

Roberts Naylor Magnet Program Proposal

Abstract

This proposal supports the implementation of an Open Access Gifted and Talented Middle School magnet program at Roberts Naylor K-8 School

Reviewed by TUSD's Coordinated Student Assignment Committee

July 26, 2018

Magnet Programs



Tucson Unified School District

Magnet Program Proposal

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Tucson Unified School District

Magnet Program Proposal

GENERAL INFORMATION

School Name: Roberts Naylor

School Statistics

Integration Status	Enrollment 2017-18	% FRL	%ELL	AzMERIT ELA/Math Passing Rates	School Accountability	Campus Utilization Rate
Highly Diverse	558	92%	29%	17/15	D	67%

Magnet Program Design Team Members

Name	Title	Team Member Role
Connie Zepeda	Principal	Contributor
Bernadette Rosthenhausler Espinoza	Assistant Principal	Contributor
Frances Banales	Sr. GATE Coordinator	Primary Writer
Dan Erickson	ALE Director	Contributor
Janna Acevedo	Magnet Director	Contributor

Proposed Magnet Program Theme: Open Access GATE Middle School



Tucson Unified School District

Magnet Program Proposal

PROGRAM OVERVIEW

School Background

Roberts-Naylor is a K-8 school that serves the central and south central area of Tucson. The school was created in 2011 when Roberts Elementary school moved to the Naylor Middle School campus. In 2017-18, student enrollment was 558, with a highly diverse population. Roberts-Naylor has a diverse student body with children from more than 20 countries. This diversity allows students to experience cultures from around the world. The student body is 54 percent Hispanic, 24 percent African American, and 13 percent White. In addition, 29 percent are ELL students, and 92 percent are eligible for free and/or reduced lunch.

Major stakeholders include Tully students and families, neighborhood families, Roberts Naylor staff and teachers, the Regional Academic Director, the Magnet Department, District Maintenance and Facilities, Exceptional Education Department, the Transportation Department, the Advanced Learning Experiences Department, Family Resource Centers, Title 1, and Tucson High Magnet School, Catalina High School, and Rincon High School, and potential partners.

Description of Proposed Program

The Roberts Naylor K-8 Middle School GATE magnet program will be an open access 6th through 8th grade GATE program. Based on a modified self-contained GATE model, all 6th through 8th classes will be taught by GATE endorsed teachers using GATE instructional strategies and pedagogy. Under this model, all classes include students who have qualified for gifted services through testing and those who have not. This model ensures that all students receive the same gifted instruction and strategies as traditional self-contained GATE classrooms. In addition, an on-site GATE curriculum service provider will provide co-teaching and onsite training for teachers. Teachers who are working toward an endorsement will work directly with a master GATE educator and have an experienced educator as a role model.

The Open Access GATE Middle School at Roberts-Naylor is designed to provide a pipeline for current K-5th students who are in the self-contained GATE program at the school, as well as students who are attending the Tully K-5 Open Access GATE school. In addition, as an open access middle school, the number of students who receive gifted services will increase.

Planning and teacher-training is planned for the 2018-19 school year. Full implementation for grades 6-8 will begin in the 2019-20 school year.



Tucson Unified School District

Magnet Program Proposal

Magnet Program Goals

Integration: The current 6th-8th grade student body at Roberts-Naylor is 57 percent Hispanic, 24 percent African American, and 13 percent White. The gifted magnet will attract students throughout the district and increase integration through the magnet open enrollment lottery process.

Academic Achievement: As an advanced learning opportunity, GATE curricula and pedagogy can provide a learning environment that is culturally responsive through differentiation, depth of knowledge and critical thinking skills that research has established affect student achievement.

6th through 8th grade teachers at Roberts Naylor will be required to attend gifted professional development to obtain a gifted endorsement as well as continue training with a gifted curriculum services provider. Gifted strategies and instructional practices are best practices that increase student achievement at the middle school level.

Magnet Theme Rationale

In the 2016-17 school year, the District implemented an Open-Access Gifted and Talented program at Tully Magnet elementary school for grades K – 5. This program has successfully attracted and retained an integrated student body, and analysis of the most current district benchmark testing data shows Tully students exceeding district averages in all grade areas in math and all grade levels except one in ELA. Student performance overall improved by 10 percent on District benchmarks from the previous year and over 10 percent of the District average. Though still a young program, the early success of the Open-Access Gifted and Talented program at Tully necessitates a program into which students can matriculate. Tucson Unified School District is currently seeking to expand student access to a similar program at the 6th through 8th grade levels. A gifted and talented magnet theme will attract students from throughout the district.

Creating this magnet program is consistent with the recommendations of the Marzano research study that showed “gifted education” as one of the top-five preferred magnet programs. The study also showed that a central location would be preferred for this programs, and Roberts-Naylor is a centrally located school.



Tucson Unified School District

Magnet Program Proposal

Primary Features

An open access gifted and talented program offers unique strategies to develop thinking and problem solving skills. The methods used are high student engagement models and culturally responsive practices.

Curriculum or Curricular Elements

Curriculum will follow state and TUSD district curriculum standards and include national and TUSD gifted standards. Curriculum will be interdisciplinary and provide differentiation in content and instruction.

Teacher Capacity and Professional Development

Prior to Tully's conversion into a GATE open access school, the District provided gifted professional development training. All teachers who chose to remain with the campus were required to obtain a gifted endorsement. Tully has continued on-going onsite gifted training for Tully staff to gain and maintain GATE endorsement. Expectations for the implementation of gifted pedagogy and strategies apply to every classroom.

Roberts-Naylor will follow a similar model, with 90 professional development hours to be provided to teachers through onsite training. The GATE department will provide extended gifted training opportunities beginning in the summer of 2018 and throughout the 2018-19 school year, which will allow teachers to obtain a provisional gifted endorsement. A GATE Curriculum Service Provider, who is trained in gifted pedagogy and practices and is assigned to Tully to provide onsite gifted staff development and training, will provide 90 professional development hours to teachers through onsite training. In addition, an onsite GATE Curriculum Service Provider will provide daily assistance to teachers. Once a provisional endorsement is obtained teachers will have two years to obtain a full gifted endorsement.

Family Engagement

Family GATE open houses will be held two times a year and will showcase student performances and student projects. These open houses will be used as both a recruitment and retention tool. GATE nights and parent Cafecitos "listening meetings" will be provided throughout the year to create a better understanding of the program and how students benefit from participating in an Open Access gifted program.



Tucson Unified School District

Magnet Program Proposal

Partnerships

Gifted practices and problem-based learning require collaboration with businesses and local institutions. These partnerships are determined with students as part of authentic and service learning. To offer a natural progression for students, continued partnerships with Tully's current partners will be explored.

Communication

A marketing plan will be developed to rebrand the school, preparing the community and stakeholders for the rollout of the new magnet gifted program. The marketing plan will include teacher-training, program marketing and student recruitment. The plan will be inclusive with site leadership, site council and staff input.

Having the opportunity to participate in Magnet, Advanced Learning Experiences and School Community Service events has broadened the scope of Tully's marketing and has enabled them to reach out more extensively to the community. Similar opportunities will be available to Roberts Naylor once magnet status is secured.

School-Based Recruitment

Open houses to showcase student learning, GATE nights, and parent Cafecitos "listening meetings" will be provided throughout the year to assist in recruitment. These events will be held on site and at central locations to recruit students throughout the district to participate in the program. Student and parent ambassadors will participate in recruitment events.

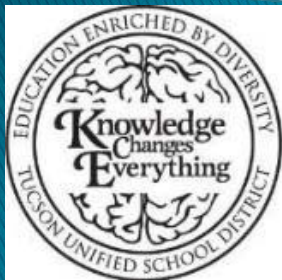
District Support

- District funding for teacher professional development.
- District funding for purchasing student learning centers for classroom environment.

TUCSON UNIFIED
SCHOOL DISTRICT

TUSD New Magnet School Proposals for SY 2019–20

Coordinated Student Assignment Committee
December 2017



Magnet School Proposals

1. Roberts–Naylor K–8 Open–Access GATE Magnet School
2. Catalina High International Business and Technology Magnet Program

Roberts Naylor K–8 Open Access GATE Magnet School Proposal

- Build upon the success of Tully’s magnet
- Provide a middle school pipeline for Tully at geo-centric TUSD location
- Increase opportunities for more diverse student access to academically rigorous instructional model
- Elevate academic outcomes of Roberts Naylor neighborhood students
- Increase the district-wide total for students receiving GATE services
- Transition of single school less challenging and more manageable process than initiating new program at different school

Roberts Naylor K–8 School

- Incorporate all current ALE programs already underway at Roberts Naylor
- Expand GATE access to all Roberts Naylor students
- Increased ALE access to ethnically diverse demographics at Roberts Naylor (SY 2017–18)
- Decreased disciplinary incidents with implementation of existing ALE programs (SY 2017–18)
- Increase enrollment and site utilization
- Stabilize student mobility
- Re-brand Roberts Naylor


Catalina High International Business and Technology Magnet Program Proposal

- Proximity to the UA
- Create an academically challenging continuum that attracts range of feeder students, including self-contained MS GATE programs and Dodge
- Partner with UA Eller College of Management to create 4 year International Business and Technology magnet program starting in 9th and 10th grades
- Create new opportunities for college and career readiness in global business and technology
- Develop student fundamentals, academic foundation and interpersonal skills to succeed in the business community
- Facilitate career pursuits in business, finance, entrepreneurship and technology

Catalina High School

- Integrated
- Re-establish academically rigorous program that appeals to highly achieving and highly motivated students (Dodge and self-contained GATE)
- Centrally located (Marzano report, student internships)
- Implement in 9th and 10th grades in SY 19–20, 11th grade in SY 20–21, and 12th grade in SY 21–22
- Collaborative partnerships with UA Eller College of Management, local businesses and financial industries
- Provide an opportunity for students to earn industry certifications
- Increase enrollment and site utilization
- Re-brand Catalina

TUCSON UNIFIED
 SCHOOL DISTRICT

Tucson Unified is where
 Students love to **L**earn 
 Teachers love to **T**each
 and People **l**ove to Work
 We are **T**eam TUSD





**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: **Robert Naylor 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 **Robert Naylor Open Access GATE K-8 Magnet**. 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

NAME OF SCHOOL: Robert Naylor Open Access GATE Magnet K-8
PROPOSED MAGNET CHANGE: Develop an Open Access GATE Magnet at 6-8 level
 Open Access GATE exists at the K-5 level.

**REVIEW OF THE MAGNET PROPOSAL FOR
 ROBERT NAYLOR K-8 MAGNET**

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		
<p><i>Comments, commendations, recommendations</i></p> <p>The magnet proposal for Robert Naylor school clearly indicates that the school has been pre-planning for this magnet change. The proposal seeks to gain approval for the school to develop and implement an Open Access GATE program at the middle grades. The elementary grades already implement an Open Access GATE Program.</p> <p>The proposal cites research by Marzano that showed GATE education is one of the top five magnet programs that parents want. The study also recommends that GATE programs be located in centrally within a school district to provide access for families from across the district. Robert Naylor school is located in the central and south central area of the Tucson School District.</p> <p>Opening enrollment to students from across the District to the Open Access GATE magnet using the districts lottery process and not test scores will attract students and ensure a diverse population. Research shows all students can profit from the strategies and pedagogies used in GATE education.</p>				

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 in with theme implementation.	4. Student needs are clearly documented and discussed. The theme supports needs academically and socially in a number of ways.
			X	

Comments, commendations, recommendations

In 2011 the Roberts Elementary GATE Magnet moved to the Naylor middle school campus creating a K-8 school with a magnet program operating only at the grades K-5.

Currently are two elementary Open Access GATE magnets in TUSD, one at Tully K-5 and one at Robert Naylor K-5. Robert Naylor is operating at approximately 67% capacity with only 558, K-8, students. The facility has capacity to serve more students. Tully students and Robert Naylor students need an Open Access GATE program for students articulating into middle school. With implementation of an Open Access middle school, more TUSD students, from across the district, will be able to participate in a GATE program, both GATE identified and non-GATE students.

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 and theme selection.	4. Multiple opportunities provided to garner input and support of parents. Parent input has been incorporated into proposal.
	X			

Comments, commendations, recommendations

Robert Naylor’s proposal does not indicated how parents were involved in the decision to develop and implement an Open Access GATE program at the middle grades. It does mention that they have met and consulted with Tully elementary. The proposal also mentions that a Marketing Plan will be developed to prepare the community and stakeholders for rollout of the new GATE program. The Marketing Plan will include teacher training, program marketing and student recruitment.

4. Attract quality leaders and staff committed to the specialized theme

0. Not addressed in proposal	1. Mentioned, but not delineated in proposal.	2. The need for a qualified staff is mentioned in proposal.	3. The need for a qualified leaders and staff is clearly stated. District process for leader and staff selection is explained.	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.
			X	

Comments, commendations, recommendations

Staff at Robert Naylor’s middle school, who commit to implement the school a middle level GATE magnet, will participate in professional development similar to the training staff at Tully received when it implemented its K-5 Open Access GATE magnet. Beginning in the summer of 2018 each teacher will participate in 90 hours of onsite GATE training. The GATE Curriculum Service Provider for Tully will provide training in GATE pedagogy and practices for Robert Naylor. The GATE Curriculum Provider will also provide daily assistance to teachers as they begin implementation of the GATE pedagogies. Teachers will receive provisional GATE endorsement. Teachers will have 2 years to earn permanent GATE endorsement.

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

		X		student needs related to diversity. A PD plan that addresses staff and student diversity is outlined. Some diversity activities will be integrated into curriculum.
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Comments, commendations, recommendations

Providing the school with a district-wide enrollment option via its magnet application process should increase enrollment and diversity at the school. A total school (K-8) Open Access GATE program will be attractive to parents across the district. With a well-planned Marketing and Recruitment Plan the school can attract a more diverse student population.

The workshops required for GATE endorsement guide teachers to develop a learning environment that is culturally responsive through differentiated instruction, depth of knowledge and critical thinking skills. These practices increase student achievement for all students.

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. Needs for Professional Development stated. Some PD activities are included.	4. Ongoing PD supporting the theme is clearly outlined. PD includes opportunities to observe others, peer coaching and grade level team meetings. PD includes content and integration of
			X	

				content. It includes implementation of new pedagogues including project based approaches.
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Comments, commendations, recommendations

A plan for Professional Development was outlined in the proposal. Some of the activities that will be covered in GATE training were indicated, but the plan was not laid out with any detail. GATE professional development will lead to a provisional GATE endorsement. See comment in Section 1, criteria 4.

2. Identify and address district and state standards

0.	1.	2.	3.	4.
Not addressed in proposal	Mentioned, but not integrated or clarified in proposal.	State standards will be reviewed.	Time for Professional Development related to state standards supported X	PD supporting the integration of State standards with the theme's curriculum is clearly outlined. Staff will address state standards as curriculum is developed

Comments, commendations, recommendations

The proposal states that GATE curriculum will address national standards, as well as State and TUSD standards. Additionally, TUSD also has standards for gifted students which take these standards to deeper levels of understanding. The Open Access GATE program will use an interdisciplinary approach to curriculum and provide differentiation in content and instruction. Project-based activities will provide middle grade students with a real world application of learnings.

3. Identify and address equitable practices that support diverse populations

<p>0. Not addressed in proposal</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>X</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

The training required for GATE endorsement should guide teachers to develop a learning environment that is culturally responsive for all students. Through a variety of instructional strategies, including differentiated instruction, depth of learning, and problem-based learning activities the needs of students are addressed. Teaching students work together cooperatively on projects related to their academic standards can address diversity issues and genuine integration of students.

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</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</p>
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			magnet theme are being discussed. X	identified. Dates for school visits are being set. Materials to inform parents about the magnet theme are being developed.
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Comments, commendations, recommendations

The proposal recognizes the need to develop a strong Marketing and Recruitment Plan. The proposal reflects on the scope of the Tully marketing plan which enabled the school to reach across the Tucson community. There will be input for the school site council and staff prior to implementation of a marketing plan. Administration and staff will work with the District personnel to put together this plan. Events will be held on-site and at central locations throughout the district. Student and parent ambassadors will be used to market the school's magnet.

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.	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
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				implemented. New technologies will be used. X
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Comments, commendations, recommendations

Professional Development to develop GATE curriculum and pedagogies requires staff commitment. The proposal states that current teacher in the middle school will be asked to commitment to the GATE program and professional development required to become a fully endorsed GATE teacher. Training will start in the summer of 2018 with program implementation beginning in the fall of 2019-20.

2. Ongoing PD that uses district and outside experts is planned.

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. X	4. District and outside PD experts will be used. Teachers will receive in classroom coaching from experts. Teachers will work in teams.
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Comments, commendations, recommendations

Robert Naylor’s magnet proposal discusses the professional development and coaching that will be provided by the Tully GATE Curriculum Services Provider on-site. Training will begin in the summer 2018 and continue with the start of the 2018-19 school year. Teachers will be coached as they try out new GATE pedagogies in their classrooms. It is expected that TUSD will fund this process which will provide teachers with a provisional GATE endorsement. To receive full GATE endorsement teachers will need to continue their training.

RECOMMENDATION: I would encourage the site to bring-in some outside experts, as well as support teachers with time to visit classrooms implementing the Open Access GATE program.

3. Clarify connections to standards

<p>0. Not addressed in proposal</p>	<p>1. District/state standards will be supported</p>	<p>2. Teachers will explore district and state standards for connections to new magnet curriculum.</p>	<p>3. Teachers will explore district and state standards for connections to new magnet curriculum. Core curriculum will be also be linked to standards</p>	<p>4. Teachers will explore district and state standards for connections to new magnet curriculum and core curriculum. Standards based projects will be integrated into magnet curriculum. X</p>
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Comments, commendations, recommendations

GATE training requires that teachers develop a curriculum that supports and goes beyond grade level standards. It encourages teachers to look for ways to take content to a deeper or higher levels of learning, going beyond the standard. Students are encourage to analyze and synthase knowledge taking it to deeper levels of learning. Student projects based on real world issues are often used within the curriculum. These projects require research and students working together in cooperative teams to solve a problem.

4. Integrate new instructional pedagogies

<p>0. Not addressed in proposal</p>	<p>1. There will be PD related to instructional pedagogies.</p>	<p>2. Teachers will be encouraged to try out new pedagogies learned in PD in their classrooms.</p>	<p>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.</p>	<p>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</p>
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			X	implementation of new pedagogies.
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Comments, commendations, recommendations

A GATE Curriculum Service Provider will work with Robert Naylor’s middle grade teachers assisting them as they begin implementation of pedagogies learned.

5. Project-based curriculum with real world connections

0. Not addressed in proposal	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

GATE curriculum development supports the integration of project-based activities with real world applications.

6. Utilize a thematic approach that integrates district curriculum

0. Not addressed in proposal	1. There will be PD related to thematic instruction.	2. Teachers will be encouraged to try out a	3. Professional experts will work with teachers coaching them with implementation	4. Teachers will refine and integrate a thematic approach to the units of
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	X	thematic approach with a unit of curriculum	of a thematic approach to instruction and projects.	instruction and their projects.
<i>Comments, commendations, recommendations</i>				
The magnet proposal mentions the use of a thematic approach, but does not explain how far this strategy will be taken.				

7. Integrate new technologies. Build capacity for students to use presentations technologies to share project learning				
0. Not addressed in proposal	1. There will be PD related to use of new technologies. X	2. Teachers will be encouraged to use new technologies in their classrooms.	3. Students will be provided opportunities to learn new technologies and technology applications.	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.
<i>Comments, commendations, recommendation</i>				
The magnet proposal does not discuss the use of technology, nor that district fund additional technology for the school. It does not discuss professional development related to technology. Perhaps it already exists?				
It is assumed that the school provides students with access to technology and that students will be encourage to use technology for research, presentation of learning and student projects.				

8. Increase parent involvement; build community, university, and business partnerships that support student learning and the magnet theme.				
0. Not addressed in proposal	1. There are some opportunities for parents to	2. A Parent Involvement plan will be developed	3. Parents will be invited to the school and into classrooms	4. Significant numbers of parents will participate in

	learn about the new curriculum.	and set in motion. The plan includes opportunities for parents to participate in classroom learning activities.	on a regular basis to participate in curricular activities. The school will reach out to community groups, and/or business to develop partnerships. X	curricular activities that support the new curriculum and student learning. The school will build relevant, meaningful partnerships that support student learning with a number of business and community groups.
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Comments, commendations, recommendations

The proposal identifies some family engagement activities that will be held through the year, including: GATE Open Houses showcasing student work and performances; GATE Nights; Cafecitos; and listening meetings.

The school will look into continuing partnerships, at the middle grades, with Tully’s business and community partners who support problem-based learning and service learning opportunities for Tully at the elementary levels.

SUSTAINING SUCCESS

D. ACCOUNTABILITY				
1. Adopt a continuous revision and improvement model				
0. Not addressed in proposal X	1. There is a plan to improve some lessons.	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.	4. 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.	Alternative assessments are to be built into the curriculum.
<i>Comments, commendations, recommendations</i>				
This criteria was not addressed in the proposal.				

2. Use alternative assessment to document student learning				
0.	1.	2.	3.	4.
Not addressed in proposal X	There will be PD that helps teachers to understand and develop meaningful methods of assessment.	Teachers will try-out processes and activities that support alternative assessment.	Teachers work in grade level teams to review and revise alternative assessment projects. Students will design presentation models to share their learning and/or project.	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.
<i>Comments, commendations, recommendations</i>				
This criteria was not addressed in the proposal.				

3. Utilize data from State tests				
0.	1.	2.	3.	4.
Not addressed in proposal	State test data is reviewed and disaggregated.	State test data is reviewed and disaggregated. Teacher teams will	Teacher teams will make revision to their curricular units to support more	Teacher teams will make revision to their curricular units to

X		discuss ways to strengthen curriculum to address weak areas.	students reaching the above proficient and proficient standards levels.	support more students reaching the above proficient and proficient standards levels. Student projects will address areas of need related to standards
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Comments, commendations, recommendations

The use of test data to strengthen the GATE curriculum and address areas of weakness was not discussed. It is important that the GATE curriculum address areas of need in order for more students to scoring proficient and above on the state-mandated 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.
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Comments, commendations, recommendations

Selection of staff for the initial implementation of the Open Access GATE program was partially addressed. Current middle grade staff will be asked to commit to the new magnet and to participate in the 90 hours of training needed for preliminary GATE endorsement.

It does not address what will happen if someone chooses not to commit to the professional development or how future vacancies will be filled.

4/2018

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

Magnet Programs



Tucson Unified School District

Magnet Program Proposal

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Tucson Unified School District

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.



Tucson Unified School District

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).



Tucson Unified School District

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

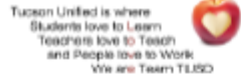
Office of Curriculum Instruction and Professional Development Language Acquisition Department TUSD Two-Way Dual Language Program (TWDL) Model				
Grade	Language Percentage Span/Eng.	Spanish	English	Test Prep
Kinder	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (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	6 th Grade	7 th Grade	8 th 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	6 th Grade	7 th Grade	8 th 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



Tucson Unified School District

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



Tucson Unified School District

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

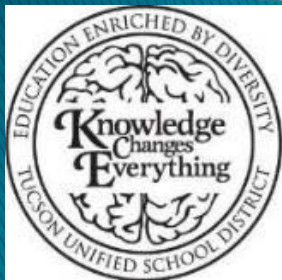
Roskruge has historically been a bilingual education program school. The full no boundary magnet status would make it the hallmark of the TUSD TWDL programs. Because of its proximity to University of Arizona, this magnet has the potential to create a strong network for teaching and learning in the field 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.

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Roskruge Bilingual Magnet K-8 School

Non-Attendance Area Boundary Proposal SY 2019-20

Coordinated Student Assignment Committee
January 2018



Objectives

- Build authentic TWDL program
- Create K–12 continuum for TWDL
- Move towards integration
- Correct current deficiencies
 - Waivers
 - English only instruction

Student Enrollment and Retention

- Any changes would only affect K–5 boundaries
- Current students
 - Grandfathered through grade 8
- Grades K–1
 - All students eligible
- Grades 2–5 and 7–8
 - Eligibility evaluated using new TWDL screener
- Grade 6
 - All eligible with two pathways
 - TWDL–eligibility evaluated using new TWDL screener
 - Single ELA class in Spanish

Bilingual Waiver–required for ELL’s

Positive Outcomes

- Recommendations of outside consultant
- Viable TWDL middle school program for elementary TWDL feeders
- Increased academic outcomes
- Increased enrollment
- Progress towards integration
- Provide mid–town TWDL program option

Challenges

- Neighborhood boundaries
- Reassigning residency schools (Richey)
- Implications for MSA grant qualifications

Potential Receiving Schools

Roskruge Neighborhood	Roskruge Annex (former Richey)
Blenman	Cragin
Hughes	Manzo
Manzo	Tully
Robison	
Safford	

bn7



Implementation

Milestones	Timeline
Initiate boundary change per GB Policy JC	Spring–Summer 2018
Boundary change	Fall 2018
Marketing	Summer–Fall 2018
Staffing	Winter–Spring 2019

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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		
<p><i>Comments, commendations, recommendations</i></p> <p>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 Tucson, 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.</p> <p>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.</p>				

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. X
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Comments, commendations, recommendations

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. Roskruge’s test results align with the findings of several national studies showing the TWDL model benefits student achievement while developing bilingual skills in students.

Ruskruge’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.

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
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			X	incorporated into proposal.
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Comments, commendations, recommendations

Roskruge magnet proposal indicates there is strong support for the bilingual magnet from parents in both the elementary and middle school programs.

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.

4. Attract quality leaders and staff committed to the specialized theme

0.	1.	2.	3.	4.
Not addressed in proposal	Mentioned, but not delineated in proposal.	The need for a qualified staff is mentioned in proposal.	The need for a qualified leaders and staff is clearly stated. District process for leader and staff selection is explained.	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. X

Comments, commendations, recommendations

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.

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
<p>Comments, commendations, recommendations</p> <p>Roskruge’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.</p>				

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.	4. Ongoing PD supporting the theme is clearly

3. Identify and address equitable practices that support diverse populations

0. Not addressed in proposal	1. Mentioned, but not clarified in proposal.	2. A review of practices that support diversity is included	3. Professional Development related to student diversity is outlined in proposal.	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.
X				

Comments, commendations, recommendations

Professional development that support staff and student diversity were not addressed in the proposal. It will be important for Roskruge 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

0. Not addressed in proposal	1. Mentioned, but communities that could help the school maintain its integrated status have not been identified.	2. The proposal has identified the needs of the school and communities that could assist in reducing racial isolation.	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.	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

			X	school visits are being set. Materials to inform parents about the magnet theme are being developed.
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Comments, commendations, recommendations

Roskruge’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.

IMPLEMENTATION

C. BUILD A RELEVANT AND RIGOROUS CURRICULUM

1. Staff involvement with curriculum

0.	1.	2.	3.	4.
Not addressed in proposal	Staff has been informed of theme.	Staff involvement will be limited to PD.	There is a PD plan that supports the development of a magnet curriculum. Staff will be involved with curriculum development.	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
			X	

				technologies will be used.
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Comments, commendations, recommendations

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.

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.

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.

2. Ongoing PD that uses district and outside experts is planned.

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. X	4. District and outside PD experts will be used. Teachers will receive in classroom coaching from experts. Teachers will work in teams.
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Comments, commendations, recommendations

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.

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3. Clarify connections to standards

0.	1.	2.	3.	4.
Not addressed in proposal	District/state standards will be supported. X	Teachers will explore district and state standards for connections to new magnet curriculum.	Teachers will explore district and state standards for connections to new magnet curriculum. Core curriculum will be also be linked to standards	Teachers will explore district and state standards for connections to new magnet curriculum and core 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.	1.	2.	3.	4.
Not addressed in proposal X	There will be PD related to instructional pedagogies.	Teachers will be encouraged to try out new pedagogies learned in PD in their classrooms.	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.	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 Roskruge’s magnet proposal.

5. Project-based curriculum with real world connections

0.	1.	2.	3.	4.
Not addressed in proposal X	There will be PD related to project-based curriculum.	Teachers will be encouraged to try out projects learned in PD in their classrooms.	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.	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.

Comments, commendations, recommendations

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

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

0. Not addressed in proposal X	1. There will be PD related to use of new technologies.	2. Teachers will be encouraged to use new technologies in their classrooms.	3. Students will be provided opportunities to learn new technologies and technology applications.	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.
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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.

0. Not addressed in proposal	1. There are some opportunities for parents to learn about the new curriculum.	2. A Parent Involvement plan will be developed and set in motion. The plan includes opportunities for parents to participate in classroom learning activities.	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.	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
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			X	learning with a number of business and community groups.
<p><i>Comments, commendations, recommendations</i></p> <p>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.</p>				

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.
<p><i>Comments, commendations, recommendations</i></p> <p>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.</p>				

2. Use alternative assessment to document student learning				
0.	1.	2.	3.	4.
Not addressed in proposal X	There will be PD that helps teachers to understand and develop meaningful methods of assessment.	Teachers will try-out processes and activities that support alternative assessment.	Teachers work in grade level teams to review and revise alternative assessment projects. Students will design presentation models to share their learning and/or project.	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><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				
0.	1.	2.	3.	4.
Not addressed in proposal	State test data is reviewed and disaggregated.	State test data is reviewed and disaggregated. Teacher teams will discuss ways to strengthen curriculum to address weak areas.	Teacher teams will make revision to their curricular units to support more students reaching the above proficient and proficient standards levels. X	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

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, Roskruge 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.

<p>0. Not addressed in proposal</p>	<p>1. Teacher vacancies will be filled as at other district schools.</p>	<p>2. The principal will select a teacher to fill vacancies from a list of applicants.</p>	<p>3. The principal and a team of teachers from the school will fill vacancies following a review of applications and interviews.</p>	<p>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.</p> <p style="text-align: center;">X</p>
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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 Roskruge are all highly qualified.

EXHIBIT C

CATALINA MAGNET PROPOSAL

Tucson Unified School District

Catalina Magnet Program Proposal

Abstract

This proposal supports the implementation of an International Business and Technology magnet program at Catalina High School

Reviewed by TUSD's Coordinated Student Assignment Committee

July 26, 2018



Tucson Unified School District

Magnet Program Proposal

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Magnet Theme Rationale	6
Primary Features	6
Curriculum or Curricular Elements	Error! Bookmark not defined.
International Business and Finance Course of Study (proposed)	Error! Bookmark not defined.
Teacher Capacity and Professional Development	7
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Supplemental Information	Error! Bookmark not defined.



Tucson Unified School District

Magnet Program Proposal

GENERAL INFORMATION

School Name: Catalina High School

School Statistics

Integration Status	Enrollment 2017-18	% FRL	%ELL	AzMERIT ELA/Math Passing Rates	School Accountability	Campus Utilization Rate
Integrated	745	75%	18%	9/10	D	50%

Magnet Program Design Team Members

Name	Title	Team Member Role
Antasio Holley	Principal	Primary Design Writer
Melissa Hall	Assistant Principal of Curriculum and Instruction	Curriculum Design Specialist
Elizabeth Cerepak	Curriculum Service Provider	Curriculum Design Support
John Arroyo	Curriculum Service Provider	Curriculum Design Support

Proposed Magnet Program Theme

International Business and Technology Magnet Program



Tucson Unified School District

Magnet Program Proposal

PROGRAM OVERVIEW

School Background

Catalina was established in 1956 as the second comprehensive high school in Tucson. With its unique "space age" architecture, Catalina occupies a special place in the hearts of its many alumni and the community at large. This strong local support has helped the school through many changes over the years. These changes include a significant shift in neighborhood demographics, and transitions in curriculum, instruction, and administration.

Catalina currently serves a one of the most diverse communities of any high school in Tucson. While Catalina's student population is primarily composed of students within the school's boundaries, Catalina also serves open enrollment students from elsewhere in the district as well as students from surrounding districts. Within Catalina's boundaries is one of the first and largest refugee resettlement areas in the Tucson Unified School District. This is reflected in a student population with more than 20 spoken languages.

Catalina is home to a sizable exceptional education population, constituting 29% of the student body. Current enrollment includes 52 McKinney Vento students, a free/reduced lunch rate of 75%, and 58 YOTO (Youth on Their Own) students--the highest number of any TUSD high school. This diversity presents obvious challenges for instruction, but it also presents the opportunity for a global perspective and cultural richness that enhances the education of all stakeholders and creates a climate that reaches beyond tolerance to acceptance and cooperation.

Over the past decade, Catalina's enrollment numbers have decreased, due partially to the "aging" of the neighborhood, the loss of magnet programs and magnet status, and decreasing enrollment district wide. However, for the past four years Catalina has maintained numbers between 700 and 800, and consistently met the requirements of an integrated school as defined by the Unitary Status Plan.

Over the past four years, Catalina has experienced a significant turnover in faculty, staff and administration. In fact, in 2014 when the old principal of five years was replaced due to our inclusion in a turn-around process administered jointly by ADE and the University of Virginia (UVA), half of the faculty left as well. Those who stayed found the increased rigors of teaching in a turnaround school both taxing and rewarding, and after the first year of the three-year process, again, many decided to leave. In August 2016, TUSD brought Antasio Holley on board as Catalina's interim principal, naming him principal shortly thereafter. Mr. Holley is an experienced principal and strong education professional. He is skilled in using the Charlotte Danielson Framework, and experienced at leading staff members in school-wide implementation of PBIS, restorative practices, quality Tier 1 instruction, Multi-Tiered Student Supports, and strong classroom management.

Although no longer monitored by UVA, Catalina is currently in the final year of the turn-around process. The fifteen teachers who remain from the 2014 teacher cohort have embraced the new mission and vision of the school. Those who have recently joined the staff have been on board with Catalina's vision from the start. Truly, one of the strongest elements of Catalina is its committed, cohesive faculty and staff.

Description of Proposed Program

The over-arching goal of the Catalina High School International Business and Technology Magnet Program, is to support high-quality learning in combination with select programs that suit students' skills and interests. The updated TUSD Curriculum 5.0, in combination with a broader range of learning options outside of traditional



Tucson Unified School District

Magnet Program Proposal

classroom instruction, will enable students to better customize their high school education and improve their success in school and in life.

Commencing in school year 2019-20, the program will initially serve up to 100 students in a combined 9th and 10th grades. The program will expand to add 11th grade in school year 2020-21, and 12th grade in school year 2020-21. Eventually the program will expand to include up to 100 students at all four grade levels.

The two year 9 and 10th grade program will consist of core honors courses focusing upon proficiencies in reading, writing, science and mathematics. Teaching and learning will be delivered through a 1:1 technology platform. The program will include a foreign language requirement, and electives developed around the magnet focus of business and technology. The program will include summer partnership programs with the University of Arizona's ELLER College of Management to augment real world post-secondary experiences for college and career readiness. The program will emphasize post-secondary preparedness for the university.

By the end of 10th grade, magnet students will demonstrate proficiencies in AzMERIT (Arizona Measurement of Educational Readiness to Inform Teaching), have honors credit in all core classes, and have two years credit in of foreign language. Students will be prepared to continue in Catalina's International Business and Technology Magnet Program in 11th and 12th grades or to gain admissions in another equally rigorous academic program in Tucson Unified School District. Program options include International Baccalaureate at Cholla High School, Dual-Credit College and Career Program at Santa Rita High School and Advanced Placement at University High School. Catalina's program will be marketed to all middle school students, offering a rigorous and engaging academic learning experience through the lens of international business and technology.

Students will be prepared for a post-secondary continuum in the fields of business and technology. The magnet curricula will include courses in banking and finance, accounting and economics, and marketing and entrepreneurship. In addition, technology-based courses such as basic and advanced courses in Microsoft Suite, MIS, and coding will be offered. Emphasizing the development of academic skills, along with real world experiences in business and technology will globalize student perspectives. Diverse programmatic partnerships will increase the relevancy and comprehension of learning, broadly applying new knowledge.

Beginning in the 2019-20 school year, the program will be implemented with fifty 9th and fifty 10th grade students admitted to the program. Projected enrollment growth is shown in the table below.



Tucson Unified School District

Magnet Program Proposal

Catalina High School: Projected Enrollment for International Business and Technology Magnet Program

2019-2020	2020-2021	2021-2022	2022-2023
Year 1	Year 2	Year 3	Year 4
Grade 9/10	Grade 9/10	Grade 11	Grade 12
50/50 students	50/50 students	100 students	100 students

Catalina will recruit students from all middle schools, but particularly from its current feeder schools (Doolen, Mansfeld, Safford). In addition, it will target students at middle schools currently offering technology electives, such as Gridley. In the second year, Catalina will work with middle schools on providing foundational courses that support the IB&T program.

Prior to the 2019-20 school year, Catalina will develop a summer bridge program for incoming IB&T 9th and 10th grade magnet students.

Magnet Program Goals

The fundamental purpose of the International Business and Technology magnet program will be to provide students with the knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, post-secondary education or training and daily life.

Two main goals of the magnet program will be to:

1. Sustain an integrated student body while attracting more students to Catalina.

Catalina is an integrated school (defined as no race/ethnic group more than 15% and no group over 70%) There are 25 % of White students, 17% of African American students and 46% of Hispanic students. With a campus utilization rate of 50 percent , there is ample room for enrollment growth.

2. Improve academic achievement for all students at Catalina by making learning meaningful and engaging.

Catalina recognizes the need to make substantial gains in academic achievement. In the 18-19 SY, Catalina will implement extended day/credit recovery programs. This includes:

- 7-period day in order to provide additional classes for interventions and supplemental services
- “block” schedule during during the normal instructional day on Tuesday and Thursday (Tier 2 and TIER 3) for ELA and Math
- 5 math and 5 ELA sections to address students who are deficient or underperforming in math and ELA



Tucson Unified School District

Magnet Program Proposal

- mandatory math and ELA tutoring for all students in the lower quartile
- individual learning plans for students with failing grades

Magnet Theme Rationale

Creating an International Business and Technology Magnet program at Catalina High School has many potential benefits. Catalina's location makes it a prime candidate for housing a new and timely magnet program. A survey conducted by Marzano Research (2017) found that parents and community members strongly favor adding more magnet programs in the Central area of TUSD. In addition, the creation of a magnet program will support the continued success of Catalina's turn-around. Orfield (2013) and Kahlenberg (2009) found that low-performing schools are revitalized by introducing magnet programs that offer high-quality instruction and specialized curriculum. In a 2017 national survey examining magnet schools sponsored by the Magnet Schools of America, it was found that "a large percentage of magnets report graduation rates of 90 percent or higher, with at least 72 percent of students enrolling in post-secondary education." Catalina High School will be moving towards a school-wide AVID model in SY 2018-2019. AVID and the International Business and Technology magnet program will work in parallel to support college and career readiness and improved academic performance for all students.

This theme was selected as it supported and enhanced the multicultural environment of the school as it is inclusive and reflective of the global perspectives of existing students. Current Catalina students represent 20 countries and speak over 40 different languages.

Primary Features

International Business and Technology Studies and Real-World Connections.

The International Business and Technology studies curriculum will examine the multifaceted functions and operations of businesses, from small businesses to multinational enterprises. These businesses drive the economy, influence the standard of living and the nature and number of jobs, and play a role in the career decisions of many secondary school students.

Students are motivated and learn best when they understand the relevance of what they are studying. The proposed magnet program will provide rich opportunities for relevant, real-world learning experiences. These experiences will reinforce theoretical learning and at the same time provide authentic contexts in which students can apply what they have learned. Opportunities for specific apprenticeship and cooperative education courses will provide students with valuable information and connections that help them to explore potential work and business opportunities.

Catalina will be working closely with the ELLER College of Management in the upcoming year to work out the details of the program.



Tucson Unified School District

Magnet Program Proposal

Teacher Capacity and Professional Development

Catalina will create a professional development plan that will build the capacity of their teaching staff. This will include in-depth training on interdisciplinary content, technology, and instructional strategies.

Family Engagement

Catalina will engage parents with the IB& T program through informational forums, participatory workshops and student demonstrations. It will draw upon the existing expertise amongst parents and alumni to serve as subject matter experts in various careers and experiences.

Partnerships

Catalina will develop a network of local business and government organizations to participate and provide opportunities for students. This includes outreach to three state university programs. In addition to the partnership with the University of Arizona ELLER College of Management, Catalina will also collaborate with Pima Community College, Northern Arizona University W.A. Franke College of Business Hotel and Restaurant Management Program, and the Arizona State University Global Security Initiative.

Catalina will also form partnerships with local organizations such as the Chamber of Commerce, the Centurians, and the Tucson Association of Realtors.

Communication

Catalina High School will collaborate with the district's Communications and Media Outreach Department to market the magnet program. School administration will also collaborate with the school Site Council, Parent Teacher Organization and the broader community.

School-Based Recruitment

Catalina will host two family showcases per year to highlight magnet student products and accomplishments. This will be used as both a recruitment and retention tool.



Tucson Unified School District

Magnet Program Proposal

District Support¹

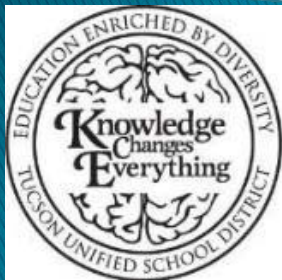
The District will provide services through the Magnet department that will work with Catalina on developing a strong professional development program for all school staff, as well as the marketing and recruitment strategy. In addition, the District will provide the technical equipment, software, technical training, and personnel through the Technology Services department.

¹ See attached for District support that is offered to all new magnet programs – this includes but is not limited to: a) transportation considerations, b) application and selection of students (lottery cycle), c) boundary changes if needed, marketing and recruitment needs)

TUCSON UNIFIED
SCHOOL DISTRICT

TUSD New Magnet School Proposals for SY 2019–20

Coordinated Student Assignment Committee
December 2017



Magnet School Proposals

1. Roberts–Naylor K–8 Open–Access GATE Magnet School
2. Catalina High International Business and Technology Magnet Program

Roberts Naylor K–8 Open Access GATE Magnet School Proposal

- Build upon the success of Tully’s magnet
- Provide a middle school pipeline for Tully at geo-centric TUSD location
- Increase opportunities for more diverse student access to academically rigorous instructional model
- Elevate academic outcomes of Roberts Naylor neighborhood students
- Increase the district-wide total for students receiving GATE services
- Transition of single school less challenging and more manageable process than initiating new program at different school

Roberts Naylor K–8 School

- Incorporate all current ALE programs already underway at Roberts Naylor
- Expand GATE access to all Roberts Naylor students
- Increased ALE access to ethnically diverse demographics at Roberts Naylor (SY 2017–18)
- Decreased disciplinary incidents with implementation of existing ALE programs (SY 2017–18)
- Increase enrollment and site utilization
- Stabilize student mobility
- Re-brand Roberts Naylor


Catalina High International Business and Technology Magnet Program Proposal

- Proximity to the UA
- Create an academically challenging continuum that attracts range of feeder students, including self-contained MS GATE programs and Dodge
- Partner with UA Eller College of Management to create 4 year International Business and Technology magnet program starting in 9th and 10th grades
- Create new opportunities for college and career readiness in global business and technology
- Develop student fundamentals, academic foundation and interpersonal skills to succeed in the business community
- Facilitate career pursuits in business, finance, entrepreneurship and technology

Catalina High School

- Integrated
- Re-establish academically rigorous program that appeals to highly achieving and highly motivated students (Dodge and self-contained GATE)
- Centrally located (Marzano report, student internships)
- Implement in 9th and 10th grades in SY 19–20, 11th grade in SY 20–21, and 12th grade in SY 21–22
- Collaborative partnerships with UA Eller College of Management, local businesses and financial industries
- Provide an opportunity for students to earn industry certifications
- Increase enrollment and site utilization
- Re-brand Catalina

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 Students love to **L**earn 
 Teachers love to **T**each
 and People **l**ove to Work
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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: Catalina High School.

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 **Catalina High School International Business and Technology**. 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

NAME OF SCHOOL: Catalina High School
PROPOSED MAGNET PROGRAM: International Business and Technology Magnet

**REVIEW OF THE MAGNET PROPOSAL FOR
 CATALINA HIGH**

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		
<p><i>Comments, commendations, recommendations</i></p> <p>The proposal for Catalina High reports that a survey conducted by Marzano in 2017 showed that parents and community favored adding more magnet programs to the Central area of TUSD. No indication of the type of magnet theme parents and community preferred was identified in the proposal.</p> <p>Research from Orfield (2013) and Kahlenbergh (2009) was cited supporting magnet programs that offer high quality instruction and specialized curriculum for revitalizing low-performing schools. Magnet Schools of America reports that schools offering magnet programs report graduation rates of 90% and higher, and 72% of students at magnet schools enroll in post-secondary education</p> <p>Research related to International Business or a Technology theme was not provided. Why an International Business and Technology Magnet was selected for Catalina High was not addressed. This magnet will operate as a program-within-the school and served about 400 students (about 100 per grade level) by 2021.</p>				

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 in with theme implementation	4. Student needs are clearly documented and discussed. The theme supports needs academically and socially in a number of ways.
		X		
<p><i>Comments, commendations, recommendations</i></p> <p>Student test scores at Catalina fall below the District and State average test scores. The low progress from one grade to the next combined with low test scores means students are starting at a low point and falling farther behind as they progress through the grade levels. Catalina’s graduation rate is around 71%. The school must ask, how will the new magnet and its curriculum (to be developed) address student needs?</p> <p>The magnet proposal for Catalina outlines an International Business and Technology Magnet that will eventually (2020-21) enroll 400 students.</p> <p>Other students at the school will not participate in the magnet classes, but will be enrolled in a regular program which includes courses need to graduate and credit recovery courses. There will be a 7 period day with classes for intervention and supplemental services, a block schedule for ELA and Math, and ELA and Math sections that address students who are underperforming. Too many bright, but not motivated students get lost in remedial classes like these especially when nothing is engaging is offered for them. How will teachers change their instructional strategies to address student needs?</p> <p>This proposal does not create a total school magnet program. It does not offer all students opportunities to participate in unique theme or focus. It does not support project-based learning with real world applications. Will teachers of these classes implement new instructional pedagogies that help students become engaged in learning? How will technology be integrated? Where is the science, writing across the curriculum, technology, career readiness, foreign language and electives? Implementing an AVID program will address some student needs, but there should be instructional changes to address student needs.</p> <p>The Catalina magnet, as outlined in the proposal, is offering opportunity to some students while not providing any to others.</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 for theme selection.	4. Multiple opportunities provided to garner input and support of parents. Parent input has been incorporated into proposal.
	X			
<i>Comments, commendations, recommendations</i>				
<p>The proposal states that parents and alumni will be asked to share their subject matter expertise.</p> <p>There is no documentation that parents support the theme, that student have interest in the theme, or that teachers, students, and parents will be involved in developing the theme.</p>				

4. Attract quality leaders and staff committed to the specialized theme				
0. Not addressed in proposal	1. Mentioned, but not delineated in proposal.	2. The need for a qualified staff is mentioned in proposal.	3. The need for a qualified leaders and staff is clearly stated. District process for leader and staff selection is explained.	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.
	X			
<i>Comments, commendations, recommendations</i>				

Catalina’s proposal states that one of the strongest elements of Catalina is its committed and cohesive staff. While commitment and cohesiveness is important, it is more important that the staff be committed to participating in professional development and take what they learn and make changes in their classroom.

The principal has lead the school through the “turn-around” process that the school was involved in under administration from the University of Virginia (UVA). He will need to identify “curriculum leaders” to help lead and take charge of day to day magnet developments. He is a proven leader. But, it takes at least 4 years to get to a new magnet program fully up and running.

The proposal does not identify key staff who will help lead the development of the new International Business and Technology magnet. Key staff who will lead in the development of core classes and the credit recovery program, also, need to be identified. It is important that this staff have the qualifications needed to guide teachers through the process of making change. The magnet curriculum leaders will have many responsibilities, including, development and implementation of Professional Development Plans, as well as identification of District and outside specialists, developing annual Recruitment and Marketing Plans, coordinating parent and community involvement, fostering partnership and university connections, coordination and collaborating with departments/teachers as they develop the new magnet, etc.

5. Encourages diversity, plan for decreasing racial isolation.

0.	1.	2.	3.	4.
Not addressed in proposal	Mentioned, but not delineated in proposal. X	Discussed in proposal.	Proposal includes discussion of staff and student needs.	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.

Comments, commendations, recommendations

The proposal states that Catalina’s diversity goal is to maintain its current status as an integrated school as identified by the Unitary Status Plan. Enrollment has declined at Catalina High over the past several years. There are 745 students enrolled for the 2017-18 school year. It is using only 50% of its capacity. The school needs to grow enrollment to be able to offer a strong comprehensive high school program that includes foreign

language offering and electives for all. The school should consider developing a magnet that will attract more students increasing its total enrollment beyond what an International Business and Technology program will attract.

It does not mention the needs of staff and student related to diversity. Diversity activities should be integrated into the International Business curriculum as well as the core and recovery program classes.

PRE-IMPLEMENTATION PLANNING

B. PROGRAM DESIGN

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

0.	1.	2.	3.	4.
Not addressed in proposal	Mentioned, but not outlined in proposal.	Needs for Professional Development stated. X	Needs for Professional Development stated. Some PD activities are included.	Ongoing PD supporting the theme is clearly 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.

Comments, commendations, recommendations

The proposal states a Professional Development Plan needs to be developed. Specific trainings that will be utilized in interdisciplinary content and new instructional strategies are not identified. The proposal does not indicate that the staff at Catalina has been involved in any preplanning or professional development related to implementing a new magnet curriculum.

2. Identify and address district and state standards				
0. Not addressed in proposal	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
X				
<p><i>Comments, commendations, recommendations</i></p> <p>How the new magnet and its curriculum connect to State standard is not addressed in the proposal.</p>				

3. Identify and address equitable practices that support diverse populations				
0. Not addressed in proposal	1. Mentioned, but not clarified in proposal.	2. A review of practices that support diversity is included	3. Professional Development related to student diversity is outlined in proposal.	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.
X				

Comments, commendations, recommendations

This criteria was not included in the proposal.

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

0.	1.	2.	3.	4.
Not addressed in proposal	Mentioned, but communities that could help the school maintain its integrated status have not been identified.	The proposal has identified the needs of the school and communities that could assist in reducing racial isolation. X	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.	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 school visits are being set. Materials to inform parents about the magnet theme are being developed.

Comments, commendations, recommendations

There has been a dramatic drop in enrollment at Catalina over the past few years. Enrollment has gone from approximately 1,300 students to 743 in 2018. A detailed Marketing and Recruitment Plan should be developed to address the schools shrinking enrollment as well as maintain its integrated status.

Catalina can accept student from across the district, but does not actively recruit across the district. It targets its feeder schools and Gridley, a technology magnet. The target schools should be increased. Administration, staff, and parents should be recruited to support the school's efforts. The school should find new strategies to market the school.

There will be a summer bridging program for grade 9 and 10 International Business students. The bridging program should be expanded to include all students at grades 9 and 10.

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.	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 technologies will be used.
X				

Comments, commendations, recommendations

The proposal does not mention if teachers, community members, parents or staff have been involved in the selection of the theme, any pre-planning, or professional development related to the new theme. Success of a magnet program requires teacher buy-in including preparing them to develop a curriculum including identifying student needs, reviewing new instructional strategies and how content will support and extend content standards. Magnet themes take time to develop and commitment to implement.

2. Ongoing PD that uses district and outside experts is planned.

0. Not addressed in proposal	1.	2.	3.	4.

X	District PD experts will be used.	District PD experts will be used on a regular basis to support the theme.	District and outside PD experts will be used. Teachers will be coached to implement new strategies in classrooms.	District and outside PD experts will be used. Teachers will receive in classroom coaching from experts. Teachers will work in teams.
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Comments, commendations, recommendations

The use of content experts was not addressed in Catalina’s proposal. Implementation of new pedagogies was not addressed.

3. Clarify connections to standards

0. Not addressed in proposal X	1. District/state standards will be supported	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 and core curriculum. Standards based projects will be integrated into magnet curriculum.
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Comments, commendations, recommendations

State content standards and how they will supported by the magnet curriculum was not addressed in Catalina’s proposal. Unsure if teachers have connected student needs and District/State standards.

4. Integrate new instructional pedagogies

0. Not addressed in proposal	1.	2.	3.	4.
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There was no mention of the use of project-based activities in the proposal. Project-based activities can be key in making real-world connections.

Staff should identify what new instructional pedagogies will be used at the school. Developing a magnet requires changing instructional practices. Continuing to teach the same as in previous years will not address student needs or achievement at Catalina. If not project-based activities with real world connections, what? There are other instructional strategies that could be used...writing across the curriculum...use of essential questions...STEM, STEAM, or an IB Middle Years approach to instruction could be used.

6. Utilize a thematic approach that integrates district curriculum

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

Comments, commendations, recommendations

Thematic instruction was mentioned in the proposal, but how it will be integrated was not addressed. Thematic instruction would require departments to work together. It is difficult to implement at the high school level. Teachers will need to spend a significant time working across department to develop an interdisciplinary curriculum.

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

0.	1.	2.	3.	4.
Not addressed in proposal	There will be PD related to use of new technologies.	Teachers will be encouraged to use new technologies in their classrooms.	Students will be provided opportunities to learn new technologies and technology applications.	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.
	X			

Comments, commendations, recommendation

The technology component that was outlined for the International Business and Technology students will be delivered via a 1:1 platform. Students will be taught to use basic and advanced courses in Micosoft Suite, MIS, and coding. Use of these applications will be integrated in academic courses and electives.

Learning to use these applications and the integration of technology with the curriculum should be available to all Catalina students including those not in the International Business and Technology Magnet. All staff should have the opportunity to learn these new applications and be supported to integrate them into course curriculum..

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

0.	1.	2.	3.	4.
Not addressed in proposal	There are some opportunities for parents to learn about the new curriculum.	A Parent Involvement plan will be developed and set in motion. The plan includes opportunities for parents to participate in classroom learning activities.	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. X	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 learning with a number of business and community groups.

Comments, commendations, recommendations

Catalina’s plans to host two family showcases each year. The showcases will highlight student products and accomplishments. There will also be informational forums, participatory workshops and student demonstrations for parents. The proposal does not clarify if these activities include only the International Business students or all students.

Catalina plans to develop a partnership with the University of Arizona, ELLER College of Management that will include a summer partnership and other activities that will augment preparedness for college for students in the International Business program. Has this partnership begun?

Catalina also plans to reach out and collaborate with Pima Community College, Northern Arizona University, W. A. Franke College of Hotel, and Restaurant Management and the ASU Global Security Initiative. Specific activities were not included.

The proposal also mentioned the school would like to develop partnerships with the Chamber of Commerce, the Centurions, and Tucson Association of Realtors.

Staff was not identified who would be responsible for developing, maintaining, and coordinating the partnerships.

SUSTAINING SUCCESS

D. ACCOUNTABILITY

1. Adopt a continuous revision and improvement model

0.	1.	2.	3.	4.
Not addressed in proposal X	There is a plan to improve some lessons.	Staff will work in grade level (or academic) teams to make revisions.	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.	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.

Comments, commendations, recommendations

Qualifications for key staff were not identified in the magnet proposal. The teachers who would be working on the development of the International Business curriculum were not identified. There is no mention in the proposal of changes being planned to the curriculum/instruction

for students not enrolled in International Business program. There is no plan to adopt a continuous revisions and improvement model for the curriculum.

2. Use alternative assessment to document student learning

0.	1.	2.	3.	4.
Not addressed in proposal X	There will be PD that helps teachers to understand and develop meaningful methods of assessment.	Teachers will try-out processes and activities that support alternative assessment.	Teachers work in grade level teams to review and revise alternative assessment projects. Students will design presentation models to share their learning and/or project.	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.

Comments, commendations, recommendations

The use of alternative assessments is not addressed in the proposal.

3. Utilize data from State tests

0.	1.	2.	3.	4.
Not addressed in proposal X	State test data is reviewed and disaggregated.	State test data is reviewed and disaggregated. Teacher teams will discuss ways to strengthen curriculum to address weak areas.	Teacher teams will make revision to their curricular units to support more students reaching the above proficient and proficient standards levels.	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
<i>Comments, commendations, recommendations</i>				
Use of data from required State tests to addresses weaknesses and improve instruction was not addressed in Catalina’s magnet proposal.				

4. Plan for teacher attrition and changes.				
0.	1.	2.	3.	4.
Not addressed in proposal X	Teacher vacancies will be filled as at other district schools.	The principal will select a teacher to fill vacancies from a list of applicants.	The principal and a team of teachers from the school will fill vacancies following a review of applications and interviews.	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.
<i>Comments, commendations, recommendations</i>				
A plan to address teacher attrition and change is not addressed in proposal.				