Copies of any applications submitted to the Magnet Schools Assistance Program.
USP Section II.K(1)(g)

Appendix 15

	Central	Cragin	Utterback	Tully	Mansfeld	Cholla	Total	
Personnel	$272,350.00	$295,650.00	$209,050.00	$190,650.00	$254,125.00	$389,625.00	$1,611,450.00	Personnel
Benefits	$78,981.50	$85,738.50	$60,624.50	$55,288.50	$73,696.25	$112,991.25	$467,320.50	Benefits
Travel	$10,500.00	$37,400.00	$49,000.00	$42,500.00	$54,900.00	$32,304.00	$226,604.00	Travel
Equipment	$4,650.00	$157,365.00	$144,715.00	$149,801.90	$92,001.90	$82,895.00	$631,428.80	Equipment
Supplies	$8,000.00	$35,600.00	$45,000.00	$77,000.00	$132,000.00	$61,300.00	$358,900.00	Supplies
Contractual	$25,000.00	$19,800.00	$34,800.00	$28,000.00	$49,800.00	$4,000.00	$161,400.00	Contractual
Other	$4,750.00	$23,000.00	$38,000.00	$28,000.00	$23,000.00	$38,000.00	$154,750.00	Other
Direct Cost	$404,231.50	$654,553.50	$581,189.50	$571,240.40	$679,523.15	$721,115.25	$3,611,853.30	Direct Cost
Stipends		$17,100.00	$24,000.00	$24,300.00	$31,500.00	$50,000.00	$146,900.00	Stipends
Indirect Costs	$19,969.04	$32,334.94	$28,710.76	$28,219.28	$33,568.44	$35,623.09	$178,425.55	Indirect Costs
Total	$424,200.54	$703,988.44	$633,900.26	$623,759.68	$744,591.59	$806,738.34	$3,937,178.85	Total
Cost Per Students Served	$155.90	$2,070.55						

Personnel	$272,350.00	$295,650.00	$263,650.00	$190,650.00	**$254,125.00**	$409,125.00	$1,685,550.00	Personnel
Benefits	$87,152.00	$94,608.00	$84,368.00	$61,008.00	**$113,320.00**	$130,920.00	$571,376.00	Benefits
Travel	$10,500.00	$37,400.00	$34,700.00	$22,800.00	$35,200.00	$42,304.00	$182,904.00	Travel
Equipment	$0.00	$39,265.00	$96,015.00	$47,901.90	$39,301.90	$119,895.00	$342,378.80	Equipment
Supplies	$8,000.00	$35,600.00	$45,000.00	$78,000.00	$135,000.00	$82,300.00	$383,900.00	Supplies
Contractual	$25,000.00	$19,800.00	$34,800.00	$30,000.00	**$34,800.00**	$41,113.00	$185,513.00	Contractual
Other	$6,000.00	$26,000.00	$41,000.00	$31,000.00	**$41,000.00**	$41,000.00	$186,000.00	Other
Direct Costs	$409,002.00	$548,323.00	$599,533.00	$461,359.90	$652,746.90	$866,657.00	$3,537,621.80	Direct Costs
Stipends		$17,100.00	$24,000.00	24,300.00	**$31,500.00**	$75,000.00	$171,900.00	Stipends
Indirect Costs	$20,204.70	$27,087.16	$29,796.79	$22,791.18	**$32,441.52**	$42,812.86	$175,134.20	Indirect Costs
Total	$429,206.70	$592,510.16	$653,329.79	$508,451.08	**$716,688.42**	**$984,469.86**	$3,884,656.00	Total
							$175,134.20	

Personnel	$272,350.00	$297,900.00	$318,625.00	$192,900.00	**$254,125.00**	**$409,950.00**	$1,745,850.00	Personnel
Benefits	$87,152.00	$95,328.00	$101,960.00	$61,728.00	**$113,320.00**	**$131,184.00**	$590,672.00	Benefits
Travel	$10,500.00	$37,400.00	$25,100.00	$22,500.00	$24,400.00	**$50,304.00**	$170,204.00	Travel
Equipment		$32,670.00	$115,120.00	$35,306.90	**$28,506.90**	**$74,895.00**	$286,498.80	Equipment
Supplies	$8,000.00	$30,600.00	$40,000.00	$67,000.00	**$117,000.00**	$53,800.00	$316,400.00	Supplies
Contractual	$25,000.00	$19,800.00	$29,800.00	$29,800.00	$29,800.00	$41,113.00	$175,313.00	Contractual
Other	$6,000.00	$31,000.00	$46,000.00	$36,000.00	$46,000.00	$46,000.00	$211,000.00	Other
Direct Costs	$409,002.00	$544,698.00	$676,605.00	$445,234.90	$613,151.90	$807,246.00	$3,495,937.80	Direct Costs
Stipends		$17,100.00	$24,000.00	$24,300.00	$31,500.00	$75,000.00	$171,900.00	Stipends
Indirect Costs	$20,204.70	$26,908.08	$33,424.29	$21,994.60	$30,289.70	$39,877.95	$172,699.33	Indirect Costs
Total	$429,206.70	$588,706.08	$734,029.29	$491,529.50	$674,941.60	$922,123.95	$3,840,537.13	Total

	Year 1 2013/2014	Year 1 2014/2015	Year 1 20115/2016
Personnel (1 Coordinator & 4 Teachers)	$ 220,000	$ 220,000	$ 220,000
Employee Benefits (29%)	$ 63,800	$ 70,400	$ 70,400
Prof. Dev.	$ 10,000	$ 10,000	$ 10,000
Prof. Dev. Mat.	$ 5,500	$ 5,500	$ 5,500
Contracted Service Fees	$ 10,000	$ 15,000	$ 15,000
Public Relations and Promotion	$ 15,000	$ 20,000	$ 20,000
Technological Eq. (Dance Studio, iPads for instructors, etc.)	$ 90,000	$ 76,421	$ 60,000
Library Upgrade	$ 5,000	$ 5,000	$ 10,000
Teacher Mat. (Art supplies…)	$ 20,000	$ 20,000	$ 10,000
Office Supplies	$ 5,000	$ 5,000	$ 5,000
Travel	$ 5,000	$ 5,000	$ 5,000
In-direct 4.97% (???)	$ -	$ -	$ -
Total	$ 449,300	$ 452,321	$ 430,900

In order to have a band and orchestra program at the beginning of the 2013/2014 school year, we will need an additional $90,000 for musical instruments. We will also need an additional $7,500 for a new piano and $1,000 for a new keyboard.

Before beginning this program, the Auditorium will also need a $15,000 technology upgrade including new sound equipment, new lighting, new projector, etc.

BUDGET AND RESOURCES

(1) Tucson Unified has more than adequacy of facilities to house the new and revised magnet programs proposed in this application.

In order for Magnet schools to be appealing for recruitment, the facility must have capacity to reflect the theme in all areas of the school. Each of the magnet schools in this proposal have both physical space and capacity for any new construction, renovation, or remodeling proposed by the district, as provided in Figure ---. The district is considering entering into a bond election for capital improvements in order to renovate school buildings and classrooms, renovate science labs, renovate performing arts facilities, and purchase technology to supplement the current e-rate program. The Deputy Superintendent of Curriculum and Instruction, the Magnet Director, the Chief Operations Officer, and Administrators are working collaboratively to compare the educational specifications for magnet sites related to curricular needs.

Figure ---, Overview of Proposed Magnet Facilities

School	New/ Revised	Capacity	% Capacity 100th day 2013	Facility Condition Index (Scale of 1-5)	Utility Cost Per Sq. Ft.	Year Built	Bond Up-Grade Completed Project
Cragin	New	510	66%	2.4	$1.85	1961	2011
Tully Magnet	Revised	590	74%	2.5	$2.54	1968	2011
Mansfeld	New	810	71%	2.4	$1.79	1962	2011
Utterback Magnet	Revised	880	76%	2.8	$1.88	1976	2011
Cholla Magnet	Revised	1650	89%	2.8	$1.99	1964	2011

Tucson Unified conducted an extensive study of the facilities during the school consolidation process. Key indicators were used to rank school facilities to determine the viability of new programs or the prospect of consolidating schools. Facilities were ranked according to age,

Facility Condition Index (rubric score of 1-5), physical capacity to absorb the needs of each magnet theme, and physical capacity to house more students. Additionally, the utilities cost were analyzed and compared across the district. Through this process, the schools in this proposal were determined to have both viability and capacity. All facilities have been determined by district staff and Governing Board to be adequate for the needs of the proposed programs.

The Unitary Status Plan requires the district reassess the conditions of each school site biennially. Based on these assessments, the district is charged with creating a multi-year plan for facilities repairs and improvements with giving priority to racially concentrated schools. All of the schools in this proposal are racially concentrated, therefor would receive priority for repairs and improvements.

(2) Tucson Unified will have the equipment and supplies that are needed to support innovative methodology and rigorous curriculum.

Technology is an absolute necessity in today's classroom. To create an instructional program that is highly desirable and unique is a challenge in today's educational economy. High quality equipment and supplies must be selected in order to offer the most desirable program possible. All magnet sites will have equipment and supplies adequate to implement the innovative program themes. The district will supply the necessary items that are considered in a regular classroom: tables, desks, chairs, textbooks, and supplies. The district will not decrease the amount of money allocated for equipment and supplies based on the award of this grant.

The process of selecting the equipment is based on the needs of each theme and what technology is currently in use at the site. Specific equipment purchased for each site are found in

the budget detail. Each proposed magnet school assessed their needs based on theme and created criteria for technology selection:

- All technology will have the capacity for up-grades
- Software will support all conversions of documents created using lower versions
- All equipment and software will be supported by the district Technology Services
- Technology will be adequate and accessible for all students
- Decisions about Technology for labs and activity areas will be made based on recommendations from the Magnet School Committee
- Software will be congruent with the magnet theme and geared toward use for cooperative learning opportunities
- All on-line subscriptions will be congruent with magnet theme or academic intervention needs.

The Unitary Status Plan recognizes that minority students face additional challenges because of a lack of access to technology (USP pg.5). The court order mandates that the district develop a Technology Conditions Index (TCI) which rates technology and technology conditions in schools along multiple technological dimensions and provides a composite score for each school.

> *"The TCI shall include at minimum, the following: (i) student access to computers and other learning devices (e.g., smart boards); the location of computers and learning devices (lab or classroom or both); (ii) availability of wireless and broadband Internet in a school; (iii) availability of research-based educational software or courseware; and (iv) teacher proficiency in facilitating student learning with technology. Based on the results of its assessment using the TCI, the*

District shall develop a multi-year Technology Plan that provides for enhancements and improvements to the District's technology, with priority given to basic maintenance and required repairs and to Racially Concentrated Schools that score below the District average on the TCI. The District shall include in its professional development for all classroom, personnel, as more fully addressed in Section (IV)(J)(3), training to support the use of computers, smart boards and educational software in the classroom setting. "(USP pg. 53)

Figure --- below outlines the equipment and supplies that will be required in for successful theme implementation at each magnet school site. The cost for this equipment and supplies is delineated in the budget narrative tables at the end of this section.

Figure ---, Equipment and Supplies Required for Each Magnet

School	Equipment and Supplies
Cragin New Magnet: Fine and Performing Arts	Sound equipment with a mixing system, Marley Floors, mirrors, ballet barres, lighting and gels, dimmer board , mushroom lights storage cubbies, MP3/CD player, wireless microphones , metal trusses CD players, classroom Orff Instruments, 88 Key Digital Piano, mobile computer lab, headphones student tablets, interactive white boards, printers, video equipment, DVD players, and TV monitors.
Utterback Revised Magnet: Enhance Fine Arts and expand Communication Arts	Sound equipment, stage package system, MP3/CD player, wireless microphones, CD players, mobile show cases, portable art display panels, Marley Floors, tablet computers, mobile computer labs, printers, digital cameras, interactive white boards, USB storage devices, flat screen TVs, document cameras recording equipment (video and audio),

	headphones, DVD players, and flat screen TVs.
Tully Revised Magnet: STEM	Digital microscope pupil cam, student microscopes, temperature probes conductivity sensors , light sensor, turbidity sensor, current probe, digital scales digital probes, balances, triple beam balance, weights for triple beam , magnifiers, goggles, goggle storage cabinet, goggle sanitizer, goggle sanitizer replacement lamp, mobile computer lab, student tablets, interactive white boards, camcorders, DVD players, TV, and digital cameras.
Mansfeld New Magnet: STEM	Digital Microscope Middle School , student microscopes, temperature, probes, conductivity sensors, light sensor, turbidity sensor, current probe, digital scales, digital probes, balances, triple beam balance, weights for triple beam, magnifiers, goggles, goggle storage cabinet, goggle sanitizer, goggle sanitizer replacement lamp, student lap tops, student tablets, interactive white boards, DVD players, printers, TV, and digital cameras.
Cholla Revised for expansion-add International Baccalaureate Middle Years Programme	Mobile computer labs, student tablets, DVD players, flat screen TVs, printers, and digital cameras.
Software to be considered	Up-dated operating systems, Cloud On, Drop Box, E-Books, iTunes U, One Note, Pages, Chromebooks, Flipped Classroom, Snagit, Kid Blog, Gloster EDU, Live Binders, Share Point, AVID, Achieve 3000, Kidz A

	to Z, Waterford, SuccessMaker, and ALEKS.

(3) Tucson Unified has identified the adequacy and reasonableness of the budget in relation to the objectives.

Tucson Unified is challenged through the court ordered Unitary Status Plan to develop and sustain instructional programs that are highly desirable and unique. Additional high quality equipment and supplies will be procured in order to offer the most attractive programs. All magnet sites in this proposal will have state-of-the-art equipment and supplies that are more than sufficient to implement creative and innovative programs. All students participating in the proposed magnet programs will have ample access to technology. All teachers will have the training necessary to use the equipment to maximum capacity and will be expected to integrate technology into all aspects of learning and the use of this technology will be embedded in all areas of professional development.

The funding requested through this proposal supplements the regular school program. The equipment and supplies requested will enhance the level of instruction, ensure innovated content delivery, support student inquiry-based projects, and provide the community opportunities to experience technology at it best. The total cost of implementing technology at the three sites is $1,305,307 over three years.

The proposal contains a request for just under $4 million for each of the three years in order to plan, open, and implement two new and three revised magnet programs. The budget contains two components: (1) the district budget which directly serves all five programs by providing professional development, data disaggregation, curriculum development guidance, and all aspects of procurement, and (2) budgets for proposed start up sites: Cragin Elementary (Fine and

Performing Arts) and Mansfeld Middle School (STEM), and (3)The budget also includes three revised magnet sites: Tully Magnet Elementary, Utterback Fine And Performing Arts Magnet, and Cholla Magnet High School.

When looking at the requested budget by strand, there are similarities in the needs of each school. Cragin Elementary is a Visual and Performing Arts start-up program and therefore requires more cost per student ($2,071) to create an infrastructure of dance studios, music studios, art studios, and technology when compared to Utterback. However, Utterback has almost twice as many students, and creating the infrastructure for communication arts requires more technology. The cost per student at Utterback for the first year is $948 and will be used to rejuvenate an outdated curriculum and increase course offerings to include communication arts. Because Tully Magnet has no theme, the cost of this project is about the same as the start-up project at Mansfeld. Tully will require more technology in the beginning, because the current magnet has very little. When comparing Tully and Mansfeld , they are almost identical in equipment costs. For the STEM pipeline, the cost per student at Tully $1395 and the cost at Mansfeld is $1,114.

The following tables define requested budget items for the district and each school by personnel, travel, equipment, supplies, contractual costs, and teacher stipends. All personnel are directly involved in the implementation of the magnet. All supplies will be used to support teacher- developed curriculum and will be used by students. Contractual costs for Fine and Performing Arts and STEM schools will be used to bring consultants to the schools in order to train teachers in magnet content, support teachers in developing curriculum, and model lessons that reflect the pedagogy of the theme. Contractual costs for Middle Years Programme reflect

the costs associated with International Baccalaureate requirements. The total cost for district management and magnet school staff, equipment, supplies, etc. is $11,602,897.

DISTRICT LEVEL SUPPORT BUDGET			
BUDGET ITEM	**Year 1 2013-2014**	**Year 2 2014-2015**	**Year 3 2015-2016**
PERSONNEL			
Project Director (.25 FTE) [Note: .75 FTE paid by TUSD]	**$37,200**	**$37,200**	**$37,200**
Project Specialist ($75,000), Instructional Data Intervention Specialist ($60,000)	**$135,000**	**$135,000**	**$135,000**
Administrative Assistant (1.5 FTE), Internal Evaluator, Budget Tech.	**$85,750**	**$85,750**	**$85,750**
Marketing and Recruitment 30 hours per week @$15	**$14,400**	**$14,400**	**$14,400**
Total Salaries	**$272,350**	**$272,350**	**272,350**
Employee Benefits (FY 13 .29%) (FY 14-15 .32)	**$78,982.**	**$87,152**	**$66,544**
Travel			
Mileage .34 per mile	**$500**	**$500**	**$500**
Project Director to MSAP Technical Assistance	**$2000**	**$2000**	**$2000**
District Magnet Leadership Team to MSA Conference (3)	**$6000**	**$6000**	**$6000**
IB Level I MYP for Project Manager	**$2000**	**$2000**	**$2000**
Total Travel- Central	**$10,500**	**$10,500**	**$10,500**
Technology			
2 Laptops (Project Specialist and Instructional Data Interventionist)	**$3000**		
1 Computer/Dual Screens for Administrative Assistant (Cables, Splitter)	**$1200**		
1 Printer/Scanner/Fax	**$450**		
Total Technology	**$4650**	**0**	**0**
Total Office Supplies , Professional Development Supplies	**$8,000**	**$8,000**	**$8,000**
Contractual External Evaluator	**$25,000**	**$25,000**	**$25,000**
Other Professional Development			
STEM training for Project Specialist and Instructional Data Intervention Specialist	**$1500**	**$1500**	**$1500**
Project Management Process for Project Specialist, Instructional Data Intervention Specialist, Administrative Assistant	**$2500**	**$2500**	**$2500**
Registration for MSA Conference (3)	**$750**	**$2000**	**$6000**
District Continued			
STEM and IB MYP level I for Project Specialist			
Total Other	**$4750**	**$6000**	**$6000**

Total Direct Costs	**$404,232**	**$409,002**	**$409,002**
In-Direct Cost 4.94%	**$19,969**	**$20,205**	**$20,205**
TOTAL COST – DISTRICT LEVEL SUPPORT	**$424,201**	**$429,207**	**$429,207**

CRAGIN VISUAL AND PERFORMING ARTS EXPLORATORY SCHOOL – NEW MAGNET BUDGET			
BUDGET ITEM	**Year 1 2013-2014**	**Year 2 2014-2015**	**Year 3 2015-2016**
CRAGIN PERSONNEL			
1 Magnet Coordinator - 1.0 FTE	**$60,000**	**$60,000**	**$60,000**
4 Theme Specialist Teachers –	**$210,000**	**$210,000**	**$210,000**
Substitutes *Release time for Curriculum Development, Professional Development, Vertical Teaming* *Year 1: 5 days for 18 teachers @ $120 per day* *Year 2: 5 days for 18 teachers @ $120 per day* *Year 3: 5 days for 18 teachers @ $120 per day*	**$10,800**	**$10,800**	**$10,800**
Added Duty a. Teacher will write their curriculum integrating content areas.-including summer pay Year 1 – 18 teachers 25 hours x $25/hour Year 2 – 18 teachers 25 hours x $25/hour Year 3 – 20 teachers 25 hours x $25/hour	**$11,250**	**$11,250**	**$13,500**
b. Preparation/review of units Year 1: 18 teachers @$20/hour (loss of planning) X10 hours Year 2: 18 teachers @ $20/hour (loss of planning) x 10 hours Year 3: 18 teachers @ $20/hour (loss of planning) x 10 hours	**$3,600**	**$3,600**	**$3,600**
Total Personnel Costs	**$295,650**	**$295,650**	**$297,900**

Employee Benefits @ FY 13-29%, FY14-FY15 .32%	**$85,738.50**	**$94,608**	**$95,328**
CRAGIN TRAVEL (Includes Registration, Flight, Meals)			
Year 1-			
3 Teachers to attend National Art Education Association Conference	$6,000	$6,000	$6,000
3 Teachers to attend Educational Theatre Association Conference	$6,000	$6,000	$6,000
3 Staff to attend Magnet Schools of America Conference	$8,000	$8,000	$8,000
Year 2-			
3 Teachers to attend Arizona Music Educators Association Events	$1,000	$1,000	$1,000
3 Staff to attend Magnet Schools of America Conference	$8,000	$8,000	$8,000
3 Teachers to attend Arizona Dance Coalition Conference	$2,100	$2,100	$2,100
Year 3-			
3 Teachers to attend Arizona Theatre in Our School Regional Conference	$2,100	$2,100	$2,100
3 Teachers to attend Arizona Music Educators Association Events	$2,100	$2,100	$2,100
3 Teachers to attend Arizona Dance Coalition Conference	$2,100	$2,100	$2,100
Total Travel	**$37,400**	**$37,400**	**$37,400**
CRAGIN TECHNOLOGY AND EQUIPMENT			
Mobile Computer Labs a. Computers on carts Year 1: 30 units/cart x 1 b. Headphones for mobile computers: Year 1: 30 units	 $45,000 $300		
Student Tablets To monitor student work and provide immediate feedback and interaction with lessons. Year 1: 30 units @ $525 Year 2: 30 units @ $525 Year 3: 30 units @ $525	$15,750	$15,750	$15,750
SMART Boards 18 Interactive SMART boards to be used in all classrooms ($3,800 each) Year 1- 18 boards	$68,400	$7,600	$7,600

Year 2- 2 boards Year 3- 2 boards			
Printers to be utilized by grouped teachers Year 1: 3 printers Year 2: 3 printers Year 3: 1 poster printer	$1,000	$1,000	$2,000
Video Equipment To aid in the Student Personal Project and any associated teacher lessons needing video equipment			
a. Camcorders: Sony DCR-SX85/B 16 GB flash card memory *Year 1: 3 camcorders* *Year 2: 3 camcorders*	$825	$825	
b. 16 GB flash cards to be used to store student work *Year 1: 10 cards* *Year 2: 10 cards* *Year 3: 10 cards*	$70	$70	$70
c. Sony DVD players to be used to critique student work *Year 1: 3 DVD players* *Year 2: 3 DVD players*	$270	$270	
d. TV Monitors/Receivers *Year 1: 3 TV/Receivers*	$750	$750	$750
Visual and Performing Arts Equipment *Sound Equipment- 405 Stage Package System $750* *Mixing System- $300* *Marley Floors X2 $1,600 each* *Mirrors $500* *Ballet Barres X2 $300* *Lighting and Gels, Dimmer Board , Mushroom Lights $600* *Storage Cubbies $300* *MP3/CD Player $200* *Wireless Mics X2 $200* *Trusses $1,500*	$15,000	$3,000	$1,500

CD Players X6 $300 *Classroom Orff Instruments $1,000* *88 Key Digital Piano X30 $300@*			
Additional "drops" or other service needed for additional computers and Smart Board Installation	**$10,000**	**$10,000**	**$5,000**
Total Equipment	**$157,365**	**$39,265**	**$32,670**
CRAGIN SUPPLIES			
Teacher supplies to supplement arts integrated lessons $2000 @ 18 teachers	$3,600	$3,600	$3,600
Theme Specialists Supplies $3,500 @4 teachers	$14,000	$14,000	$14,000
Professional Development Supplies and Professional Memberships to	$3,000	$3,000	$3,000
Office Supplies (Printer Ink, Paper, Misc.)	$5,000	$5,000	$5,000
Library Supplies- Subscriptions, Art Displays, Increase Arts Related Books	$10,000	$10,000	$5,000
Total Supplies	**$35,600**	**$35,600**	**$30,600**
CRAGIN CONTRACTUAL			
Year 1-3 *Performance Arts Specialists to assist in curriculum development, theme integration, and instructional delivery.*	$10,000	$10,000	$10,000
Visiting Artists	$5,000	$5,000	$5,000
Membership Fees to:	$1,050	$1,050	$1,050
National Art Education Association (7@$150each)	$1,750	$1,750	$1,750
Educational Theatre Association (7@$250 each	$250	$250	$250
Magnet Schools of America $250	$875	$875	$875
Arizona Music Educators Association (7 @$125 each)	$875	$875	$875
Arizona Dance Coalition (7@$125 each)			
Total Contractual	**$19,800**	**$19,800**	**$19,800**
CRAGIN PUBLIC RELATIONS AND PROMOTION			
Brochures a. Design and purchase a new brochure for the magnet program which displays all of the programs available through the arts b. Printing of brochure $2 /brochure x 1,000/year	$2,000	$2,000	$2,000
Video a. Printing and distribution/Internet Support	$2,000	$2,000	$2,000

Advertising a. Radio commercials (development and airtime b. Print Ads/Newspaper ads @ $50 ad: 5 ads x 52 weeks c. Other promotional supplies to be used to develop recruitment display, hand out to prospective students and parents d. TV Commercials with Internet / Outdoor Advertising	$5,000 $2,000 $2,000 $10,000	$5,000 $5,000 $2,000 $10,000	$10,000 $5,000 $2,000 $10,000
Total Marketing and Recruiting	**$23,000**	**$26,000**	**$31,000**
Direct Cost	**$654,554**	**$548,323**	**$544,698**
In-Direct Cost 4.94%	**$32,335**	**$27,087**	**$26,908**
CRAGIN STIPENDS FOR TRAINING			
18 teachers @ $150 per day- 8 days Year 1- 2 Days Visual Arts Integration 2 Days Performing Arts Integration Book Study- Understanding by Design (8 hours) 2 Days Renzulli Methodology for Specialists 2 Days Curriculum Horizontal and District Articulation Year 2-3 Topics to be determined as needed	$17,100	$17,100	$17,100
Total Stipends-Cragin	**$17,100**	**$17,100**	**$17,100**
TOTAL BUDGET – CRAGIN	**$703,988**	**$592,510**	**$588,706**

UTTERBACK MIDDLE SCHOOL OF THE ARTS – REVISED MAGNET BUDGET			
BUDGET ITEM	**Year 1 2013-2014**	**Year 2 2014-2015**	**Year 3 2015-2016**
UTTERBACK PERSONNEL			
1Magnet Coordinator - 1.0 FTE	$60,000	$60,000	$60,000
2 Theme Specialist Teachers – Yr 2 add 1 FTE- Yr 3 add 1 FTE	$105,000	$157,500	$210,000

Substitutes *Release time for Curriculum Development, Professional Development, Vertical Teaming* *Year 1: 5 days for 47 teachers @ $120 per day* *Year 2: 5 days for 48 teachers@$120 per day* *Year 3: 5 days for 49teachers @$120 per day*	$28,200	$28,800	$29,400
Added Duty-Hourly a. Extended day Opportunities /Curriculum Writing Year 1 – 20 teachers 25 hours x $25/hour Year 2 – 22 teachers 25 hours x $25/hour Year 3 – 25 teachers 25 hours x $25/hour b. Preparation/review of units (content area) Year 1: 18 teachers @ $20/hour (loss of planning) x 10 hours Year 2: 18 teachers @ $20/hour (loss of planning) x 10 hours Year 3: 18 teachers @ $20/hour (loss of planning) x 10 hours	$12,250 $3,600	$13,750 $3,600	$15,625 $3,600
Total Personnel Costs	**$209,050**	**$263,650**	**$318,625**
Employee Benefits @ FY 13-29%, FY14-FY15 .32%	**$60,625**	**$84,368**	**$101,960**
UTTERBACK TRAVEL (Includes Registration, Flight, Meals)			
Year 1-Teachers represented across content areas *6Teachers to attend National Art Education Association Conference* *6 Teachers to attend Educational Theatre Association Conference* *6Staff to attend Magnet Schools of America Conference* *Year 2- Specialists and one teacher from each content area* *6 Teachers to attend Arizona Music Educators Association Events* *6 Staff to attend Magnet Schools of America Conference* *6 Teachers to attend Arizona Dance Coalition Conference* *3 Staff to attend Magnet Schools of America Conference* *Year 3- Specialists and one teacher from each content area*	$12,000 $12,000 $25,000	 $2,000 $16,000 $4,200 $12,500	

6 Teachers to attend Arizona Theatre In Our School Regional Conference *6Teachers to attend Arizona Music Educators Association Events* *6 Teachers to attend Arizona Dance Coalition Conference* *3 Staff to attend Magnet Schools of America Conference*			$4,200 $4,200 $4,200 $12,500
Total Travel	**$49,000**	**$34,700**	**$25,100**
UTTERBACK TECHNOLOGY AND EQUIPMENT			
Mobile Computer Labs c. Computers on carts Year 1: 30 units/cart x 1 labs d. Headphones for mobile computers: Year 1: 30 units	 $45,000 $300		
Student Tablets To monitor student work and provide immediate feedback and interaction with lesson Year 1: 100 units @ $525 Year 2: 100 units @ $525 Year 3: 200 units @ $525	$52,500	$52,500	$105,000
Utterback Technology Continued- *SMART Boards* 15 Interactive SMART boards to be used in all classrooms ($3800 each) Year 1- 7 Year 2- 7 Year 3- 1	$26,600	$26,600	$3,800
Printers to be utilized by grouped teachers Year 1: 3 printers Year 2: 3 printers Year 3: 1 poster printer	$1,000	$1,000	$2,000
Video Equipment- Document Cameras To aid in the Student Personal Project and any associated teacher lessons			

needing video equipment *Camcorders: Sony DCR-SX85/B 16 GB flash card memory* *Year 1: 3 camcorders* *Year 2: 3 camcorders* *16 GB flash cards to be used to store student work* *Year 1: 10 cards* *Year 2: 10 cards* *Year 3: 10 cards* *Sony DVD players to be used to critique student work* *Year 1: 3 DVD players* *Year 2: 3 DVD players* *TV Monitors/Receivers* *Year1 -2 2 TV/Receivers* *Document Cameras* *Year 1: 25 $445 each* *Year 2: 25 $445 each*	$825 $70 $270 $750 $3,000	$825 $70 $270 $750 $3,000	 $70 $750
UTTERBACK VISUAL AND PERFORMING ARTS EQUIPMENT *Year 1* *Sound Equipment- 405 Stage Package System $750* *MP3/CD Player $200* *Wireless Mics X2 $200* *CD Players X6 $300* Utterback Technology Continued- *Mobile Show Cases $1,200 , Portable Art Display Panels X2 $600* *Marley Floors X2 $1,600 each* *Year 2-3* *Equipment as identified through integrated curriculum units*	$6,400	 $3,000	 $1,500
Additional "drops" or other service needed for additional computers and Smart Board Installation	$8,000	$8,000	$2,000
Total Equipment	**$144,715**	**$96,015**	**$115,120**
UTTERBACK SUPPLIES			
Teacher supplies to supplement arts integrated lessons $2,000 @ 25 teachers *Theme Specialists Supplies $3,500 @4 teachers*	$5,000 $14,000	$5,000 $14,000	$5,000 $14,000

Professional Development Supplies and Professional Memberships to	$3,000	$3,000	$3,000
Office Supplies (Printer Ink, Paper, Misc.)	$8,000	$8,000	$8,000
Library Supplies- Subscriptions, Art Displays, Increase Arts Related Books, Software	$15,000	$15,000	$10,000
Total Supplies	**$45,000**	**$45,000**	**$40,000**
UTTERBACK CONTRACTUAL			
Year 1-3			
Performance Arts Specialists to assist in curriculum development, theme integration, and instructional delivery.	$20,000	$20,000	$20,000
Visiting Artists	$10,000	$10,000	$5,000
Membership Fees to:	$1,050	$1,050	$1,050
National Art Education Association (7@$150each)	$1,750	$1,750	$1,750
Educational Theatre Association (7@$250 each	$250	$250	$250
Magnet Schools of America $250	$875	$875	$875
Arizona Music Educators Association (7 @$125 each)	$875	$875	$875
Arizona Dance Coalition (7@$125 each)			
Total Contractual	**$34,800**	**$34,800**	**$29,800**
UTTERBACK PUBLIC RELATIONS AND PROMOTION			
Brochures			
c. Design and purchase a new brochure for the magnet program which displays all of the programs available through the arts	$2,000	$2,000	$2,000
d. Printing of brochure $2 /brochure x 1,000/year			
Video			
b. Contract to make a professional DVD of our school and its magnet programs	$5,000		
c. Printing and distribution/Internet Support	$2,000	$2,000	$2,000
Advertising			
e. Radio commercials (development and airtime	$5,000	$10,000	$10,000
f. Print Ads/Newspaper ads @ $50 ad: 5 ads x 52 weeks	$2,000	$5,000	$10,000
g. Other promotional supplies to be used to develop recruitment display, hand out to prospective students and parents	$2,000	$2,000	$2,000

h. TV Commercials with Internet / Outdoor Advertising	$20,000	$20,000	$20,000
Total Marketing and Recruiting	**$38,000**	**$41,000**	**$46,000**
Direct Costs	**$581,190**	**$599,533**	**$676,605**
Indirect Costs 4.94%	**$28,711**	**$29,797**	**$33,424**
UTTERBACK STIPENDS			
$150 per day- 8 days Year 1- 20 teachers 2 Days Visual Arts Integration 2 Days Performing Arts Integration Book Study- Understanding by Design (8 hours) 2 Days Rizzuli Methodology for Specialists 2 Days Curriculum Horizontal and District Articulation Year 2- 20 Teachers Topics to be determined as needed Year 3- 20 Teachers Topics to be determined as needed	**$24,000**	**$24,000**	**$24,000**
Total Stipends	**$24,000**	**$24,000**	**$24,000**
TOTAL BUDGET - UTTERBACK	**$633,900**	**$653,330**	**$734,030**

TULLY STEM MAGNET SCHOOL – REVISED MAGNET BUDGET			
BUDGET ITEM	**Year 1 2013-2014**	**Year 2 2014-2015**	**Year 3 2015-2016**
PERSONNEL			
1Magnet Coordinator - 1.0 FTE	$60,000	$60,000	$60,000
2Theme Specialist Teachers –	$105,000	$105,000	$105,000
Substitutes *Release time for Curriculum Development, Professional Development, Vertical*			

Teaming *Year 1: 5 days for 18 teachers @ $120 per day* *Year 2: 5 days for 18 teachers@$120 per day* *Year 3: 5 days for 18 teachers @$120 per day*	$10,800	$10,800	$10,800
Added Duty-Extended Day Opportunities/Curriculum Development Year 1 – 18 teachers 25 hours x $25/hour Year 2 – 18 teachers 25 hours x $25/hour Year 3 – 20 teachers 25 hours x $25/hour a. Preparation/review of units Year 1: 18 teachers @ $20/hour (loss of planning) x 10 hours Year 2: 18 teachers @ $20/hour (loss of planning) x 10 hours Year 3: 18 teachers @ $20/hour (loss of planning) x 10 hours	$11,250 $3,600	$11,250 $3,600	$13,500 $3,600
Total Personnel Costs	**$190,650**	**$190,650**	**$192,900**
Employee Benefits @ FY 13-29%, FY14-FY15 .32%	**$55,289**	**$61,008**	**$61,728**
TULLY TRAVEL (Includes Registration, Flight, Meals)			
Year 1- *Training- Everyone Engineers by Engineering is Elementary Project Coordinator ,2 Specialists, 6 teachers across grade level* *Teacher Educator Institute School Level Magnet Team (4)* *Science Foundation Arizona teacher training (18)* *Magnet Schools of America- 3 staff* *Staff to visit STEM schools (4)* *Year 2-* *Training- Everyone Engineers by Engineering is Elementary Project 10 teachers across grade levels* *Science Foundation Arizona teacher training (20)* *Science Foundation Arizona teacher training (20)* *Magnet Schools of America- 3 Staff* *Year 3-*	$17,000 $8,000 $1,500 $9,000 $7,000	 $12,000 $1,800 $9,000	

Training- Everyone Engineers by Engineering is Elementary Project *10 teachers across grade levels* *Science Foundation Arizona teacher training (20)* *Magnet Schools of America (3)*			$12,000 $1,500 $9,000
Total Travel	**$42,500**	**$22,800**	**$22,500**
TULLY TECHNOLOGY AND EQUIPMENT			
Mobile Computer Labs e. Computers on carts Year 1: 30 units/cart x 1 labs f. Headphones for mobile computers: Year 1: 30 units	$40,000 $600		
Student Tablets To monitor student work and provide immediate feedback and interaction with lesson Year 1: 30 units @ $525 Year 2: 30 units @ $525 Year 3: 30 units @ $525	$15,750	$15,750	$15,750
SMART Boards 18 Interactive SMART boards to be used in all classrooms ($3800 each) Year 1- 18 , Year 2-2, Year 3-2	$68,400	$7,600	$7,600
Printers to be utilized by grouped teachers Year 1: 3 printers Year 2: 3 printers	$1,000	$1,000	
Video Equipment To aid in the Student Personal Project and any associated teacher lessons needing video equipment *Camcorders: Sony DCR-SX85/B 16 GB flash card memory* *Year 1: 3 camcorders* *Year 2: 3 camcorders*	$825	$825	

16 GB flash cards to be used to store student work *Year 1: 10 cards* *Year 2: 10 cards* *Year 3: 10 cards* *Sony DVD players to be used to critique student work* *Year 1: 3 DVD players* *Year 2: 3 DVD players* *TV Monitors/Receivers* *Year 1: 1 TV/Receivers* *Year 2: 1* *Year 3:1* *Digital Cameras 100 @$110 each* *Year 1: 50* *Year 2: 50*	$70 $270 $750 $5,500	$70 $270 $750 $5,500	$70 $750
Engineer and Science Equipment *Digital Microscope Pupil Cam $340.* *Student Microscopes (30) $2,670.* *Temperature Probes $50 X4* *Conductivity Sensors $100 X4* *Light Sensor $100 X4* *Turbidity Sensor $125 X4* *Current Probe $50 X4* *Digital Scales $107 X4* **Tully Equipment Continued** *Digital Probes $50 each X4* *Balances $155 X 4* *Triple Beam Balance $100 X4* *Weights for Triple Beam $95 per set X2* *Magnifiers $15 X 30* *Goggles 8 Class Sets (240) $8.35 each* *Goggle Storage Cabinet $50* *Goggle Sanitizer $537 (Year 1 only)*	$6,636.90	$6,136.90	$6,136.90

Goggle Sanitizer Replacement Lamp $57.90			
Additional "drops" or other service needed for additional computers and Smart Board Installation	$10,000	$10,000	$5,000
Total Equipment	**$149,802**	**$47,902**	**$35,307**
TULLY SUPPLIES			
Teacher supplies to supplement integrated STEM lessons $2000 @ 18 teachers	$36,000	$36,000	$36,000
Theme Specialists Supplies $3000 @2 teachers	$6,000	$6,000	$6,000
Office Supplies (Printer Ink, Paper, Misc.)	$5,000	$3,000	$3,000
Library Supplies- Subscriptions, Software, Displays	$8,000	$1,000	$1,000
Supplies for Extended Day and Clubs	$8,000	$15,000	$10,000
Science-Engineering Kits (4 per class)	$14,000	$14,000	$8,000
Replacement supplies for kits		$3,000	$3,000
Total Supplies	**$77,000**	**$78,000**	**$67,000**
TULLY CONTRACTUAL			
Year 1-3			
STEM Specialists to assist in curriculum development, theme integration, and instructional delivery.	$8,000	$20,000	$20,000
Visiting Professionals	$5,000	$10,000	$5000
Consulting: The STEM Academy	$15,000		
Total Contractual	**$28,000**	**$30,000**	**$29,800**
TULLY PUBLIC RELATIONS AND PROMOTION			
Brochures			
e. Design and purchase a new brochure for the magnet program which displays all of the programs available through the arts	$2,000	$2,000	$2,000
f. Printing of brochure $2 /brochure x 1,000/year			
Tully Other Continued			
Video			
d. Contract to make a professional DVD of our school and its magnet programs	$5,000		
e. Printing and distribution/Internet Support	$2,000	$2,000	$2,000
Advertising			
i. Radio commercials (development and airtime	$5,000	$10,000	$10,000

j. Print Ads/Newspaper ads @ $50 ad: 5 ads x 52 weeks	$2,000	$5,000	$10,000
k. Other promotional supplies to be used to develop recruitment display, hand out to prospective students and parents	$2,000	$2,000	$2,000
l. TV Commercials with Internet / Outdoor Advertising	$10,000	$10,000	$10,000
Total Marketing and Recruiting	**$28,000**	**$31,000**	**$36,000**
Direct Cost	**$571,240**	**$461,360**	**$445,235**
In-Direct Cost 4.94%	**$28,219**	**$22,791**	**$21,995**
TULLY STIPENDS			
18 teachers @ $150 per day- 8 days Year 1- 2 Days Science Theme Integration 2 Days Engineering Theme Integration 2Days Math Theme Integration 2 Days Cooperative Learning in Lab Environment Book Study- Understanding by Design (8 hours) 2 Days Renzulli Methodology for Specialists Year 2-3 8 Days Topics to be determined as needed	$24,300	$24,300	$24,300
Total Stipends	**$24,300**	**$24,300**	**$24,300**
TOTAL BUDGET – TULLY	**$623,759,.68**	**$508,451.08**	**$491,529.50**

MANSFELD STEM MAGNET MIDDLE SCHOOL			
BUDGET ITEM	**Year 1 2013-2014**	**Year 2 2014-2015**	**Year 3 2015-2016**
MANSFELD PERSONNEL			
1Magnet Coordinator - 1.0 FTE	**$60,000**	**$60,000**	**$60,000**
2 STEM Specialist Teachers – *STEM Library/Materials Teacher*	$110,000 $57,500	$110,000 $57,500	$110,000 $57,500

Substitutes *Release time for Curriculum Development, Professional Development, Vertical Teaming* *Year 1: 50 days @ $120 per day* *Year 2: 5 0 days @$120 per day* *Year 3: 5 0days @$120 per day*	$6,000	$6,000	$6,000
Added Duty-Extended Day Opportunities/Curriculum Development Year 1 – 25 teachers 25 hours x $25/hour Year 2 – 25 teachers 25 hours x $25/hour Year 3 – 25 teachers 25 hours x $25/hour b. Preparation/review of units Year 1: 25 teachers @ $20/hour (loss of planning) x 10 hours Year 2: 25 teachers @ $20/hour (loss of planning) x 10 hours Year 3: 25 teachers @ $20/hour (loss of planning) x 10 hours	$15,625 $5,000	$15,625 $5,000	$15,625 $5,000
Total Personnel Costs	**$254,125**	**$254,125**	**$254,125**
Employee Benefits @ FY 13-29%, FY14-FY15 .32%	**$73,696.25**	**$81,320**	**$81,320**
MANSFELD TRAVEL (Includes Registration, Flight, Meals)			
Year 1- *Training- STEM Academy for Middle and High School* *Coordinator ,2 Specialists, 6 teachers across grade level* *Teacher Educator Institute* *School Level Magnet Team (4)* *Science Foundation Arizona teacher training (18)* *Magnet Schools of America- 3 staff* *Staff to visit STEM schools (4)* *Arizona Center for STEM Teachers (35) each teacher to attend at least two trainings* *Year 2-* *Training- STEM Academy for Middle and High School*	$27,000 $8,000 $1,500 $9,000 $7,000 $2,400	 $22,000	

10 teachers across grade levels *Science Foundation Arizona teacher training (20)* *Science Foundation Arizona teacher training (20)* *Arizona Center of STEM Teachers (35) each teacher to attend at least two trainings* *Magnet Schools of America-(3)* *Year 3-* *Training- Everyone Engineers by Engineering is Elementary Project* *10 teachers across grade levels* *Science Foundation Arizona teacher training (20)* *Magnet Schools of America (3)* *Arizona Center for STEM Teachers (35)*		$1,800 $9,000 $2,400	$12,000 $1,500 $9,000 $1,900
Total Travel	**$54,900**	**$35,200**	**$24,400**
MANSFELD TECHNOLOGY AND EQUIPMENT			
Computer Labs a. Computers/Lap Tops For Student Lab 30 X $1500. b. Headphones for computers: Year 1: 30 units	$45,000 $600		
Student Tablets To monitor student work and provide immediate feedback and interaction with lesson Year 1: 30 units @ $525 Year 2: 30 units @ $525 Year 3: 30 units @ $525	$15,750	$15,750	$15,750
SMART Boards 5 Interactive SMART boards to be used in all classrooms ($3800 each) Year 1- 2 Year 2- 2	$7,200	$7,200	$3,800

Year 3- 1			
Printers to be utilized by grouped teachers Year 1: 2 printers Year 2: 2 printers	$800	$800	
Video Equipment To aid in the Student Personal Project and any associated teacher lessons needing video equipment *Camcorders: Sony DCR-SX85/B 16 GB flash card memory* *Year 1: 3 camcorders* *Year 2: 3 camcorders* *16 GB flash cards to be used to store student work* *Year 1: 10 cards* *Year 2: 10 cards* *Year 3: 10 cards* **Mansfeld Continued** *Sony DVD players to be used to critique student work* *Year 1: 3 DVD players* *Year 2: 3 DVD players* *TV Monitors/Receivers* *Year 1: 3 TV/Receivers* *Digital Cameras 100@$110 each* *Year 1: 50* *Year 2: 50*	$825 $70 $270 $750 $5,500	$825 $70 $270 $750 $5,500	$70 750
Engineer and Science Equipment *Digital Microscope Middle School $940.* *Student Microscopes (30) $2,670.* *Temperature Probes $50 X4* *Conductivity Sensors $100 X4* *Light Sensor $100 X4* *Turbidity Sensor $125 X4* *Current Probe $50 X4*	$7,236.90	$6,136.90	$6136.90

Digital Scales $107 X4 *Digital Probes $50 each X4* *Balances $155 X 4* *Triple Beam Balance $100 X4* *Weights for Triple Beam $95 per set X2* *Magnifiers $15 X 30* *Goggles 8 Class Sets (240) $8.35 each* *Goggle Storage Cabinet $50* *Goggle Sanitizer $537 (Year 1 only)* *Goggle Sanitizer Replacement Lamp $57,90*			
Additional "drops" or other service needed for additional computers and Smart Board Installation	$8,000	$2,000	$2,000
Total Equipment	**$92,002**	**$39,302**	**$28,507**
MANSFELD SUPPLIES			
Teacher supplies to supplement integrated STEM lessons $2000 @ 35 teachers	$70,000	$70,000	$70,000
Theme Specialists Supplies $3000 @4 teachers	$12,000	$12,000	$12,000
Professional Development Supplies and Professional Memberships	$3,000	$3,000	$3,000
Office Supplies (Printer Ink, Paper, Misc.)	$8,000	$8,000	$8,000
Library Supplies- Subscriptions, Software, Displays	$15,000	$15,000	$10,000
Supplies for Extended Day and Clubs	$10,000	$8,000	$8,000
Science-Engineering Kits	$14,000	$14,000	
Replacement supplies for kits		$3,000	$6,000
Total Supplies	**$132,000**	**$133,000**	**$117,000**
MANSFELD CONTRACTUAL			
Year 1-3 *STEM Specialists to assist in curriculum development, theme integration, and instructional delivery.*	$20,000	$20,000	$20,000
Visiting Professionals	$10,000	$10,000	$5,000
Consulting: The STEM Academy	$15,000		
Total Contractual	**$45,000**	**$30,000**	**$25,000**

MANSFELD PUBLIC RELATIONS AND PROMOTION			
Brochures			
g. Design and purchase a new brochure for the magnet program which displays all of the programs available through the arts	$2,000	$2,000	$2,000
h. Printing of brochure $2 /brochure x 1,000/year			
Tully Other Continued			
Video			
f. Printing and distribution/Internet Support			
	$2,000	$2,000	$2,000
Advertising			
m. Radio commercials (development and airtime			
n. Print Ads/Newspaper ads @ $50 ad: 5 ads x 52 weeks	$5,000	$5,000	$5,000
o. Other promotional supplies to be used to develop recruitment display, hand out to prospective students and parents	$2,000 $2,000	$5,000 $2,000	$5,000 $2,000
p. TV Commercials with Internet / Outdoor Advertising			
	$10,000	$10,000	$10,000
Total Marketing and Recruiting	**$23,000**	**$26,000**	**$26,000**
Direct Cost	**$674,723**	**$598.947**	**$556,352**
In Direct Cost 4.94%	**$33,331**	**$29,588**	**$27,484**
MANSFELD STIPENDS			
35 teachers @ $150 per day- 6 days Year 1- 2 Day Science Theme Integration 2 Days Engineering Theme Integration 2 Days Cooperative Learning in Lab Environment Book Study- Understanding by Design (8 hours) 2 Days Renzulli Methodology for Specialists 2 Days Curriculum Horizontal and District Articulation Year 2- 6 Days Topics to be determined as needed Year 3- 6 Days Topics to be determined as needed	$31,500	$31,500	$31,500

Total Stipend	**$31,500**	**$31,500**	**$31,500**
TOTAL BUDGET - MANSFELD	**$739,554**	**$660,035**	**$615,336**

CHOLLA HIGH MAGNET SCHOOL – INTERNATIONAL BACCALAUREATE – REVISED MAGNET BUDGET			
BUDGET ITEM	**Year 1 2013-2014**	**Year 2 2014-2015**	**Year 3 2015-2016**
CHOLLA PERSONNEL			
IB MYP Coordinator - 1.0 FTE Responsible for all related IB activities, monitor project timelines for objective implementation, collect assessment data, oversees professional development of teachers, student recruitment and completion of IB evaluations and records	$60,000	$60,000	$60,000
*IB MYP Teachers – 6 teachers @ 1.0 FTE**	$315,000	$315,000	$315,000
Substitutes Release time for all IB and/or regular teachers to attend professional development Year 1: 100 days @ $75 Year 2: 75 days @$75 Year 3: 50 days @$75	$7,500	$5,625	$3,750
Added Duty a. IB MYP teachers will write their curriculum according to IB guidelines for their content area. Summer pay 25 hours x $25/hour Year 1 – 10 teachers Year 2 – 15 teachers Year 3 – 20 teachers b. Tutoring – teachers @ $30/hour Year 1: Not applicable Year 2: 10 teachers x 20 hours Year 3: 20 teachers x 20 hours c. Summer IB MYP training for teachers and coordinator Year 1: 10 staff x 7 hours/5 days @$25	$6,250 N/A	$9,375 $6,000	$12,500 $12,000

Year 2: 15 staff x 7 hours/5 days @ $25 Year 3: 20 staff x 7 hours/5 days @ $25	$8,750	$13,125	$17,500
Total Personnel	**$397,500**	**$409,125**	**$420,750**
Employee Benefits @ FY 14.29%, FY 15.32, FY 16.32	**$115,200**	**$130,920**	**$134,640**
CHOLLA TRAVEL			
Expenses necessary for teachers to participate in workshops necessary for certification in IB MYP			
a. **IB MYP Coordinator training (Year 1: Category 1, Year 2: Category 2)**, includes registration, flight, lodging and per diem	$2,000	$2,000	
b. **Transportation by car (when appropriate)** @.34/mile for workshops, recruitment and visits to other IB sites. Approximately 1,000 miles/year	$304 $20,000	$304 $30,000	$304 $40,000
c. **IB MYP training (Category 1 and 2, as appropriate)** in various locations throughout the United States for teachers, counselor, librarian, administration includes registration, flight, lodging and per diem Year 1: 10 staff @ $2,000/person Year 2: 15 staff @ $2,000/person Year 3: 20 staff @ $2,000/person			
d. **Annual Magnet School Conference** for coordinator, teachers and administration Year 1: 3 staff @ $2,000/person Year 2: 3staff @ $2,000/person Year 3: 20 staff @ $2,000/person	$10,000	$10,000	$10,000
Total Travel	**$32,304**	**$42,304**	**$50,304**
CHOLLA TECHNOLOGY AND EQUIPMENT			
Mobile Computer Labs a. Computers on carts Year 1: 30 units/cart x 2 labs/year Year 2: 30 units/cart x 2 labs/year Year 3: 30 units/cart x 1 labs/year	$90,000	$90,000	$45,000
b. Headphones for mobile computers: Year 1: 60 units	$600	$600	$600

Cholla Continued Year 2: 60 units Year 3: 60 units			
Computerized Slates To monitor student work and provide immediate feedback and interaction with lesson Year 1: 30 units @ $525 Year 2: 30 units @ $525 Year 3: 30 units @ $525	$15,750	$15,750	$15,750
SMART Boards 2 Interactive SMART boards to be used in MYP classrooms	$8,000		
Printers to be utilized by grouped teachers Year 1: 5 printers Year 2: 5 printers Year 3: 5 printers	$1,000	$1,000	$1,000
Video Assessment Equipment To aid in the Student Personal Project and any associated teacher lessons needing video equipment	$825	$825	$825
a. Camcorders: Sony DCR-SX85/B 16 GB flash card memory Year 1: 3 camcorders Year 2: 3 camcorders Year 3: 3 camcorders	$70	$70	$70
b. 16 GB flash cards to be used to store student work Year 1: 10 cards Year 2: 10 cards Year 3: 10 cards	$270	$270	$270
c. Sony DVD players to be used to critique student work Year 1: 3 DVD players Year 2: 3 DVD players Year 3: 3 DVD players	$1,200	$1,200	$1,200
d. TV Monitors/Receivers Year 1: 3 TV/Receivers Year 2: 3 TV/Receivers			

Year 3: 3 TV/Receivers			
Technological Equipment continued *Storage for Student Work* External hard drive to be used by students and teachers to store student work, lessons, assessments and other associated academic needs Year 1: 1 drive Year 2: 1 drive Year 3: 1 drive	$180	$180	$180
Additional "drops" or other service needed for additional computers	$10,000	$10,000	$10,000
Total Equipment	**$127,895**	**$119,895**	**$74,895**
CHOLLA SUPPLIES			
Instructional Materials a. Materials to support MYP subject areas including study guides, textbooks b. Bulletin boards to display MYP associated materials	$40,000	$40,000	$20,000
Office Supplies *General Supplies* a. General operations and photocopying b. Office supplies needed to support instruction c. Photocopier for use by the MYP teachers d. Postage for materials sent to the IBO including student sample work as part of the required moderation process, application materials and other required materials *Student Personal Projects* a. Various supplies to provide students with a wide variety of choice to display and/or present their Personal Projects	$12,000 $5,000 $1,000	$15,000 $10,000 $2,000 $12,000	$7,500 $5,000 $3,000 $15,000
Professional Development Supplies *Subscriptions* Professional magazines on international topics: 5 magazines x $5/12 months	$300	$300	$300
Associated Materials Project-Based Learning, Associated materials to support workshops	$3,000	$3,000	$3,000
Supply Total	**$61,300**	**$82,300**	**$53,800**

CHOLLA CONTRACTUAL			
Year 1: **Application fee** includes counseling services, subscription to the online curriculum centre for all school staff, review and feedback of Application for Candidacy	$4,000		
Year 2 and Year 3: **Candidate fee** is a non-refundable fee charged to the school until school authorization, includes counseling services, subscription to the online curriculum centre for all school staff, review and feedback of Application for Candidacy, two-day on-site consultation visit, remote services of a consultant for up to 20 hours, two-day on-site verification visit		$9,500	$9,500
Year 2 and 3: **Monitoring of Assessment fee** ($209/each subject area x 7 courses) provides school-specific advice and guidance regarding general assessment principles within a subject, required as part of evaluation process (209 in year 2)		$1,463 $4,788	$2,926 $9576
Moderation Subject fee ($684/each subject area x 7 courses) is linked to IB validation of school results in a specific subject		$26,800	$53,600
Moderation Per Capita Student fee ($67/per student x ~400 students) MYP documentation (records of achievement and certificates) and school-specific report providing feedback and guidance			
Total Contractual	**$4,000**	**$42,551**	**$75,602**
CHOLLA PUBLIC RELATIONS AND PROMOTION			
Brochures i. Design and purchase a new brochure for the magnet program which displays all of the programs available through the arts j. Printing of brochure $2 /brochure x 1,000/year	$2,000	$2,000	$2,000
Video g. Contract to make a professional DVD of our school and its magnet programs	$5,000		
h. Printing and distribution/Internet Support	$2,000	$2,000	$2,000

Advertising q. Radio commercials (development and airtime r. Print Ads/Newspaper ads @ $50 ad: 5 ads x 52 weeks s. Other promotional supplies to be used to develop recruitment display, hand out to prospective students and parents t. TV Commercials with Internet / Outdoor Advertising	$5,000 $2,000 $2,000 $20,000	$10,000 $5,000 $2,000 $20,000	$10,000 $10,000 $2,000 $20,000
Total Marketing and Recruiting	**$38,000**	**$41,000**	**$46,000**
Total Direct	**$776,274**	**$868,095**	**$855,991**
In Direct 4.94%	**$38,348**	**$42,884**	**$42,286**
CHOLLA STIPENDS			
IB MYP Teacher Stipend To attract and retain IB trained teachers Year 1: 10 teachers @ $5,000 Year 2: 15 teachers @ $5,000 Year 3: 15 teachers @ $5,500	$50, 000	$75,000	$150,000
Total Stipends	**$50,000**	**$75,000**	**$150,000**
TOTAL BUDGET – CHOLLA	**$864,622**	**$985,979**	**$1,048,277**

TUCSON UNIFIED SCHOOL DISTRICT MAGNET INITIATIVE 2013			
	YEAR 1	**YEAR 2**	**YEAR 3**
	$3,937,179	**$3,884,656**	**$3,840,5537**
TOTAL	**$11,662,372**		

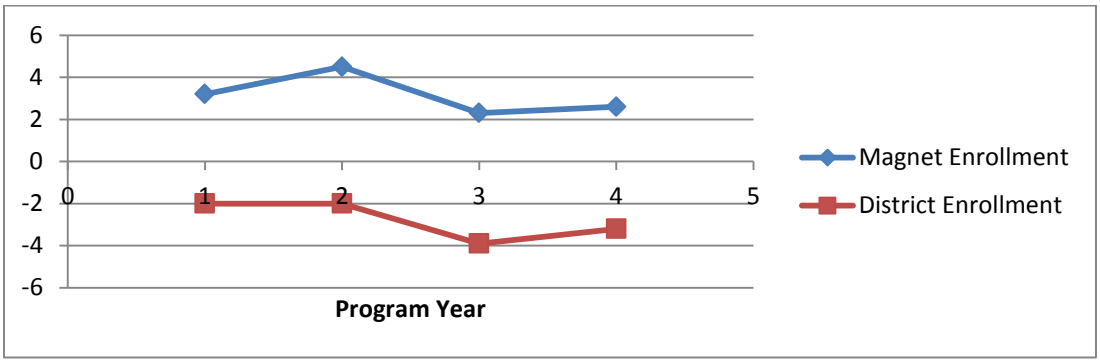
COMMITMENT AND CAPACITY

(i) Tucson Unified School District is committed to the magnet schools project.

For over thirty years, magnet schools have been the primary strategy for desegregation within Tucson Unified. Under the court ordered Unitary Status Plan, Tucson Unified must implement magnets programs: "The District shall continue to implement magnet schools and programs as a strategy for assigning students to schools and to provide students with the opportunity to attend an integrated school." (USP pg. 8)

Tucson Unified is the second largest district in the state of Arizona with over 50,000 students and is dedicated to increasing student achievement for students. Through a comprehensive cross departmental project management system, Tucson Unified has aligned resources and programs dedicated to meeting the requirements of the Unitary Status Plan. The commitment of the district to the magnet project is evidenced by the enrollment trends over the last three years. Three years (2009-2012) of magnet enrollment data indicates that magnet schools are highly valued, both by the district and the community. Magnets have maintained an average growth of 2.9% while the district lost an average of 2.7% as illustrated in Figure ??

Figure??Magnet Enrollment Compared To Non Magnet Schools In The District



Tucson Unified has adopted a project management system to meet the requirements of the Unitary Status Plan. This includes providing a Director of Magnet Programs who is charged with improving the magnet application process for the Tucson Unified School District.

The Unitary Status Plan states,

> *The District shall hire or designate a director-level employee who shall supervise the implementation of all student assignment strategies set forth in this Order. This employee shall coordinate all student assignment activities, working with the desegregation department and all other relevant departments and schools, including but not limited to those involved with magnet schools and programs, open enrollment, transportation and facilities. (USP pg.7)*

The district is also dedicated to providing high quality, experienced staff to manage the magnet programs. Before the Unitary Status Plan was approved, the district responded to the need to create an infrastructure to support magnets by hiring a Director of Magnet Programs. The Unitary Status Plan requires the hiring of support staff to assist in sustaining the success of current magnet programs, revising and re-energizing programs that do not meet magnet criteria, and creating the new magnet programs proposed in this application:

> *The District shall also hire or designate an individual or individuals to assist in the effective implementation and operation of the magnet schools and programs, including working with school-based personnel and developing and administering an admissions process to ensure integration of magnet schools and programs.*
>
> (USP pgs. 7-8)

Tucson Unified's commitment to the success and sustainability of its magnet schools is evidenced by a variety of actions and strategies. The district has assumed financial

responsibility for transportation, a majority of staffing in revised and new magnets, the majority of supplies, textbooks, food service, and equipment. As well, the district has reviewed and redrawn attendance boundaries for schools approved for closure by the courts, doing so through the lens of integration and the impact on magnet schools. When considering the new boundaries for magnet schools, the district included projected enrollment, race and ethnicity, socio-economic status, school capacity, and the effects these new boundaries will have on magnet schools.

(ii) Tucson Unified School District has identified resources to continue support for the magnet school activities when the MSAP is not longer available.

The Tucson Unified School District Governing Board recognizes the responsibility for sustaining the revised and new magnets, in accordance with the court ordered Unitary Status Plan. The choices made in the requested funding through MSAP are intentional and deliberate in order to build both capacity and sustainability. The majority of funding is for professional development in order to build instructional capacity. Funding will be used to purchase equipment and supplies that are necessary for the start up of the revised and new programs. The high quality equipment and spaces for the Fine Arts programs and STEM programs will attract a wide range of students and is a key contributor to successful marketing. The district will assume the cost of maintaining and upgrading equipment as necessary and will assume the cost of supplies after the grant period ends. The district has an additional resource of state desegregation funding that will be used to help sustain the programs.

The district Magnet Office has a qualified staff with the expertise to successfully recruit students from diverse backgrounds. As a result of the 2009 MSAP grant award, three Tucson Unified magnet schools increased enrollment by over 200 students, an increase of 15.5%. In a

district where school populations have decreased by 7.6% since the 2009-10 school year, this shows that the marketing and recruitment efforts of these schools has proven quite successful.

The facilities in all five schools included in this grant application are in good condition. The district uses a facility index, which rates schools using an assessment of nine areas of facility and grounds conditions, to provide a relative index factor of the overall condition of the facility on a scale of 1 to 5 ; 1 being poor condition and 5 being excellent condition. The schools purposed in this application rated higher than the district average of 2.2: Utterback 2.8, Cragin 2.4, Mansfeld 2.4 Tully 2.5 , Cholla 2.8. Through a recent bond, Cragin (Fine and Performing Arts) received a new stage floor, Tully (STEM) received funding to enhance a student nutrition and activity education center, and Utterback (Fine and Performing Arts :Communication Arts) renovated their auditorium, performing and visual arts classrooms, sound system, recording system, and lighting.

The initial start up costs for these sites will be funded by the MSAP grant. After the three year grant period, state desegregation funding will be available for personnel to continue to advance their training in instructional delivery and theme. This funding will also be available to provide training books, materials, and supplies needed to continue the site operations. In collaboration with the Magnet Office, Tucson Unified Grants and Partnerships Division will actively seek out grants, both governmental and private/foundational. All partnerships developed within each theme and each school will continue beyond the grant cycle. Transportation routes will be continually adjusted as required to meet district commitments. Parents and community are expected to continue to support each program through active and intentional participation.

The curriculum plays a key role in program sustainability. A viable, marketable curriculum is a living document; always being assessed and revised. All proposed magnet schools will have the magnet theme integrated into all curriculum areas and align with the Common Core. Using the Theme Integration Course designed by the Magnet Schools Assistance Program Technical Assistance Center will guide magnet coordinators and curriculum specialists in working with teachers to create a comprehensive, viable and sustainable magnet program.

The STEM Immersion Matrix, developed by The Arizona STEM Network and widely used in schools across Arizona, clearly outlines stages of development towards effective STEM education, starting with an exploratory model and building towards a non-traditional full immersion model. This matrix will be adapted and used as a program guide for the incremental implementation of all magnet school themes included in this grant proposal: STEM, Fine and Performing Arts, and International Baccalaureate.

Professional development is another key factor in ensuring the successful interlacing of magnet theme, curriculum, and instruction within each school. Planning and development of high quality instructional programs that align with Common Core, high expectations, cultural responsiveness, and intentional and deliberate interaction will be emphasized within the three programmatic themes. These processes are an integral part of the Unitary Status Plan and the Tucson Unified magnet proposal and will continue when the funding is no longer available through MSAP.

Tucson Unified is committed to sustaining the proposed magnet programs. By providing a well developed project management system, maintaining high standards for pedagogical leadership, maintaining and upgrading equipment and facilities, seeking additional grant funding, and providing the necessary supplies and materials, the district will ensure that these magnets

will not only continue, but thrive. Tucson Unified believes in the power of magnet schools to lead by example in embracing diversity and innovation. Magnet schools in Tucson Unified will transform our community by offering first-rate school options and unsurpassed quality educational programs.

IV. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan *(Check One & Attach the Appropriate Documents)*	
☒ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any desegregation plan modification should be mailed by June 1, 2013 to: Anna Hinton US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm. 4W229 Washington, DC 20202-5970	☐ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. Attach the Following Documents • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

EVALUATION PLAN

A comprehensive system of evaluation, accountability, and feedback will be used. The evaluation plan uses a variety of quantitative and qualitative measures to assess the progress of project implementation and outcomes. While the evaluation plan details the overall magnet goals and objectives, and performance indicators, the evaluation team will work with site management team to develop site-based goals and objectives that reflect each unique magnet program. Project benchmarks and time-lines will be determined that will aid the evaluation.

(1) Includes methods that are appropriate to the project

Formative and Summative Evaluation

Both formative and summative evaluation components will be addressed. Formative assessment will be conducted to ensure fidelity of program implementation. Examples of such indicators include the number of hours of professional development that magnet teachers receive (dosage), and participant feedback to program services (quality). These data will be reported and used by project staff to make programmatic improvements to project activities and services as necessary. Summative evaluation will be conducted to determine the extent to which project goals and objectives are being met. Summative indicators, such as the increase in non-minority enrollment or student academic test scores, will be collected and summarized internally and for the Annual Performance Reports (APR) and GPRA reporting.

Quantitative and Qualitative Measures

Both quantitative and qualitative data will be collected in the evaluation. While the majority of indicators used for the evaluation are quantifiable (see below), qualitative data will also be collected by the External Evaluator, primarily for formative purposes. Interviews and/or focus groups will be conducted with school administrators, project staff, teachers and parents to collect

data from stakeholders with respect to program activities and services (adherence, quality, and quantity). Site visits will also be conducted by the external evaluator annually at each school to assess development and implementation of magnet themes.

The Evaluation Team – Internal and External Evaluator

The evaluation will be conducted by both an internal and external evaluator who will work closely in collecting and analyzing evaluation data, monitoring the progress of the evaluation plan, and reporting to both internal and external stakeholders. The Evaluation team will complete all required APRs and GPRA reporting. The internal evaluator, Dr. Juliet King, is a Research Project Manager in the TUSD Department of Accountability and Research, and has extensive experience with all the existing data systems of the District. She currently serves as the internal evaluator for many of the District's multi-year grant projects and is the internal evaluator for the current TUSD MSAP grant. Dr. King will be responsible for the ongoing internal data collection, monitoring and reporting that is related to the district's data systems. She will also work closely with the Data Interventionists and Project Site Coordinators at each site to ensure the fidelity of data and information provided. Dr. Stephen Powers, head of Creative Research Associates, will serve as the External Evaluator. A former teacher and TUSD employee, Dr. Powers has an extensive experience in program evaluation. His current projects include evaluating Math-Science Partnership (MSP) grants for the Arizona Board of Regents and project evaluations for the State of Hawaii and Alaskan Native villages. In addition to other responsibilities, Dr. Powers will be responsible for all the collection and analysis of qualitative data, including interviews, focus groups, and site visits. The Evaluation Team will meet at least three times a year with the Project Director to review the progress of the evaluation plan.

(2) ***Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement***

The Evaluation Plan Overview summarizes the performance measures and indicators that will assess the extent to which the three (3) goals and five (5) primary objectives of the project are met. Both formative and summative performance measures are included. Data indicators, their sources and the process for their collection are detailed.

Reducing Minority Isolation

There are two primary objectives associated with this goal. The first is to create schools that are "racially integrated" as defined by the Unitary Status Plan by increasing the enrollment of non-minority students at each site. Marketing and recruitment activities are an important component in achieving this objective and a number of process indicators are assessed, including the number of recruitment activities sponsored by school sites. Additional evaluation activities using qualitative methods will also be conducted to assess the effectiveness of marketing and recruitment activities. These include conducting interviews and/or focus groups with prospective parents and surveying prospective students regarding school choice and magnet programs. Information collected from these efforts will be used to refine recruitment messages and strategies to attract targeted outcomes at each site.

The second objective to reduce minority isolation is to offer opportunities for students from diverse backgrounds to interact and engage with each other. Performance measures include the extent to which instructional strategies promote student interaction and engagement in the classroom as well as opportunities outside of classroom settings. Other evaluative activities will include site visits, interviews with students and annual surveys of site staff. Information

collected from these efforts will be used to assess the extent to which these opportunities exist both in the classroom and outside, and to provide recommendations for improvement.

Improve Student Academic Achievement

There are two primary objectives associated with this goal. Objective 3 of the project is to provide rigorous, challenging and engaging curricula with high quality instruction in the chosen magnet theme, while Objective 4 is to increase the proficiency of students in core content subjects. This includes not only increasing student mastery as measured by the state standardized assessment, but providing student support services that allow students to address learning gaps. These intervention support services will be monitored and assessed with respect to their effectiveness in improving students' academic skills. The internal evaluator will meet with the site level Magnet Team to review student academic data and develop intervention supports.

Promote Parent Decision-Making and Involvement

Objective 5 of the project is to develop opportunities for parents to engage and participate in school events, activities and organizations.

The traditional parent-teacher conference will be reorganized using the Academic Parent Teacher Team model with the expectation that parents will participate and actively engage with their children's academic and enrichment activities. In addition, each site will develop a formal Magnet Advisory Committee with parent members. This committee will meet at least three times a year to monitor implementation of the magnet theme, review data, and provide recommendations for improvement.

While a number of process and outcome measures will be assessed, an annual survey of parents will be conducted to assess the perceived knowledge and understanding of parents with

respect to the magnet theme, their participation and involvement with the school and their satisfaction with the creation and implementation of the magnet theme. The information collected will be used for both summative and formative purposes.

While the project evaluation plan provides a comprehensive evaluation for the magnet project as a whole, the design and implementation of a diverse set of magnet themes requires that sites develop individual site plans with specific performance targets based on their baseline data. The evaluators will work with site project staff on developing their management and implementation plans that are congruent with their magnet theme and which include evaluative activities, benchmarks and time-lines.

Figure ?? Evaluation Plan Overview
Evaluation Plan Overview lists all of the goals and objectives related to performance measures and indicators and informational sources for reporting purposes.

Project Goals and Objectives	Performance Measure	Indicator	Data Source	Process for Data Collection
To reduce minority isolation by: **1) creating schools that are "racially integrated" - so that no single racial/ethnic group comprises 70% or more of the school's total enrollment, and that no single racial/ethnic group varies from the District average by 15% at each grade level**	Each magnet school will increase the number of magnet applications from non-minority racial/ethnic students by 5% each year from site baseline	The number of magnet applications by race/ethnicity	District magnet application data	Collected by A&R on a daily basis from the District's Student Management System
	Each magnet school will increase the number of enrolled students from non-minority racial/ethnic groups by 3% each year from site baseline	The number of enrolled students by race/ethnicity	District enrollment data	Collected by A&R on a daily basis from the District's Student Management System
	Each magnet school will develop and implement a recruitment and marketing plan to attract students. Plan must include at least one site and one external recruitment activity each semester.	Submission of a completion of a recruitment and marketing plan within first four months of grant	District enrollment data	Collected by A&R on a daily basis from the District's Student Management System
		The number of community recruitment events attended by school administrators and site project staff	Recruitment contact database	Collected by project site coordinators at the end of each semester

		The total number of school recruitment activities, including open houses, mailings, contacts, and site tours		Collected by project site coordinators at the end of each semester
To reduce minority isolation by: **2) Offering all students the opportunity to interact and engage with students from different social, economic, ethnic, and racial backgrounds.**	Each teacher will receive a minimum of 30 hours of pedagogical training and 10 hours of cultural competency to improve classroom instruction and improve cultural proficiency	The number of hours teachers participate in cultural competency training	Professional Development Attendance sheets	Data collected in a Professional Development database on an on-going basis by project site coordinators
		The number of hours teachers participate in classroom pedagogical training		
	95% of magnet teachers at each site will be deemed proficient in implementing targeted instructional strategies by the end of the second year	The number of teachers at each site who score as proficient on classroom observational rubrics	Classroom observational rubrics, including district required rubric, and the Reformed Teaching Observational Protocol (RTOP)	Collected by school administrators and outside observers each semester
		The number of teachers whose lesson plans are deemed proficient	Site magnet teachers responsible for student Instruction	Collected and analyzed for each teacher by project staff at the end of each semester
	75% of the student population will be participating in school enrichment opportunities by the end of the third year	Number of students participating in academic enrichment activities	A&R Grant Tracker database	Collected and data entered on an on-going basis by project site coordinators

	Students participating in academic enrichment activities will receive a minimum of 20 hours a year	Total hours of participation by students in academic enrichment activities		
To improve student academic achievement by: **3) providing rigorous, challenging, and engaging curricula with high quality instruction in the chosen Magnet theme**	Each magnet core teacher will receive at least 45 hours of professional development in core content related to site magnet theme each year	The number of hours each teacher participates in magnet-related training	Professional Development Attendance sheets	Data collected in a Professional Development database on an on-going basis by project site coordinators
	100% of the magnet core content teachers will have reached the required level of proficiency in their core standards by the end of the third year	The number of hours each teacher participates in core subject content training	Professional Development Attendance sheets	Data collected in a Professional Development database on an on-going basis by project site coordinators
		Completion and/or certification in the required core content training	Certifications/ Endorsements of Competency	Collected and submitted by project site coordinators
		The number of teachers whose lesson plans are deemed proficient	Site magnet core teachers responsible for student instruction	Collected and analyzed for each teacher by project staff at the end of each semester
		The number of teachers at each site who score as proficient on classroom observational rubrics	Classroom observational rubrics related to core content	Collected by school administrators, Project Director, and outside observers each semester

	100% of the magnet teachers will participate in at least four hours of Professional Learning Community study groups a year	The number of hours teachers participate in Professional Learning Community study groups	Professional Development Attendance Sheets	Data collected in a Professional Development database on an on-going basis by project site coordinators
To improve student academic achievement by: **4) increasing the proficiency of students in core subjects of reading, math, writing (HS students), and science (4th and 8th graders)**	The percentage of 3-8 graders who are proficient in math will increase by 10% each year	The number of students who meet or exceed Mastery on state AIMS math test	AIMS scores - state-standardized test given each Spring in reading and math (3rd-8th, 10th), science (4th and 8th), writing (10th)	Provided to A&R by Arizona Department of Education (ADE)
	The percentage of 3-8 graders who are proficient in reading will increase by 10% each year	The number of students who meet or exceed Mastery on state AIMS reading test		
	75% of the 4th and 8th graders will be proficient in science at the STEM Magnet schools	The number of students who meet or exceed Mastery on state AIMS science test		
	100% of the Cholla Magnet IB students will meet or exceed mastery levels on state assessment (AIMS) in reading, writing, and math at the end of 10th grade	The number of students who meet or exceed Mastery on AIMS HS reading, writing, and math tests		
	100% of Cholla Magnet IB students will earn the requisite number of core class credits needed for graduation at the end of each year	The number of core class credits to meet graduation requirements	Student grade attainment data	Collected by A&R on a daily basis from the District's Student Management System

	100% of students who perform below mastery level will participate in at least 1 academic intervention support program each semester	The number of students participating in at least one academic support intervention	Student schedule data and/or A&R Grant Tracker database	Collected by A&R on a daily basis from the District's Student Management System and/or collected and entered by Project site coordinators on regular basis
	Each student participating in an academic intervention support program will receive a minimum of 3 hours per week	The number of hours students participate in academic support interventions		
To encourage greater parental decision-making and involvement by: **5) developing opportunities for parents to engage and participate in school events, activities, and organizations**	Every parent will attend at least 1 Magnet Parent-Teacher team (MPTT) meeting each semester	The number of parents participating in MPTT meetings	A&R Grant tracker database	Collected and entered by Project site coordinators
		The number of parents reporting participation in MPTT meetings	Annual parent survey	Collected by Internal and External evaluators annually
	The number of parent volunteers will increase by 10% each school year	The number of parents volunteering at the school site	Logs maintained by TUSD Student Services	Collected and submitted by Project site coordinators
	Two parent-led workshops will be held per year at each school site	The number of parent-led workshops held each semester	Presentation agendas	
	Each magnet site will create a magnet advisory committee to review the design and implementation of the Magnet program at least three times a year.	The number of parent participants active on the magnet advisory committee	Magnet advisory committee attendance sheets	

	85% of parents will attend at least one parent engagement event at the school each year	The number of parents participating in a site event or activity	Annual parent survey	Collected by Internal/ External Evaluators at the end of each school year

(3) ***Includes methods that are objective and that will produce data that are quantifiable***

As detailed in the Evaluation Plan Overview, the methods used to assess the performance measures are objective and will produce data that are quantifiable. The data sources and collection processes are consistent across sites and can be reproduced. Any additional instruments, such as surveys, interview protocols, and observation rubrics will be developed to ensure that the data collected are consistent across sites and quantifiable where possible.

The district has developed several data systems that will be utilized in this project. The district's Student Information System, Mojave, is the official record and primary database for managing all student demographic, academic, and related information. Individual student data from the system is accessible to school and district staff based on level of access. Updated nightly, the Department of Accountability and Research Department (A&R) has access to all the data for the purpose of analysis, research and dissemination. Through TUSDstats, a web-based interface, student demographic, academic, and related data is organized, aggregated, and disseminated to TUSD staff, teachers and parents on a daily basis, allowing for continual monitoring of student performance and academic achievement.

In addition to Mojave, a variety of other systems for collecting student and teacher data have been developed. The Professional Learning Portal (PLP), managed by the District's Human Resources Department is used to track the type and amount of professional development teachers have had. Teachers can sign up for workshops and classes and their hours will be recorded. A&R also manages the Grant Tracker database which collects data on student and parent activities. Data can be entered about the type of activities and dosage (number of hours) students participate in academic intervention and/or enrichment activities. The system also allows for the tracking of parent participation in teacher-parent team meetings and school events and activities.

These systems are currently used for many of the district's grant projects and capture quantifiable data.

The data in these systems will be monitored by the Internal Evaluator for fidelity.

TUSD Tucson Unified School District **GOVERNING BOARD POLICY**	POLICY TITLE: Equal Employment Opportunity
	POLICY CODE: GBA

Discrimination against an otherwise qualified individual with a disability or any individual by reason of race, color, religion, sex, sexual orientation, age, or national origin is prohibited. Efforts will be made in recruitment and employment to ensure equal opportunity in employment for all qualified persons.

Adopted: January 18, 2005
Revised: August 23, 2011
Revised: December 12, 2012 (cross reference correction only)
Reviewed:

Legal Ref: A.R.S. 13-904
41-1461
41-1463
41-1465

CROSS REF.: AC – Nondiscrimination
ACA – Sexual Harassment
IHBA - Education of Section 504 Disabled Students
JB - Equal Educational Opportunities

PLAN OF OPERATION

i. Tucson Unified has developed an effective management plan to ensure proper and efficient administration of the project.

To ensure proper and efficient administration of the magnet project, Tucson Unified will create the MSAP Leadership Team. This team will be comprised of the Program Director, Program Specialist, Instructional Data Intervention Specialist, the internal evaluator, and sometimes the external evaluator. The MSAP Leadership Team will use three tools to ensure quality implementation: *Managing Transitions, Making The Most of Change* by William Bridges (2009), *Project Charter Process*, by Lee Hayden (2012), and *Understanding by Design* (DuFour, 2009).

The MSAP Leadership Team will develop comprehensive implementation strategies, known as Charters, for each theme and campus by using the *Project Charter Process*, developed by Lee Hayden (Hayden, 2012) that explicitly outlines the project purpose, project description, project objectives and success criteria, requirements, constraints, assumptions, risks, deliverables, summary milestones, and budget requirements. Each phase of the proposed activities will have a Project Charter that will allow the team to guide the implementation of the grant activities with absolute fidelity. All Project Charters will be logged into SharePoint (Microsoft) as both a tracking mechanism and communication tool.

With the MSAP Leadership Team in place, and using Transitional Management strategies, Project Charter Process, and Understanding by Design, the progress toward grant objectives will be reviewed, monitored and adjusted as needed. All information and outcomes will be transparent to all stakeholders through the use of SharePoint. This level of transparency will allow for collaborative problem solving for all magnet school programs within the MSAP grant.

Keeping in mind that change and transition are different, this project will be using *Managing Transitions, Making The Most of Change* by William Bridges (2009), as an approach to begin to prepare school communities even before the grant is funded. Change is situational while transition is psychological; people have to internalize the process by unplugging from the old and plugging into the new. Knowing that the MSAP Leadership Team must, in a short amount of time, transform the landscape and move each of the magnet schools within this grant from an initial idea to full-scale implementation, transition management training will be provided to all administration and MSAP Leadership Team. Starting in March, 2013, the Project Director and MSAP Leadership team will facilitate the transition management process to support the MSAP proposed magnet schools in developing and implementing a comprehensive transitional plan that will efficiently initiate the change process; a lesson learned from the 2010 cycle. In the 2010 grant cycle, the entire first year was spent embracing the change. During the 2013 grant cycle, school staff will receive front-loaded training on thematic curriculum implementation and pedagogy.

ii. Tucson Unified has designed an effective plan to attain specific outcomes.

This project was designed with specific objectives in mind. These objectives are directly aligned to the purposes of each program's magnet theme. The project objectives will be: 1) reduce minority group isolation; 2) improve student achievement; 3) greater parental decision making and involvement. By achieving these objectives, the project will be sustainable.

The management plan will accomplish the purposes of the program.

Each level of program management is nested within the next level to ensure attainment of the project outcomes. All levels surround the classroom with continuous support. Direct support for

the classroom will come from the school level magnet team which in turn will be guided by the MSAP Magnet Team. The classroom, school, and district will receive input and support from the community. All levels will be involved in programmatic decision making to attain the outcomes of promoting desegregation, increasing student achievement, and reducing minority isolation.

The community will provide valuable resources including people, funding, materials, and ideas. National and local businesses and organizations, community members, and parents will participate. The community will work closely with all levels of program management, particularly the MSAP Leadership Team, schools and teachers.

The MSAP Leadership Team will oversee the program budget and personnel as well as magnet theme development and professional development at each school. The MSAP Leadership Team will create lines of communication among all management levels in order to report progress towards meeting project goals to all stakeholders. Under the supervision of the Project Manager, the Project Specialist and Instructional Data Intervention Specialist will work directly with each school's magnet team to implement the magnet themes. They will coordinate professional development available through the district and community. In addition, the MSAP Leadership Team will provide coaching on pedagogy, instruction, intervention and enrichment strategies for school level teams and teachers.

Each of the five schools will be supported by a magnet team which will include the principal, magnet coordinator, instructional coach, representatives from each grade level and department, community members, and parents. Each school's culture will be built around the magnet theme, providing instructional support to teachers and students, and developing relationships with the

community. The five schools will report progress to the MSAP Leadership Team and classroom teachers.

Input from the students and teachers will be used to drive decisions made at the school, district and community levels (See Figure 10). All decisions and activities at all levels of management will focus on creating a successful instructional environment that promotes each magnet theme.

Figure 10. Magnet Theme Based on Input at All Levels

(A) Specific outcomes are attainable within the project period.

The MSAP Leadership Team will task analyze both the requirements and activities of the grant by using the Project Charter Process (Hayden, 2012). A timeline with specific report requirements and deadlines will be created to ensure that all grant objectives are met. Monthly progress updates will document progress toward meeting the grant objectives and will be required from each site. Monthly meetings will be held for schools operating under the same theme. The internal evaluator will meet each quarter with all key grant personnel to track progress. As a result of these quarterly meetings, a succinct report of MSAP compliance will be provided to all stakeholders from the MSAP Leadership Team and Magnet Department.
The comprehensive implementation plan will include measurable and quantifiable goals that align with the primary objectives of the MSAP grant to reduce or prevent minority isolation, improve student achievement, increase parent involvement, and create sustainability after the funding cycle is complete. This will be accomplished by providing high quality professional development, ensuring that research-based, data driven pedagogy is implemented, involving parents as partners, and engaging the community in the process.

(B) Outcomes are measurable and quantifiable.

As detailed in the Evaluation Plan, all outcomes of the MSAP projects are measurable and quantifiable. Data points will be created in collaboration with the MSAP Leadership Team, school Magnet Teams and the internal evaluator that will support accurate pacing and monitoring of program implementation.

Based on the results of the data used to determine if the measurable and quantifiable goals are being met, the MSAP Leadership Team will regularly track progress toward meeting projected outcomes. For example, the Team will regularly 1) Review student enrollment data and

achievement, 2) Check marketing and recruitment for success benchmarks, 3) Monitor parent involvement by number of hours of workshop/lab/volunteer participation hours. Frequent monitoring by the MSAP Leadership Team will allow for creative problem solving, should barriers be presented. The progress in implementation the Project Charter Process and data generated from activities will be reported to constituents at the school level, district level and the community.

All key personnel, from teachers to grade-level teams, horizontal teams, PLCs, school leadership teams, magnet teams within the theme pipeline, and the MSAP Leadership Team will be involved in gathering and analyzing data to determine the effectiveness of the plan in meeting program objectives toward reducing or eliminating minority group isolation and increasing student achievement. Data from marketing and recruitment will be analyzed monthly and trends will be noted so that the marketing plans can be refined for each magnet school community's specific needs. Assessment data from the classroom level will be analyzed bi-weekly by PLCs and school level coordinators and monthly by the MSAP Leadership Team. Quarterly assessments will disaggregate to determine achievement trajectories and identify gaps between minority groups. This data will be used to adjust lesson planning and instruction and will be used to create and implement intervention and enrichment programs. Continuous assessment and reflections regarding theme implementation, instruction, curriculum, assessment and intervention will be conducted and programs adjusted as needed. This will support magnet theme program success and sustainability.

(C) The management plan is effective in determining the project's progress in meeting its intended outcomes.

By frequently monitoring and adjusting a structured immersion model, each year of implementation will result in stronger magnet school programs that are demonstrating tangible progress towards grant objectives. Advancement will be measured by quantifiable outcomes, and data will be used to continually improve and strengthen each program. This will allow the MSAP Leadership Team, working with the internal and external evaluators, to monitor and adjust program implementation to ensure that intended objectives are met. This plan includes a support system of highly qualified and passionate educators. It also engages the vast resources of the district and the greater Tucson community. By engaging these resources, the district will have a larger capacity to invest and commit to the implementation to this project.

Using *Understanding by Design* strategies (UbD), (DuFour), each school will use backward design in order create a comprehensive implementation plan. Schools will align the program implementation plan to the indicators used in the internal magnet review and to the MSAP Compliance Monitoring Indicators to ensure that all aspects of the program are being continually addressed and evaluated. This will ensure that all multi-year projects will meet the intended outcomes. By monitoring student benchmark data, Annual Progress Reports, and Ad Hoc Reports, the MSAP Leadership Team will provide guidance as how to monitor and adjust multi-year funded projects according to the MSAP grant objectives. The MSAP Leadership Team will be responsible for keeping the goals of the magnet programs at the forefront of all decision making.

iii. The management plan effectively uses resources and personnel to achieve the objectives of the project, including utilizing key personnel to complete tasks and achieve the objectives of the project.

The Magnet Office has coordinated with district level departments such as Fine Arts Department, Math Innovation Team, and Science Resource Center as well as with site level administration to determine each school's existing resources and personnel and identify additional needs to meet the objectives of the project. These departments will offer content expertise as we develop curriculum and will provide professional development linked to the magnet themes. The MSAP Leadership Team will provide oversight that can leverage district support outside of MSAP to best utilize resources more effectively. Using the Project Charter Process, all departments across the district will be linked to projects (activities) and are considered stakeholders. Project Charter Stakeholders can have direct involvement via SharePoint, a Microsoft communication system.

By creating a district level support team, resources from within the grant programs and within the district can be effectively leveraged to meet the needs of students, teachers, school leadership teams and programs. This approach garners commitment beyond the schools involved in the MSAP initiatives and expands the commitment throughout the district and wider community.

District resources will be utilized to support the grant activity efforts. Key stakeholder departments include: Curriculum and Professional Development, Language Acquisition, Tile I, Parent and Family Resources, Student Equity, Desegregation Department, Community Services (enrollment), McKinney Vento, Counseling, Elementary Leadership, Secondary Leadership, Transportation, Operations, Human Resources, and Finance.

An underutilized resource is parents. Each school will establish a magnet advisory committee in which parents can have a voice in the implementation of the magnet theme. This committee will provide recommendations to the MSAP Leadership Team. In addition, high-quality

program activities will be offered that encourage parent involvement at each school, especially in efforts related to increasing student achievement. These activities will be coordinated with Title I and Family Centers, required in the USP, in order to leverage resources. Community resources will be explored and nurtured so that these assets will extend beyond the period of federal financial assistance.

When looking at the resources in totality, there is an immense force behind the success of this project: district leadership, school leadership, magnet leadership, magnet teams, teachers, resource staff, families and community members all acting together with a unified mission – to reduce minority isolation and to improve student achievement.

The responsibilities of key personnel are:

Project Director- (.25 FTE) - The Project Director is responsible for Magnet Assistance Grant implementation. This position will be responsible for all components of program implementation; development and monitoring of transitional management plan, enrollment, program measures, reporting at all levels (school, district, local and federal), marketing and recruitment, and fiscal management. The Project Director will liaise in district level advisory committees. Also, because marketing and recruitment is unique to each school, the Project Director will work to leverage school marketing plans and funding in order to achieve maximum marketing impact.

Project Specialist- (1FTE) - The Project Specialist will work with MSAP recipients to implement the projects as outlined in the grant. This position will be responsible for all aspects of data gathering, program measures, instructional delivery, professional development, and all MSAP compliance documentation per school by working with school level coordinators and teachers. The Project Specialist will work to support schools in development and implementation

of curriculum, assessments, procuring equipment and supplies, professional development, parent involvement activities, recruitment and community outreach. The Project Specialist reports to Project Director.

Instructional Data Intervention Specialist: (1 FTE) - The Instructional Data Intervention Specialist will track student progress in meeting Common Core standards. This position will work directly with school leadership teams and teachers in analyzing student formative and summative data and creating interventions and enrichment opportunities that are aligned to the unique curriculum found in each MSAP magnet theme. The Instructional Data Intervention Specialist will also provide instructional coaching to improve teacher effectiveness. This position will support principals and teachers in creating, adjusting, and differentiating interventions and enrichment to meet individual student needs. The specialist will work to collaborate with other programs (21st Century, Library Programs, Boys and Girls Clubs etc.) to leverage all possible resources to implement comprehensive extended day programs that are aligned to specific magnet themes and content/skills needed by students.

The MSAP Leadership Team will work closely with both the internal and external evaluators to ensure that all project objectives are achieved.

School Level Leadership- Principals will set the expectations for their magnet schools with support from the MSAP Leadership Team. Principals will be coached by the Project Director to embrace the mindset of leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, and preparing teachers both academically and socially for collaboration. School level leadership will work with the MSAP Leadership team to keep the shared vision and purpose at the forefront of all decision making. Principals and the Project Director will work together to create structures for professional

learning communities and teaming for teachers including common planning time within the school day to support data-driven, cross curricular collaboration and professional learning.

School level leadership will create a comprehensive site level Magnet Team that includes representatives from each grade level as well as, exceptional education, English Language Development and community representation. This team will monitor both vertical grade level teams and horizontal teams and will focus on magnet theme implementation, curriculum and instruction, and student achievement. The Instructional Data and Intervention Specialist will work with school teams and individual teachers to track student progress and create student centered interventions and enrichments that are aligned to the unique curriculum. Magnet School Teams will meet bi-weekly with the Instructional Data and Intervention Specialist, and will meet quarterly with the Project Director and Project Coordinator to track progress.

School-level Magnet Coordinators- (1 FTE per MSAP recipient)

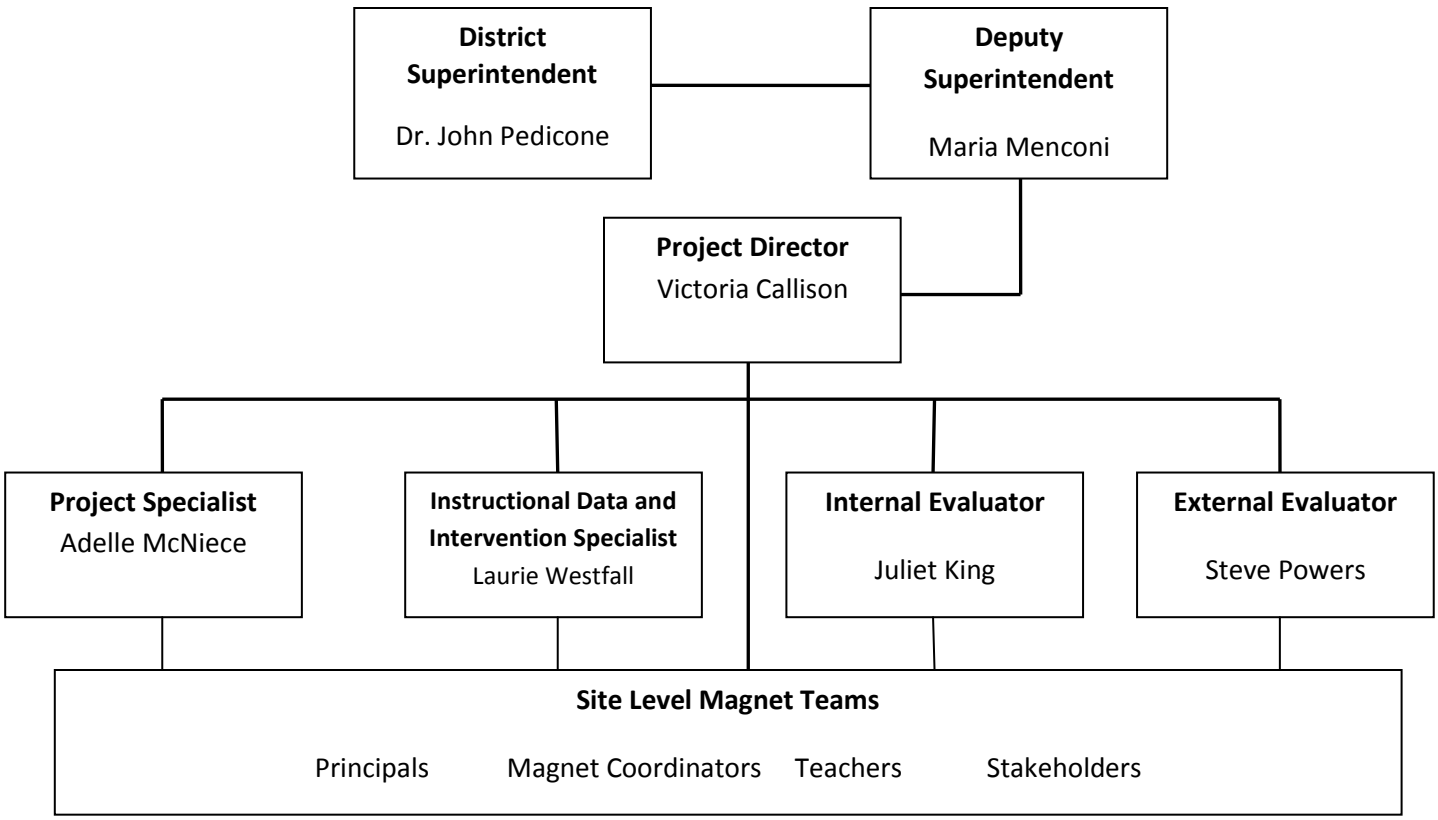
School-level Coordinators work directly with teachers, PLCs, horizontal teams, and vertical teams in implementing curriculum with fidelity. Coordinators will work with the MSAP Leadership Team to analyze student data, provide instructional coaching, curriculum development, and professional development. As a critical part of the data review, Coordinators will track program participants that have been traditionally underserved by looking at subgroups (i.e. English Language Learners, Exceptional Education, Ethnic Minority Groups, and Gender) to determine that there are no disparities in participation and performance. At school sites, the principal and counselors will increase efforts to support these populations in succeeding in traditionally underrepresented courses. This is especially true for the girls and other underrepresented populations that could be recruited to participate in the STEM pipeline.

School-level Coordinators are imbedded in school level budgets and are keys to program implementation. Magnet Coordinators report directly to school principals.

Classroom Level-

The classroom teacher holds a primary responsibility for the delivery of continuous, contiguous, articulated, theme-based instruction as well as student achievement. Classroom level implementation of the school magnet theme will be delivered within an academically rigorous curriculum. The educational environment within each classroom will be one in which high achievement is a constant expectation. Teachers and school staff will be provided with the professional development and vertical and horizontal planning time needed in order to allow for the comprehensive development of theme-based curriculum.

Figure 11. Organizational Chart of District and Site Level Magnet Leadership Teams



Collaboration and sharing are keys to well-managed programs. The MSAP Leadership Team and School Magnet Leadership Teams will meet at least quarterly to share progress, successes and challenges. This group of team members will be the MSAP District Leadership Team. The results of quantifiable measures will be reported to departmental and community groups to leverage resources outside the scope of the MSAP program. The chart below (Figure 11) delineates the relationships envisioned.

iv. The management plan ensures equal access and treatment for eligible project participants who have been traditionally underrepresented.

The magnet schools in this proposal will offer a challenging, meaningful curriculum that is accessible to students of all ethnicities, backgrounds and ability levels. Along with curriculum, innovative instructional strategies will be implemented to accommodate a variety of learning styles with active student engagement will be at the heart of every lesson. By implementing these strategies, achievement disparities will be reduced between minority students and those students who have been underserved; girls in math, science, and technology courses, students with Exceptional Education needs and disabilities, and English Language Learners. Girls and other underrepresented populations will be actively recruited to participate in the STEM pipeline and in IB coursework. High quality, exciting activities will be created to increase student interaction opportunities. Student accomplishments from will be highlighted which will include: Creating science and math clubs; Competitions, and Showcases. All students will gain more confidence and experience in relating to other students. In turn, all students will have broadened perspectives and raise expectations for themselves and their peers. Student progress will be monitored to utilize strategies and specialized instructional pedagogy to address student needs.

All students will have multiple opportunities for interaction with peers from different backgrounds to understand the strengths each brings form cultural and personal experiences.

v. The plan will be effective in the recruitment of students from different social, economic, ethnic and racial backgrounds into magnet schools.

The proposed management plan addresses many of the lessons learned from the 2010 MSAP funding cycle with respect to the recruitment of diverse students through marketing.

Location of magnet schools and geographical access

Several marketing studies conducted during the 2010 grant cycle indicate that a school's performance rating alone does not necessarily result in increased enrollment of white students. For example, CE Rose Elementary School is located in the center of one of the most ethnically isolated neighborhoods in Tucson. The school has 94% Hispanic enrollment and 92% free and reduced lunch. This school has seen great success in the last two years. It is a recipient of several state and national awards and the principal is a Rodel Award recipient. As an "A" rated school, the expectation would be that white parents would be anxious to enroll their child in this school. However, open enrollment applications from parents outside the attendance area have remained the same for two years. It appears that there are perceived geographical barriers that determine school choice. To address this, Cragin and Mansfeld were selected with location as one of the primary factors. By locating the proposed magnet schools within an eight mile radius of the center of the district, these schools are more likely to attract a diverse population. New magnet schools have been placed on the northern side of district to market to a large percentage of white families attending charter schools and to attract students from bordering districts.

Lack of Magnet Program Continuity-

Findings from survey conducted through the 2010 MSAP grant and the district to determine parent priorities for their children's education are instructive. Parents communicated a need for arts-related programs, and science, technology, engineering and math programs that are engaging and challenging. Parents expressed concerns that there was a lack of program continuity for magnet schools. As a result of these findings the proposed plan defines vertically articulated themes with the creation of K-12 pipelines.

Parents are key resources in recruitment and marketing-

The inclusion of parents can help design appropriate marketing messages and provide outreach throughout the community. Parents will help design marketing messages that will appeal to other parents. Word of mouth is the best advertising!

Marketing and Recruitment -

In the 2010 MSAP cycle we learned that marketing needs to happen from the very beginning. By keeping the marketing and recruitment position and expanding the job responsibilities to training others how to recruit, the marketing and recruitment strategies will be sustainable. We also learned that some marketing strategies are more effective than others because they reach a targeted audience. Radio and television were much more effective than outdoor advertising and mailers. Representation at community events is a strategy we will use more effectively. Also, included in this marketing effort will be recruiting parents from schools that are being consolidated to larger schools. With this experience, we can start marketing immediately using the most effective strategies. In addition, Tucson Unified has created a Communications Department that is branding and marketing the district. The magnet department can leverage this resource to expand marketing and recruitment strategies. Operating within a larger district context will help reach a broader audience.

Marketing and recruitment activities are an important component in achieving the objective of reducing minority isolation. To identify the most effective strategies and a number of process indicators have been developed, including the number of recruitment activities sponsored by school sites. Additional evaluation activities using qualitative methods will also be conducted to assess the effectiveness of marketing and recruitment activities. These include conducting interviews and/or focus groups with prospective parents and surveying prospective students regarding school choice and magnet programs. Information collected from these efforts will be used to refine recruitment messages and strategies to attract targeted outcomes at each site.

By offering magnet programs that are located in strategic parts of town, creating curriculum that is relevant to parent expectations, and rolling out a timely comprehensive targeted marketing campaign, this plan will be successful at recruiting students from different social, economic, ethnic, and racial backgrounds into the magnet schools thereby integrating.

PRIORITY 1: NEED FOR ASSISTANCE

Tucson Unified School District believes that in order to reduce minority isolation, increase student achievement, and promote desegregation, it must develop unique programs that provide improved options for families across Greater Tucson. Tucson Unified School District is applying for a Magnet School Assistance Program Grant in order to build new magnet programs and strengthen existing magnet themes. With this grant, Tucson Unified will be able to offer completed magnet theme pipelines to Kindergarten through 12th grade students. Three innovative and high-interest theme choices will be created: 1) **Science, Technology, Engineering, Math (STEM)**, 2) **Fine and Performing Arts**, and 3) **International Baccalaureate**.

The STEM program pipeline will include a restructured **Tully STEM Magnet Elementary**, and a newly created magnet, **Mansfeld STEM Magnet Middle School**. Graduates from middle school will be able to attend Palo Verde Magnet High School, with an existing STEM magnet program. A Fine and Performing Arts pipeline will be created with **Cragin Visual and Performing Arts Exploratory School**, a new elementary magnet school, which will feed into **Utterback Middle School of the Arts**, a revised magnet middle school. Graduates will be able to attend Tucson Magnet High School, an established art magnet program. Finally **Cholla Magnet High School** will expand their magnet program to include the International Baccalaureate Middle Years Programme for grades 9-10. This will complete a K-12 International Baccalaureate pipeline that includes Robison Elementary, Safford K-8, and Cholla's Diploma Programme (11th and 12th).

History of School Desegregation and Magnet Programs in Tucson Unified School District

Tucson Unified has seen its challenges in integrating schools. Until 1951, state law required segregation of African American students and TUSD operated segregated schools in compliance with the law. When the state law was amended to make segregation voluntary, TUSD ended segregation and assigned all students to their neighborhood schools. The District's neighborhood assignment plan that it implemented, however, was challenged. In 1973, the Office for Civil Rights demanded that the district desegregate its schools to achieve specific racial guidelines. A lawsuit filed against TUSD in Federal District Court on behalf of African-American students – the Fisher Plaintiffs - followed in May 1974 with a similar suit filed on behalf of Mexican-American students – the Mendoza Plaintiffs a few months later. The cases were consolidated into one court case in 1975.

In June 1978, the District Court entered an Order finding limited vestiges of the past segregated system in nine of the District's schools and in August, the Court entered the Stipulation of Settlement agreed to by all parties in the case. The Settlement included a desegregation plan for nine schools found by the Court to have vestiges of the segregated system and a three-phase process to implement plans for several other schools.

One element of the student assignment plan, created pursuant to the Settlement, was the creation of magnet schools and programs to encourage voluntary student integration. Seven magnet programs were created as part of the original plan. With a grant from the federal government, TUSD then created three additional magnet school programs as part of phase three of the desegregation plan.

The Court approved additional magnet schools during the 1980s. In 1982, for example, the Court approved Safford Junior High School as a math and engineering magnet. In 1983, Tucson High was designated as a magnet high school in basic skills with specialties in computer science, math and science. Performing arts, industrial arts and cooperative education magnet programs were added to Tucson High in 1985. Magnet programs were implemented at Booth-Fickett (originally an elementary school and junior high school sharing a single campus, now a K-8 school) and Bonillas Elementary School to give students options for magnet programs on the east side of Tucson. The objective was to encourage African American and Latino students to attend these predominantly White schools. In the following years, Tucson Unified implemented additional magnet schools. Today, there are 19 schools in Tucson Unified with magnet programs.

In 2004, TUSD moved for unitary status in the Fisher-Mendoza litigation, asserting that TUSD had eliminated the vestiges of past discrimination to the extent possible and thus should be released from court jurisdiction. The Plaintiffs opposed the motion. Pursuant to a 2008 Order, the District developed a Post Unitary Status Plan, as a prerequisite to the Court's granting unitary status. In 2009, the District Court declared TUSD unitary and dismissed the case.

The Plaintiffs appealed the Court's unitary status determination to the Ninth Circuit Court of Appeals. In July 2011, the Ninth Circuit reversed the District's Court grant of unitary status and remanded the case back to the District Court for further proceedings. On remand, the District Court appointed a Special Master in January, 2012. The Court Order appointing the Special Master outlined the Special Master's duties, which included drafting a Unitary Status Plan that would lead to a determination of unitary status. The Parties negotiated the terms of the Unitary Status Plan, and in December 2012, the Parties submitted to the Court a Joint Unitary Status Plan

Noting Areas of Disagreement. The Parties substantially agreed to the provisions of the Plan subject to certain objections that were briefed to the Court. In February 2013, the District Court entered an Order approving the Unitary Status Plan and resolving the areas of disagreement. The court-ordered Unitary Status Plan requires Tucson Unified School District to continue to implement magnet schools and programs as a strategy for assigning students to schools and to provide students with the opportunity to attend an integrated school. The Unitary Status Plan requires the district to create a comprehensive Magnet School Plan by April 1, 2013.

During the 2011-12 school year, the District commissioned an external audit of its magnet schools and programs. The study was conducted by Education Consulting Services. It looked at a number of issues, including equity of access, diversity, unique theme/pedagogy, instruction, professional development, specialized staff, academic excellence, parent involvement, and community partnerships. The study uncovered many trends that have since been addressed by creating a Magnet Department with a qualified Magnet Director. The magnet department has developed evaluation protocols for the magnet programs; outlined requirements for teacher training in theme based methodologies and pedagogy and provided guidance on strengthening programs. Since the creation of the magnet department, the vision for TUSD's magnet programs has become more focused and decisions data-driven.

The court ordered Unitary Status Plan requires the District to use the 2011 Magnet Study as a basis for developing a comprehensive magnet plan that focuses on integrity in the implementation of magnet themes and in achieving integration in the District's magnet schools. In developing the comprehensive magnet plan, a collaborative group of stakeholders and a magnet consultant reviewed the magnet schools and programs.

The five participating schools and selected magnet themes in this MSAP project have been chosen to meet the demands required of the District to implement magnet schools and programs that are racially integrated, and that provide our students with high quality curricula, resources and instruction that will give them the academic and educational skills they need to succeed in the future.

The need to reduce minority isolation and achieve integration-

Under the Unitary Status Plan, an integrated school is defined as "any school in which no racial or ethnic group varies from the district average for that grade level by more than +/- 15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment". Since magnet school programs currently pull 50% of their population from within their attendance boundaries, this requirement can be challenging and necessitates that magnet programs offer themes that are attractive to district parents who also have the option of open enrollment.

Figure 1 details the enrollment by ethnicity for each school. As the table shows, both Cragin and Tully meet the criteria of no single racial or ethnic group exceeding 70% of the school's enrollment. The highest percentage of enrolled students is Hispanics at 51% at Cragin and 69% at Tully. The three remaining schools, Mansfeld, Utterback, and Cholla are considered "racially concentrated" with the percentage of Hispanic students at 77%, 74%, and 77% respectively.

Figure 1. Percentage of student enrollment by school by ethnicity - October 1 2012 (rounded)

School	White	Black or African American	Hispanic / Latino	American Indian/ Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or more Races	Total Number of students
Cragin	25%	11%	51%	2%	1%	0%	9%	348
Tully	10%	9%	69%	3%	2%	0%	6%	429
Mansfeld	10%	4%	77%	3%	2%	0%	3%	690
Utterback	6%	9%	74%	4%	0%	0%	6%	711
Cholla	9%	4%	77%	6%	0%	0%	3%	1607
District	23%	5%	61%	4%	2%	0%	5%	51235

Figure 2 looks at the second criteria for racial integration – that no single racial/ethnic group varies from the District average by +/- 15% for each grade level (Elementary, Middle and High School). As the table shows, when race and ethnic groups are compared to the District average, there are only two cases where the percentage of a single race or ethnic group is below or above the District average by 15%. The percentage of Hispanic students at Cholla High School exceeds the district high school average by 22%, while the percentage of White students is 19% below the District average. To meet the definition of integration, Cholla will need to increase the number of White students attending as well as decrease the percentage of Hispanic students. Attracting students by expanding their existing International Baccalaureate Diploma magnet program (11th and 12th grade) to include a Middle Years Programme for 9th and 10th graders will assist in meeting this objective.

Figure 2. Percentage of student enrollment by school and ethnicity; District average by grade level (rounded) – October 1 2012

School	White	Black or African American	Hispanic / Latino	American Indian/ Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or more Races	Total Number of students
Cragin	25%	11%	51%	2%	1%	0%	9%	348
Tully	10%	9%	69%	3%	2%	0%	6%	429
District Elem	21%	5%	63%	4%	1%	0%	6%	25022
Mansfeld	10%	4%	77%	3%	2%	0%	3%	690
Utterback	6%	9%	74%	4%	0%	0%	6%	711
District Middle	20%	5%	64%	4%	2%	0%	5%	11260
Cholla	9%	4%	77%	6%	0%	0%	3%	1607
District High	28%	6%	55%	3%	3%	0%	4%	14953
District Total	23%	5%	61%	4%	2%	0%	5%	51235

Reducing minority isolation by decreasing the percentage of Hispanic students and attracting more students from the other racial/ethnic groups at these three sites is an important component of meeting the District's desegregation goals, and is a primary objective of the MSAP program. The creation of school pipelines where students can move from elementary schools to middle school by continuing within a Magnet theme will assist in this process.

The need to address low academic performance with high quality magnet programs

While addressing the need to meet the desegregation goals of the District, the District faces challenges with respect to low student achievement. Table 3 provides three years of student performance in reading for the proposed schools as measured by the state standardized assessment – AIMS. As the Figure 3 shows, there is a great deal of variation across schools.

Figure 3. Percentage of students who meet or exceed state standards in reading as measured by AIMS

School	Spring 2010	Spring 2011	Spring 2012
Cragin	59	67	63
Tully	64	79	71
Mansfeld	67	70	69
Utterback	67	65	61
Cholla	56	52	61
District Total	**68**	**70**	**70**

The majority of the proposed schools are below the District percentage of 70%. With the exception of Utterback, the schools showed improvement in reading mastery levels from 2010 to 2012. However, increases realized in 2011 were not sustained in 2012. Only Cholla improved their reading scores by 9% between 2011 and 2012, while the rest saw a decrease. Annual variation is to be expected but between 28% and 39% of students in these schools is below grade level in reading.

While reading achievement scores are discouraging, the results for mathematics are appalling. With the exception of Tully, who has remained above the District percentage of 50% in mathematics, almost two-thirds of the students at the other schools have not met proficiency standards in mathematics. Table 4 delineates state achievement test results in mathematics over three years.

Table 4. Percentage of students who meet or exceed state standards in mathematics as measured by AIMS

School	Spring 2010	Spring 2011	Spring 2012
Cragin	38	42	43
Tully	53	67	67
Mansfeld	34	36	37
Utterback	33	29	32
Cholla	37	31	28
District Total	**46**	**47**	**49**

Since mathematics is highly hierarchical in learning, it is difficult for students who do not have early foundational skills to understand the later material. Building mathematical skills in elementary school and middle schools is critical for high school success.

Low student performance on the current state standards does not bode well for students as we the state moves towards full implementation of the more rigorous and challenging standards of the Arizona Common Core Standards. These Core Standards:

- Align with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by other top performing countries to prepare all students to succeed in our global economy and society; and
- Are evidence-based

Providing high quality curricula and instruction is critical in preparing our students for these changes.

(a) Tucson Unified has identified the costs of fully implementing the magnet schools project as proposed.

As the second largest school district in Arizona, Tucson Unified is facing enormous challenges including an overwhelming budget deficit, racially isolated schools, and low academic achievement gaps, and magnet programs in need of revision. The needs are significant and resources are needed to address them. The cost to implement this project is averages $3.8 million for each year.

Costs are driven by the need to create two new magnet schools and completely revise three existing magnet schools. These costs include implementation of distinctive education programs that will attract and retain students, thus reducing minority group isolation. This will result in an improved racial balance within the school communities. The schools included in this application recognize the achievement gaps between minority and non-minority students, yet are falling short of successfully serving the diverse populations that reside within the district boundaries.

Effective program development and implementation require whole school systemic reform. Such reform requires the involvement of all stakeholders. Research-based, quality resources and programs are needed that involve parents and the Tucson community in a dynamic and exciting collaborative partnership with magnet schools.

The leadership and staff at the five schools acknowledge the hard work that is required for systemic reform. They know that extra hours will be required and understand the need to commit to a program with absolute fidelity. They are willing to invest their expertise and resources with the goal of creating a rigorous, vertically articulated magnet curriculum at each school. Costs include training stakeholders and implementing innovative educational methods and practices that promote diversity and improve school climate. To be competitive in recruiting efforts, up-to-date resources and technology as well as training for key personnel is needed. Specific costs are delineated with description in Part Three: Budget Narrative.

(b) The resources available to TUSD to carry out the project if funds are not provided

Like many school districts across the nation, Tucson Unified School District is facing a reduction of funding from the State and other sources. State education funding has been drastically reduced due to a variety of factors, including the elimination of the "penny sales tax," housing foreclosures, and increased community mobility. The state of Arizona has experienced drastic cuts to educational funding moving from $5,300 per student in 2010 to less than $4,800 per student in 2013. The down-turned economy has hit the Tucson community hard, with the number of students receiving free and reduced lunch increasing by 11% since 2010.

In addition to increased mobility, there are other factors that have contributed to a loss in Tucson Unified student enrollment. These include an aging population, immigration legislation and increased charter school enrollment, and have resulted in the district losing an average of 3,000 students per year. Tucson Unified enrolls 70% of the student population that resides within its boundaries and currently has 13,000 empty seats. In order to cut costs and become more efficient, TUSD has consolidated and/or closed 16 in the past three years. In 2010 TUSD closed and/or consolidated 7 schools and will be closing/consolidating an additional 9 at the end of this school year. Despite expected savings from these actions, the current budget shortfall is estimated at $17 million. Proposed cuts being considered by District's Governing Board include the elimination of counselors, librarians, administrators, and academic support staff at the sites, and central personnel at the District level.

With decreasing enrollment brought about by demographic changes in the Tucson metropolitan areas, financial resources will continue to decline (100th day enrollment has dropped from 55,398 students in 2010 to 50,790 in 2013 – an 8.3% drop). In addition, the total costs of implementing the Unitary Status Plan (USP) means that desegregation funding streams

currently allocated to the schools will be further reduced. There are no alternative financial resources available at this time to support the five magnet programs that are proposed.

Though Tucson Unified School District is fully committed to the concept of magnet schools, with a budget shortfall and decreased desegregation funds available there are no resources to support new or revised programs. Research shows that magnet schools reduce minority group isolation and data indicates magnet schools historically improve student achievement. Tucson Unified School District has created a magnet department which oversees and manages all phases of magnet schools, including program development, curriculum, assessment, professional development, program evaluation, monitoring, marketing, recruitment, parent involvement and community outreach. In order to create and refine the five magnet school programs included in this grant, federal funding is absolutely crucial.

(c) The extent to which the costs of the project exceed TUSD's resources

In light of school closures, elimination of positions, and decrease in services, to be successful we must find a way to provide the very support that is being eliminated. Robust magnet programs and Kindergarten through 12th grade pipelines are essential. The funding from the MSAP grant will provide high quality professional development, rigorous curriculum, state-of-the art technology, and intervention and enrichment opportunities for students. Parents will have more options for school choice, including completed vertical articulation of programs.

(d) Tucson Unified has identified the difficulties in carrying out the approved plan (design of project, type of program, location).

Challenges in carrying out the approved plan include developing a comprehensive plan for implementation, careful identification of the schools to be involved, and thoughtful choice of themes to be emphasized.

A plan for successful implementation has been created and is addressed in the Plan of Operation section. This Plan includes the creation of an effective Magnet Leadership Team that is trained in transition management and teacher training in theme based pedagogy. All portions of this plan are outcome driven by the project's goals to reduce minority group isolation, improve student achievement, increase parent and community involvement, and build sustainable programs.

Schools were carefully chosen based on current levels of minority isolation, capacity, and location within the Tucson Unified School District. Themes were identified for inclusion into completed Kindergarten – 12th grade magnet pipelines in response to expressed stakeholder interest and support in programs which offer options for art education and increased academic rigor. The creation of pipelines that are attractive to parents around the district will lead to programs that are increasingly desegregated. The choice of themes that are rigorous and integrated will lead to students who are academically successful.

For example, a continuation of the strong elementary and middle school IB programs that have been established with the support of our existing MSAP grant is being extended to 9th and 10th graders at Cholla High School. This will complete the K-12 IB pipeline, allowing all IB schools to be better able to attract the diverse population they need to meet the intent of integration within an academically rigorous program.

PRIORITY 2: NEW OR REVISED MAGNET SCHOOL PROJECTS

The court ordered Unitary Status Plan requires the District to continue to implement magnet schools and programs as a strategy for assigning students to schools and to provide students with the opportunity to attend an integrated school.

The Unitary Status Plan also grants the district the ability to create new magnets and significantly revise magnets that are not meeting the intent to integrate. This court order, with support from MSAP, will allow the district to create two new magnet programs and revise three existing programs that are not meeting the intent to reduce or eliminate minority group isolation and increase student achievement. A magnet plan has been developed in three magnet themes: 1) Science-Technology-Engineering-Math, 2) Fine and Performing Arts, and 3) International Baccalaureate Middle Years Program (MYP). Having a vertically articulated pipeline provides an academic continuum with curriculum that is purposeful and articulated. By creating a vertically articulated K-12 continuum using magnet themes, families will have optimal choices for their child's education.

Science-Technology-Engineering-Math (STEM) Pipeline

Proposed schools for the STEM magnet pipeline include Tully Magnet Elementary (revised) and Mansfeld Middle School (new). While the majority of the schools selected for new or revised magnet are currently low performing, Tully Magnet is an average performing school. Tully will feed into Mansfeld, an academically struggling middle school. In this pipeline model, students will have innovative options for high school, feeding into either Tucson Magnet High School (existing magnet) or Palo Verde Magnet High School (existing magnet).

Tully STEM Magnet School

Tully is a magnet school with many assets that is in need of programmatic theme revision (see Figure 5). The annual magnet review indicates that Tully currently offers no relevant, viable, or marketable theme. The staff at Tully has remained stable over the past 4 years. Tully's minority population is currently at 89.9%. These factors make them a prime candidate for magnet revision. As part of the defunct Accelerated theme, Tully had self-contained Gifted and Talented Education in grades three through five. Over the years the GATE program has been phased out. Currently, Tully Magnet houses two self-contained Gifted and Talented Education programs at grades four and five, which is partly accountable for its "C" achievement rating on the Arizona Report Card. During the 2013-14 school year, Tully will retain only one fifth grade self-contained GATE class. This will further increase the minority isolation. In order to attract new students and retain current students, a rigorous program of study is needed.

Figure 5. Tully STEM Magnet School

PROGRAM AT-A-GLANCE TULLY STEM MAGNET SCHOOL				
Grades Served	**Year of Implementation**	**Magnet Theme**	**Status**	**Current Assets/Resources**
K-5th	1992	STEM	Revised	-Location in district has strong potential for attracting upper middle class white families -Staff and families passionate about the inception of STEM program -Strong existing community partnerships (El Rio - Pima County Parks and Recreation, Boys and Girls Club, El Conquistadors)

The STEM academic program would provide an integrated, interdisciplinary approach to learning that would allow students to engage in active problem solving, critical thinking in relevance to real world issues, and a focus on project based learning. By placing an academically rigorous STEM program at this school, families will be drawn in from the northwest side of

Tucson, a favorable demographic to offset the current racial isolation of Hispanic students. Improved instruction, implementation of quality STEM curriculum, and high expectations for all students will attract new students to diversify the student population.

Mansfeld STEM Magnet Middle School

Students who graduate from Tully will be well prepared to attend Mansfeld, a new magnet program (see Figure 6). Ideally located in a central location adjacent to the University of Arizona, a STEM academic program at Mansfeld has the potential to attract students from across the district. The University of Arizona is highly engaged as a partner to support and sustain this engaging STEM academic program. By creating a new STEM centrally located, parents will have increased school choice options. Students graduating from Mansfeld will have the opportunity to attend Tucson High Magnet (science/math strand) or Palo Verde High School, a STEAM magnet, thereby creating a complete K-12 continuum.

Figure 6. Mansfeld Magnet Middle School

PROGRAM AT-A-GLANCE MANSFELD STEM MAGNET MIDDLE SCHOOL				
Grades Served	**Year of Implementation**	**Magnet Theme**	**Status**	**Current Assets/Resources**
6th – 8th	2013	STEM	New	-Central location adjacent to the University of Arizona -Administration and staff is highly enthusiastic and motivated about the inception of STEM magnet theme -Proximity to Tucson High Magnet School allows for high school mentors and vertical articulation for advanced middle school -Easy access to public transportation

Visual and Performing Arts Pipeline

The Wall Street Journal has referred to Tucson as a "mini mecca for the arts." It has been ranked in the Top 25 Arts Destinations by American Style Magazine for 4 years. With more than 200 art groups and organizations in town and more than 35 art galleries in the downtown district alone, Tucson is known for being one of the best places in the state to view works by the masters as well as up-and-coming artists. Tucson is also home to nationally acclaimed museums including the Arizona State Museum, the Center for Creative Photography, the Tucson Museum of Art and the University of Arizona's Museum of Art. Tucson is one of a select few cities of its size to have its own ballet company, professional theater, symphony and opera company. With the support of the arts community and parents, the District will be able to vertically articulate a highly desirable and dynamic visual and performing arts program for grades K-8 so students are prepared to attend the nationally recognized Tucson Magnet High School (existing magnet) for advanced coursework in visual and performing arts.

The Cragin Elementary Fine and Performing Arts Exploratory School, new magnet school, is where young students from across the city will have the unique opportunity to experience the arts "hands-on." Students graduating from Cragin will attend Utterback Magnet Middle School of the Arts (revised).

Cragin Visual and Performing Arts Exploratory School

Cragin Elementary Visual and Performing Arts Exploratory School will integrate the arts into core academic areas. Cragin's location is a strong asset in becoming a highly performing and ethnically balanced Visual and Performing Arts Magnet. The school is located very close to district boundaries in north-central Tucson. New building-level administration enthusiastically

supports Cragin as a candidate for a new magnet elementary and has established a vision and mission for change.

Figure 7. Cragin Visual and Performing Arts Exploratory School

PROGRAM AT-A-GLANCE CRAGIN VISUAL AND PERFORMING ARTS EXPLORATORY SCHOOL				
Grades Served	**Year of Implementation**	**Magnet Theme**	**Status**	**Current Assets/Resources**
K-5th	2013	Fine and Performing Arts	New	-Central location -Adjacent to District boundary with potential to draw students from neighboring charter schools and districts. -Administration and staff is highly enthusiastic and motivated about the inception of Fine and Performing Arts magnet theme -New performance space has been added with Bond funding -Space to expand and build additional art studios and rehearsal spaces

Cragin is a school with many assets (See Figure 7). It is located centrally in the District, making it an ideal location to attract a variety of students from throughout the District, and from Charters and adjacent districts. Its location and the implementation of a highly sought after theme with K-12 vertical articulation make Cragin a prime campus for a new Tucson Unified magnet school. Collaborations with the Tucson Pima Arts Council, the Community Foundation of Southern Arizona, and the University of Arizona will ensure unified support from the Tucson arts community and families for a successful arts program. Cragin, as a Visual and Performing Arts Magnet, will attend Utterback Middle School.

Utterback Middle Magnet School of the Arts

Utterback has historically had the reputation of having an exemplary arts program (See Figure 8). A once highly sought after and successful magnet in the 1980s, the Visual and

Performing Arts theme now needs significant revision. While the theme is evident at Utterback, it is neither rigorous nor integrated.

Figure 8. Utterback Magnet School of the Arts

PROGRAM AT-A-GLANCE UTTERBACK MIDDLE MAGNET SCHOOL OF THE ARTS				
Grades Served	**Year of Implementation**	**Magnet Theme**	**Status**	**Current Assets/Resources**
6th-8th	1983	Fine and Performing Arts	Revised	-400 seat performing arts theater, 2 dance studios, 3 art rooms, media center, dark room, band and orchestra rooms, black box theater, individual and group rehearsal spaces, art galleries -Some staff has been already been trained in magnet theme -Highly qualified art specialists currently on staff -Drama department recognized by the U of A as an outstanding theater program -2008 School of Distinction award from Magnet Schools of America -2007 School of Excellence award from Magnet Schools of America -Historically positive community perspective

In the most recent magnet review, Utterback was found deficient in key areas. The school lacks vision and magnet purpose, curriculum and assessment are no longer viable, professional development in magnet theme is non existent, and key personnel are being diverted from their responsibilities. The magnet revision will strengthen the current magnet theme through intensive professional development and a new curriculum will create a continuous and congruent curriculum across grades and subject areas. Specialists and core teachers will work collaboratively, using the Understanding by Design (UbD) Model to develop a rigorous, integrated curriculum that encourages students to develop a firm foundation in a particular arts

discipline and prepare them for a more focused study at Tucson Magnet High. With its already outstanding studios and performance spaces, this school will have programs of study that are designed to increase and refine students' knowledge and skills beyond those learned at the elementary level.

To ensure viability in the community, Utterback will add a Technology and Communication Arts component to the current program. By adding this component, the K-12 Visual and Performing Arts pipeline will be completed when Utterback students attend Pueblo Magnet High School (Communication Arts) or Tucson High Magnet School (Fine and Performing Arts). This gives parents of students entering high school innovative and compelling choices depending on their child's interests and talents within the Fine and Performing Arts magnet program.

Both the Cragin and Utterback communities will be immersed in the arts culture of Tucson with frequent opportunities to share their learning with families and the community. The Tucson Museum of Art and other area private galleries will showcase student work. Utterback will become a performance center for community artists as well as school productions. Cragin will offer summer art institutes where local and national artists will facilitate workshops for students, families, and the surrounding communities. Students' works will be exhibited at many of Tucson's events that attract international audiences, providing further incentives for higher enrollment.

International Baccalaureate Pipeline

Magnet status was awarded to Cholla in 1995 as an International/Intercultural, Law Related Studies High School. Cholla applied for and was authorized as an International Baccalaureate (IB) Diploma Programme school (DP) in 2007 and operates this program as a school within a school, serving 11th and 12th grade students. This revision would allow the expansion of IB to

includes Middle Years Programme for 9th and 10th grade students. This expansion will complete an IB K-12 continuum.

In 2010, Tucson Unified was awarded a Magnet School Assistance Program grant to create two International Baccalaureate Schools. Robison Magnet Elementary School received authorization in 2011 as a Primary Years Programme. Safford K-8 Magnet School will be evaluated in the spring of 2013 for full authorization for both the IB Primary Years Programme and Middle Years Programme. Robison and Safford create a strong K-8 International Baccalaureate pipeline, but the pipeline stops after 8th and does not continue until 11th grade at Cholla Magnet High School. A program expansion is critical in allowing for the completion of the IB pipeline. This revision would allow for the extension of the IB program into 9th and 10th grades.

Figure 9. Cholla Magnet High School

PROGRAM AT-A-GLANCE CHOLLA MAGNET HIGH SCHOOL				
Grades Served	**Year of Implementation**	**Magnet Theme**	**Status**	**Current Assets/Resources**
9th – 12th	1995	International Baccalaureate Middle Years Programme (Grades 9-10)	Revised	-International Baccalaureate Diploma Programme (DP) is well-established in grades 11-12 -Administrator, Coordinator, and DP teachers have received multiple levels of training in both content and theme -100% graduation rate of students in the DP program -Only program to show strong integrity in each of the 6 target areas in annual Comprehensive Magnet Review Summary

. Since 2007, Cholla has graduated 100% of the students in the Diploma Programme, with seven students receiving the extremely prestigious IB Diploma in the last three years. Students

in the Diploma Programme struggle because they have not had any prior exposure to International Baccalaureate curriculum or Theory of Knowledge pedagogy. Through the Diploma Programme, Cholla has been able to close achievement gaps between minority students and white students. Students in the DP program outperform students in regular coursework.

Cholla is an excellent candidate for expansion of the International Baccalaureate program because of their success with the DP program (see Figure 9). Based on the annual magnet review, Cholla has a strong program foundation. Placing an International Baccalaureate Middle Years Programme at Cholla for 9th and 10th graders, and increasing enrollment in the currently successful Diploma Programme for 11th and 12th graders, will allow students in the district to continue with a rigorous and robust K-12 International Baccalaureate (IB) program designed to provide students with skills and content necessary for the 21st century.

Westminster College has opened a campus in Mesa, Arizona and is actively recruiting IB graduates. A partnership with Westminster College would offer even wider opportunities for students to develop international mindedness by giving them wider choices outside their local community.

PRIORITY 3: SELECTION OF STUDENTS

The court ordered Unitary Status Plan recognizes that students from all racial and ethnic backgrounds shall have the opportunity to attend an integrated school. Under existing policies and procedures, students are assigned to magnet schools through a lottery process. This process will be used for the selection of students to the proposed new magnet schools.

If a magnet school is over subscribed, the District will use a weighted lottery for oversubscribed magnet schools and programs that takes account of the following criteria:

- Students residing within a designated preference area. (No more than 50% of the seats available shall be provided on this basis.)
- Siblings of students currently attending the magnet school or program.
- Any students from Racially Concentrated Schools, whose enrollment will enhance integration at the magnet school or program.
- Students residing in the District

Tucson Unified School District will maximize the opportunity to promote diversity and provide school choice. Choice of schools is central to fulfill the purpose of the magnet program. By providing equitable access to magnet schools through a comprehensive student selection process, Tucson Unified School District will reduce or eliminate minority group isolation. The student assignment goal for all magnet schools and programs shall be to achieve the definition of integration set forth in the court ordered Unitary Status Plan.

With the goal of decreasing minority isolation, the Magnet Office will work to provide increased equal access in MSAP schools. An aggressive recruiting and marketing plan will be implemented.

PRIORITY 4: PROMOTING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) EDUCATION

a) Tucson Unified will provide students with increased access to rigorous and engaging coursework in STEM education.

Tucson is an outstanding location for the creation of a STEM magnet school pipeline. Tucson has a broad range of industry, business and higher education based on robust elements of science and engineering. The University of Arizona has a world renowned College of Science and Engineering. The Raytheon Company in Tucson has created math and engineering programs for local K-12 students, basing their business outreach on the need to help schools develop college and career-ready graduates. In addition, Tucson is the location of the UA Bioscience Park, a collaborative think tank and institute, focused on developing creative and innovative partnerships with local and national companies, including the UA Medical Center, and the Food and Drug Administration. Through the creation of successful and sustainable STEM education, grades K-12 students in Tucson Unified will have the unique opportunity to become "homegrown engineers" with worldwide opportunities.

The mission of the STEM education at Tully Elementary and Mansfeld Middle schools will be to provide students with increased access to a rigorous and engaging curriculum using an inquiry-based study of science while authentically applying mathematics, technology and engineering. STEM education combines related disciplines, currently viewed as independent subjects with little overlap, into a single integrated program that emphasizes the interdependency between Science, Technology, Engineering, and Math and their applications to everyday life. STEM curriculum and pedagogy provides project-based, relevant learning experiences for students using a method of teaching and learning that goes beyond the mere transfer of

knowledge. Students gain a deeper understanding of how things work and apply these understandings when answering questions and solving problems of local and global importance.

STEM magnet programs developed through this grant will provide systemic reform by transforming typical teacher-centered classrooms into laboratories where local and national experts from diverse backgrounds work side by side with students exploring solutions relevant to the learners and the community. Developing a curriculum that is built upon 21st century skills using problem-solving, discovery, and exploratory learning through active engagement will allow students and community members to build ongoing mentor/student relationships that students would not be able to access otherwise. Given the proximity to relevant, hands-on science, mathematics, engineering, and technology experiences through community and business partnerships, students will have access to world-class research facilities.

Creating and sustaining a program with this level of rigor and access necessitates the need for carefully planned and incremental implementation. To ensure success, TUSD will utilize the STEM Immersion Matrix for Schools and Districts. This matrix was developed through the collaboration of The Arizona STEM Network, led by Science Foundation of Arizona and the Maricopa County Education Service Agency. STEM immersion will occur over a three year period during which three phases will be implemented.

The first phase, Introductory Model, is crucial for development of a long term focus, community interest and support. During this phase, the staff at Tully Elementary School and Mansfeld Middle School, along with Tucson Magnet High School and Palo Verde Magnet High School, will work collaboratively to develop a K-12 STEM curriculum. Teachers will plan and deliver interdisciplinary units as grade level and/or content-area teams, embedding technology tools and applications as students engage in collection and analysis of data, develop arguments

based on evidence, and communicate their thinking and learning through guided inquiry. Teachers will receive concentrated and ongoing training through professional development opportunities through the district, local partnerships, and national organizations. Two key components of this phase is the development of relationships with area business partners and providing multiple and varied opportunities for family and community engagement.

In year two, STEM schools will implement the Partial Immersion Model where STEM experiences are integrated into a non-traditional school day. Schools will provide opportunities for students to participate in problem-solving and project-based units with integrated content across STEM subjects. Teachers will practice limited amounts of direct instruction while facilitating students moving through STEM inquiries and use authentic performance-based assessment practices to encourage and support growth of standards-based, rigorous content knowledge and skills. They will develop cross-curricular content that is embedded into the traditional curriculum through established professional learning communities. The family and community involvement component is strengthened through an increased number of family activities and developing long term STEM advocates with local and national partners.

By year three, the STEM schools will implement the Full Immersion Model where the school will look more like a 21st Century workplace rather than a traditional K-12 school. Problem based learning will drive the curriculum and students will constantly collaborate to solve authentic problems, propose solutions and contribute ideas to the local, national, and worldwide communities. As training continues, teachers will take on a facilitative role as students participate in open-ended inquiry and problem solving. Strong, sustained family and business relationships will be embedded into the school culture as all stakeholders become long-standing STEM advocates.

Tully will begin the Introductory Model by implementing STEM curriculum designed by Engineering is Elementary (EiE). This project is supported by the National Science Foundation, the National Institute of Standards and Technology and industries such as Raytheon, Intel, and Cisco Systems, all companies with locations in Tucson. The EiE project has developed curriculum that is research-based and driven by Common Core standards which integrate engineering and technology concepts and skills with elementary science topics.

When students transition from Tully to Mansfeld Middle School, they will be ready for the rigors of in-depth STEM coursework. This will be accomplished through the implementation of the STEM Academy, a national not-for-profit organization dedicated to improving STEM literacy for all students. This curriculum was selected because it is specifically designed to improve under-represented minority and low-income student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates and improve teacher and principal effectiveness.

b) Tucson Unified will increase the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

Teachers will be required to receive STEM-specific training. Professional development opportunities will focus on content and instructional practices within the STEM classroom. There are opportunities for professional development through multitude of programs. Tucson Unified School District is initiating STEM programs throughout the district and as a result has partnerships with local entities such as the Arizona Center for STEM Teachers. The Arizona Center for STEM Teachers was created through a $1.5 million grant by Science Foundation Arizona (SFAz) and to the University of Arizona's B2 Institute to establish a resource and training center that will expand the quality and retention of science, technology, engineering and

mathematics (STEM) teachers in Arizona.

Currently, opportunities for STEM professional development are exploding across Arizona and the nation. The National Science Teachers Association is a leader in professional development that increases teachers' content knowledge, along with the pedagogy necessary to effectively design, implement, and assess STEM learning. These online and face-to-face professional development opportunities will provide an array of STEM learning opportunities for all educators in TUSD. Additionally, the Arizona Science Teachers Association, in partnership with the Arizona Association of Teachers of Mathematics and the Arizona Technology Education Association, will provide local and ongoing institutes and courses that provide the professional developement and support needed to sustain the learning of teachers and administrators.

TUCSON UNIFIED SCHOOL DISTRICT

Magnet School Assistance Program

Tucson Unified School District Magnet Initiative: Arts and STEM

2/28/2013

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Project Narrative

PRIORITY 1: NEED FOR ASSISTANCE

Tucson Unified School District believes that in order to reduce minority isolation, increase student achievement, and promote desegregation, it must develop unique programs that provide improved options for families across greater Tucson. Tucson Unified School District is applying for a Magnet School Assistance Program Grant in order to build new magnet programs and strengthen existing magnet themes. With this grant, Tucson Unified will be able to offer completed magnet theme pipelines for Kindergarten through 12th grade students. Three innovative and high-interest theme choices will be created: 1) **Science, Technology, Engineering, Math (STEM)**, 2) **Fine and Performing Arts**, and 3) **International Baccalaureate**.

The STEM program pipeline will include a restructured **Tully STEM Magnet Elementary**, and a newly created magnet, **Mansfeld STEM Magnet Middle School**. Graduates from middle school will be able to attend Palo Verde Magnet High School, with an existing STEM magnet program. A Fine and Performing Arts pipeline will be created with **Cragin Visual and Performing Arts Exploratory School**, a new elementary magnet school, which will feed into **Utterback Middle School of the Arts**, a revised magnet middle school. Graduates will be able to attend Tucson Magnet High School, an established art magnet program. Finally **Cholla Magnet High School** will expand their magnet program to include the International Baccalaureate Middle Years Programme for grades 9-10. This will complete a K-12 International Baccalaureate pipeline that includes Robison Elementary, Safford K-8, and Cholla's Diploma Programme (11th and 12th).

History of School Desegregation and Magnet Programs in Tucson Unified School District

Tucson Unified has seen its challenges in integrating schools. Until 1951, state law required segregation of African American students and TUSD operated segregated schools in compliance with the law. When the state law was amended to make segregation voluntary, TUSD ended segregation and assigned all students to their neighborhood schools. The District's neighborhood assignment plan that it implemented, however, was challenged. In 1973, the Office for Civil Rights demanded that the district desegregate its schools to achieve specific racial guidelines. A lawsuit filed against TUSD in Federal District Court on behalf of African-American students – the Fisher Plaintiffs - followed in May 1974 with a similar suit filed on behalf of Mexican-American students – the Mendoza Plaintiffs a few months later. The cases were consolidated into one court case in 1975.

In June 1978, the District Court entered an Order finding limited vestiges of the past segregated system in nine of the District's schools and in August, the Court entered the Stipulation of Settlement agreed to by all parties in the case. The Settlement included a desegregation plan for nine schools found by the Court to have vestiges of the segregated system and a three-phase process to implement plans for several other schools.

One element of the student assignment plan, created pursuant to the Settlement, was the creation of magnet schools and programs to encourage voluntary student integration. Seven magnet programs were created as part of the original plan. With a grant from the federal government, TUSD then created three additional magnet school programs as part of phase three of the desegregation plan.

The Court approved additional magnet schools during the 1980s. In 1982, for example, the Court approved Safford Junior High School as a math and engineering magnet. In 1983, Tucson High was designated as a magnet high school in basic skills with specialties in computer science, math and science. Performing arts, industrial arts and cooperative education magnet programs were added to Tucson High in 1985. Magnet programs were implemented at Booth-Fickett (originally an elementary school and junior high school sharing a single campus, now a K-8 school) and Bonillas Elementary School to give students options for magnet programs on the east side of Tucson. The objective was to encourage African American and Latino students to attend these predominantly White schools. In the following years, Tucson Unified implemented additional magnet schools. Today, there are 19 schools in Tucson Unified with magnet programs.

In 2004, TUSD moved for unitary status in the Fisher-Mendoza litigation, asserting that TUSD had eliminated the vestiges of past discrimination to the extent possible and thus should be released from court jurisdiction. The Plaintiffs opposed the motion. Pursuant to a 2008 Order, the District developed a Post Unitary Status Plan, as a prerequisite to the Court's granting unitary status. In 2009, the District Court declared TUSD unitary and dismissed the case.

The Plaintiffs appealed the Court's unitary status determination to the Ninth Circuit Court of Appeals. In July 2011, the Ninth Circuit reversed the District's Court grant of unitary status and remanded the case back to the District Court for further proceedings. On remand, the District Court appointed a Special Master in January, 2012. The Court Order appointing the Special Master outlined the Special Master's duties, which included drafting a Unitary Status Plan that would lead to a determination of unitary status. The Parties negotiated the terms of the Unitary Status Plan, and in December 2012, the Parties submitted to the Court a Joint Unitary Status Plan

Noting Areas of Disagreement. The Parties substantially agreed to the provisions of the Plan subject to certain objections that were briefed to the Court. In February 2013, the District Court entered an Order approving the Unitary Status Plan and resolving the areas of disagreement. The court-ordered Unitary Status Plan requires Tucson Unified School District to continue to implement magnet schools and programs as a strategy for assigning students to schools and to provide students with the opportunity to attend an integrated school. The Unitary Status Plan requires the district to create a comprehensive Magnet School Plan by April 1, 2013.

During the 2011-12 school year, the District commissioned an external audit of its magnet schools and programs. The study was conducted by Education Consulting Services. It looked at a number of issues, including equity of access, diversity, unique theme/pedagogy, instruction, professional development, specialized staff, academic excellence, parent involvement, and community partnerships. The study uncovered many trends that have since been addressed by creating a Magnet Department with a qualified Magnet Director. The magnet department has developed evaluation protocols for the magnet programs; outlined requirements for teacher training in theme based methodologies and pedagogy and provided guidance on strengthening programs. Since the creation of the magnet department, the vision for TUSD's magnet programs has become more focused and decisions data-driven.

The court ordered Unitary Status Plan requires the District to use the 2011 Magnet Study as a basis for developing a comprehensive magnet plan that focuses on integrity in the implementation of magnet themes and in achieving integration in the District's magnet schools. In developing the comprehensive magnet plan, a collaborative group of stakeholders and a magnet consultant reviewed the magnet schools and programs.

The five participating schools and selected magnet themes in this MSAP project have been chosen to meet the demands required of the District to implement magnet schools and programs that are racially integrated, and that provide our students with high quality curricula, resources and instruction that will give them the academic and educational skills they need to succeed in the future.

The need to reduce minority isolation and achieve integration-

Under the Unitary Status Plan, an integrated school is defined as "any school in which no racial or ethnic group varies from the district average for that grade level by more than +/- 15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment". Since magnet school programs currently pull 50% of their population from within their attendance boundaries, this requirement can be challenging and necessitates that magnet programs offer themes that are attractive to district parents who also have the option of open enrollment.

Figure 1 details the enrollment by ethnicity for each school. As the table shows, both Cragin and Tully meet the criteria of no single racial or ethnic group exceeding 70% of the school's enrollment. The highest percentage of enrolled students is Hispanics at 51% at Cragin and 69% at Tully. The three remaining schools, Mansfeld, Utterback, and Cholla are considered "racially concentrated" with the percentage of Hispanic students at 77%, 74%, and 77% respectively.

Figure 1. Percentage of student enrollment by school by ethnicity - October 1 2012 (rounded)

School	White	Black or African American	Hispanic/ Latino	American Indian/ Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or more Races	Total Number of students
Cragin	25%	11%	51%	2%	1%	0%	9%	348
Tully	10%	9%	69%	3%	2%	0%	6%	429
Mansfeld	10%	4%	77%	3%	2%	0%	3%	690
Utterback	6%	9%	74%	4%	0%	0%	6%	711
Cholla	9%	4%	77%	6%	0%	0%	3%	1607
District	23%	5%	61%	4%	2%	0%	5%	51235

Figure 2 looks at the second criteria for racial integration – that no single racial/ethnic group varies from the District average by +/- 15% for each grade level (Elementary, Middle and High School). As the table shows, when race and ethnic groups are compared to the District average, there are only two cases where the percentage of a single race or ethnic group is below or above the District average by 15%. The percentage of Hispanic students at Cholla High School exceeds the district high school average by 22%, while the percentage of White students is 19% below the District average. To meet the definition of integration, Cholla will need to increase the number of White students attending as well as decrease the percentage of Hispanic students. Attracting students by expanding their existing International Baccalaureate Diploma magnet program (11th and 12th grade) to include a Middle Years Programme for 9th and 10th graders will assist in meeting this objective.

Figure 2. Percentage of student enrollment by school and ethnicity; District average by grade level (rounded) – October 1 2012

School	White	Black or African American	Hispanic/ Latino	American Indian/ Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or more Races	Total Number of students
Cragin	25%	11%	51%	2%	1%	0%	9%	348
Tully	10%	9%	69%	3%	2%	0%	6%	429
District Elem	21%	5%	63%	4%	1%	0%	6%	25022
Mansfeld	10%	4%	77%	3%	2%	0%	3%	690
Utterback	6%	9%	74%	4%	0%	0%	6%	711
District Middle	20%	5%	64%	4%	2%	0%	5%	11260
Cholla	9%	4%	77%	6%	0%	0%	3%	1607
District High	28%	6%	55%	3%	3%	0%	4%	14953
District Total	23%	5%	61%	4%	2%	0%	5%	51235

Reducing minority isolation by decreasing the percentage of Hispanic students and attracting more students from the other racial/ethnic groups at these three sites is an important component of meeting the District's desegregation goals, and is a primary objective of the

MSAP program. The creation of school pipelines where students can move from elementary schools to middle school by continuing within a Magnet theme will assist in this process.

The need to address low academic performance with high quality magnet programs

While addressing the need to meet the desegregation goals of the District, the District faces challenges with respect to low student achievement. Table 3 provides three years of student performance in reading for the proposed schools as measured by the state standardized assessment – AIMS. As the Figure 3 shows, there is a great deal of variation across schools.

Figure 3. Percentage of students who meet or exceed state standards in reading as measured by AIMS

School	Spring 2010	Spring 2011	Spring 2012
Cragin	59	67	63
Tully	64	79	71
Mansfeld	67	70	69
Utterback	67	65	61
Cholla	56	52	61
District Total	**68**	**70**	**70**

The majority of the proposed schools are below the District percentage of 70%. With the exception of Utterback, the schools showed improvement in reading mastery levels from 2010 to 2012. However, increases realized in 2011 were not sustained in 2012. Only Cholla improved their reading scores by 9% between 2011 and 2012, while the rest saw a decrease. Annual variation is to be expected but between 28% and 39% of students in these schools is below grade level in reading.

While reading achievement scores are discouraging, the results for mathematics are appalling. With the exception of Tully, who has remained above the District percentage of 50% in mathematics, almost two-thirds of the students at the other schools have not met proficiency

standards in mathematics. Table 4 delineates state achievement test results in mathematics over three years.

Table 4. Percentage of students who meet or exceed state standards in mathematics as measured by AIMS

School	Spring 2010	Spring 2011	Spring 2012
Cragin	38	42	43
Tully	53	67	67
Mansfeld	34	36	37
Utterback	33	29	32
Cholla	37	31	28
District Total	**46**	**47**	**49**

Since mathematics is highly hierarchical in learning, it is difficult for students who do not have early foundational skills to understand the later material. Building mathematical skills in elementary school and middle schools is critical for high school success.

Low student performance on the current state standards does not bode well for students as we move towards full implementation of the more rigorous and challenging standards of the Arizona Common Core Standards. These Core Standards:

- Align with college and work expectations
- Are clear, understandable and consistent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Informed by other top performing countries to prepare all students to succeed in our global economy and society
- Are evidence-based

Providing high quality curricula and instruction is critical in preparing our students for these changes.

(a) Tucson Unified has identified the costs of fully implementing the magnet schools project as proposed.

As the second largest school district in Arizona, Tucson Unified is facing enormous challenges including an overwhelming budget deficit, racially isolated schools, and low academic achievement gaps, and magnet programs in need of revision. The needs are significant and resources are needed to address them. The cost to implement this project is averages $3.8 million for each year.

Costs are driven by the need to create two new magnet schools and completely revise three existing magnet schools. These costs include implementation of distinctive education programs that will attract and retain students, thus reducing minority group isolation. This will result in an improved racial balance within the school communities. The schools included in this application recognize the achievement gaps between minority and non-minority students, yet are falling short of successfully serving the diverse populations that reside within the district boundaries.

Effective program development and implementation require whole school systemic reform. Such reform requires the involvement of all stakeholders. Research-based, quality resources and programs are needed that involve parents and the Tucson community in a dynamic and exciting collaborative partnership with magnet schools.

The leadership and staff at the five schools acknowledge the hard work that is required for systemic reform. They know that extra hours will be required and understand the need to commit to a program with absolute fidelity. They are willing to invest their expertise and resources with the goal of creating a rigorous, vertically articulated magnet curriculum at each school. Costs include training stakeholders and implementing innovative educational methods and practices that promote diversity and improve school climate. To be competitive in recruiting

efforts, up-to-date resources and technology as well as training for key personnel is needed. Specific costs are delineated with description in Part Three: Budget Narrative.

(b) The resources available to TUSD to carry out the project if funds are not provided

Like many school districts across the nation, Tucson Unified School District is facing a reduction of funding from the State and other sources. State education funding has been drastically reduced due to a variety of factors, including the elimination of the "penny sales tax," housing foreclosures, and increased community mobility. The state of Arizona has experienced drastic cuts to educational funding moving from $5,300 per student in 2010 to less than $4,800 per student in 2013. The down-turned economy has hit the Tucson community hard, with the number of students receiving free and reduced lunch increasing by 11% since 2010.

In addition to increased mobility, there are other factors that have contributed to a loss in Tucson Unified student enrollment. These include an aging population, immigration legislation and increased charter school enrollment, and have resulted in the district losing an average of 3,000 students per year. Tucson Unified enrolls 70% of the student population that resides within its boundaries and currently has 13,000 empty seats. In order to cut costs and become more efficient, TUSD has consolidated and/or closed 16 in the past three years. In 2010 TUSD closed and/or consolidated 7 schools and will be closing/consolidating an additional nine at the end of this school year. Despite expected savings from these actions, the current budget shortfall is estimated at $17 million. Proposed cuts approved by district's Governing Board include the elimination of counselors, librarians, administrators, and academic support staff at the sites, and central personnel at the district level.

With decreasing enrollment brought about by demographic changes in the Tucson metropolitan area, financial resources will continue to decline (100th day enrollment has dropped

from 55,398 students in 2010 to 50,790 in 2013 – an 8.3% drop). In addition, the total costs of implementing the Unitary Status Plan (USP) means that desegregation funding streams currently allocated to the schools will be further reduced. There are no alternative financial resources available at this time to support the five magnet programs that are proposed.

Though Tucson Unified School District is fully committed to the concept of magnet schools, with a budget shortfall and decreased desegregation funds available there are no resources to support new or revised programs. Research shows that magnet schools reduce minority group isolation and data indicates magnet schools historically improve student achievement. Tucson Unified School District has created a magnet department which oversees and manages all phases of magnet schools, including program development, curriculum, assessment, professional development, program evaluation, monitoring, marketing, recruitment, parent involvement and community outreach. In order to create and refine the five magnet school programs included in this grant, federal funding is absolutely crucial.

(c) The extent to which the costs of the project exceed TUSD's resources

In light of school closures, elimination of positions, and decrease in services, to be successful we must find a way to provide the very support that is being eliminated. Robust magnet programs and Kindergarten through 12th grade pipelines are essential. The funding from the MSAP grant will provide high quality professional development, rigorous curriculum, state-of-the art technology, and intervention and enrichment opportunities for students. Parents will have more options for school choice, including completed vertical articulation of programs.

(d) Tucson Unified has identified the difficulties in carrying out the approved plan (design of project, type of program, location).

Challenges in carrying out the approved plan include developing a comprehensive plan for implementation, careful identification of the schools to be involved, and thoughtful choice of themes to be emphasized.

A plan for successful implementation has been created and is addressed in the Plan of Operation section. This Plan includes the creation of an effective Magnet Leadership Team that is trained in transition management and teacher training in theme based pedagogy. All portions of this plan are outcome driven by the project's goals to reduce minority group isolation, improve student achievement, increase parent and community involvement, and build sustainable programs.

Schools were carefully chosen based on current levels of minority isolation, capacity, and location within the Tucson Unified School District. Themes were identified for inclusion into completed Kindergarten – 12th grade magnet pipelines in response to expressed stakeholder interest and support in programs which offer options for art education and increased academic rigor. The creation of pipelines that are attractive to parents around the district will lead to programs that are increasingly desegregated. The choice of themes that are rigorous and integrated will lead to students who are academically successful.

For example, a continuation of the strong elementary and middle school IB programs that have been established with the support of our existing MSAP grant is being extended to 9th and 10th graders at Cholla High School. This will complete the K-12 IB pipeline, allowing all IB schools to be better able to attract the diverse population they need to meet the intent of integration within an academically rigorous program.

PRIORITY 4: PROMOTING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) EDUCATION

a) Tucson Unified will provide students with increased access to rigorous and engaging coursework in STEM education.

Tucson is an outstanding location for the creation of a STEM magnet school pipeline. Tucson has a broad range of industry, business and higher education based on robust elements of science and engineering. The University of Arizona has a world renowned College of Science and Engineering. The Raytheon Company in Tucson has created math and engineering programs for local K-12 students, basing their business outreach on the need to help schools develop college and career-ready graduates. In addition, Tucson is the location of the UA Bioscience Park, a collaborative think tank and institute, focused on developing creative and innovative partnerships with local and national companies, including the UA Medical Center, and the Food and Drug Administration. Through the creation of successful and sustainable STEM education, grades K-12 students in Tucson Unified will have the unique opportunity to become "homegrown engineers" with worldwide opportunities.

The mission of the STEM education at Tully Elementary and Mansfeld Middle schools will be to provide students with increased access to a rigorous and engaging curriculum using an inquiry-based study of science while authentically applying mathematics, technology and engineering. STEM education combines related disciplines, currently viewed as independent subjects with little overlap, into a single integrated program that emphasizes the interdependency between Science, Technology, Engineering, and Math and their applications to everyday life. STEM curriculum and pedagogy provides project-based, relevant learning experiences for students using a method of teaching and learning that goes beyond the mere transfer of

knowledge. Students gain a deeper understanding of how things work and apply these understandings when answering questions and solving problems of local and global importance.

STEM magnet programs developed through this grant will provide systemic reform by transforming typical teacher-centered classrooms into laboratories where local and national experts from diverse backgrounds work side by side with students exploring solutions relevant to the learners and the community. Developing a curriculum that is built upon 21st century skills using problem-solving, discovery, and exploratory learning through active engagement will allow students and community members to build ongoing mentor/student relationships that students would not be able to access otherwise. Given the proximity to relevant, hands-on science, mathematics, engineering, and technology experiences through community and business partnerships, students will have access to world-class research facilities.

Creating and sustaining a program with this level of rigor and access necessitates the need for carefully planned and incremental implementation. To ensure success, TUSD will utilize the STEM Immersion Matrix for Schools and Districts. This matrix was developed through the collaboration of The Arizona STEM Network, led by Science Foundation of Arizona and the Maricopa County Education Service Agency. STEM immersion will occur over a three year period during which three phases will be implemented.

The first phase, Introductory Model, is crucial for development of a long term focus, community interest and support. During this phase, the staff at Tully Elementary School and Mansfeld Middle School, along with Tucson Magnet High School and Palo Verde Magnet High School, will work collaboratively to develop a K-12 STEM curriculum. Teachers will plan and deliver interdisciplinary units as grade level and/or content-area teams, embedding technology tools and applications as students engage in collection and analysis of data, develop arguments

based on evidence, and communicate their thinking and learning through guided inquiry. Teachers will receive concentrated and ongoing training through professional development opportunities through the district, local partnerships, and national organizations. Two key components of this phase is the development of relationships with area business partners and providing multiple and varied opportunities for family and community engagement.

In year two, STEM schools will implement the Partial Immersion Model where STEM experiences are integrated into a non-traditional school day. Schools will provide opportunities for students to participate in problem-solving and project-based units with integrated content across STEM subjects. Teachers will practice limited amounts of direct instruction while facilitating students moving through STEM inquiries and use authentic performance-based assessment practices to encourage and support growth of standards-based, rigorous content knowledge and skills. They will develop cross-curricular content that is embedded into the traditional curriculum through established professional learning communities. The family and community involvement component is strengthened through an increased number of family activities and developing long term STEM advocates with local and national partners.

By year three, the STEM schools will implement the Full Immersion Model where the school will look more like a 21st Century workplace rather than a traditional K-12 school. Problem based learning will drive the curriculum and students will constantly collaborate to solve authentic problems, propose solutions and contribute ideas to the local, national, and worldwide communities. As training continues, teachers will take on a facilitative role as students participate in open-ended inquiry and problem solving. Strong, sustained family and business relationships will be embedded into the school culture as all stakeholders become long-standing STEM advocates.

Tully will begin the Introductory Model by implementing STEM curriculum designed by Engineering is Elementary (EiE). This project is supported by the National Science Foundation, the National Institute of Standards and Technology and industries such as Raytheon, Intel, and Cisco Systems, all companies with locations in Tucson. The EiE project has developed curriculum that is research-based and driven by Common Core standards which integrate engineering and technology concepts and skills with elementary science topics.

When students transition from Tully to Mansfeld Middle School, they will be ready for the rigors of in-depth STEM coursework. This will be accomplished through the implementation of the STEM Academy, a national not-for-profit organization dedicated to improving STEM literacy for all students. This curriculum was selected because it is specifically designed to improve under-represented minority and low-income student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates and improve teacher and principal effectiveness.

b) Tucson Unified will increase the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

Teachers will be required to receive STEM-specific training. Professional development opportunities will focus on content and instructional practices within the STEM classroom. There are opportunities for professional development through multitude of programs. Tucson Unified School District is initiating STEM programs throughout the district and as a result has partnerships with local entities such as the Arizona Center for STEM Teachers. The Arizona Center for STEM Teachers was created through a $1.5 million grant by Science Foundation Arizona (SFAz) and to the University of Arizona's B2 Institute to establish a resource and training center that will expand the quality and retention of science, technology, engineering and

mathematics (STEM) teachers in Arizona.

Currently, opportunities for STEM professional development are exploding across Arizona and the nation. The National Science Teachers Association is a leader in professional development that increases teachers' content knowledge, along with the pedagogy necessary to effectively design, implement, and assess STEM learning. These online and face-to-face professional development opportunities will provide an array of STEM learning opportunities for all educators in TUSD. Additionally, the Arizona Science Teachers Association, in partnership with the Arizona Association of Teachers of Mathematics and the Arizona Technology Education Association, will provide local and ongoing institutes and courses that provide the professional development and support needed to sustain the learning of teachers and administrators.

PLAN OF OPERATION

i. Tucson Unified has developed an effective management plan to ensure proper and efficient administration of the project.

To ensure proper and efficient administration of the magnet project, Tucson Unified will create the MSAP Leadership Team. This team will be comprised of the Program Director, Program Specialist, Instructional Data Intervention Specialist, the internal evaluator, and sometimes the external evaluator. The MSAP Leadership Team will use three tools to ensure quality implementation: *Managing Transitions, Making The Most of Change* by William Bridges (2009), *Project Charter Process*, by Lee Hayden (2012), and *Understanding by Design* (DuFour, 2009).

The MSAP Leadership Team will develop comprehensive implementation strategies, known as Charters, for each theme and campus by using the *Project Charter Process*, developed by Lee Hayden (Hayden, 2012) that explicitly outlines the project purpose, project description, project objectives and success criteria, requirements, constraints, assumptions, risks, deliverables, summary milestones, and budget requirements. Each phase of the proposed activities will have a Project Charter that will allow the team to guide the implementation of the grant activities with absolute fidelity. All Project Charters will be logged into SharePoint (Microsoft) as both a tracking mechanism and communication tool.

With the MSAP Leadership Team in place, and using Transitional Management strategies, Project Charter Process, and Understanding by Design, the progress toward grant objectives will be reviewed, monitored and adjusted as needed. All information and outcomes will be transparent to all stakeholders through the use of SharePoint. This level of transparency will allow for collaborative problem solving for all magnet school programs within the MSAP grant.

Keeping in mind that change and transition are different, this project will be using *Managing Transitions, Making The Most of Change* by William Bridges (2009), as an approach to begin to prepare school communities even before the grant is funded. Change is situational while transition is psychological; people have to internalize the process by unplugging from the old and plugging into the new. Knowing that the MSAP Leadership Team must, in a short amount of time, transform the landscape and move each of the magnet schools within this grant from an initial idea to full-scale implementation, transition management training will be provided to all administration and MSAP Leadership Team. Starting in March, 2013, the Project Director and MSAP Leadership team will facilitate the transition management process to support the MSAP proposed magnet schools in developing and implementing a comprehensive transitional plan that will efficiently initiate the change process; a lesson learned from the 2010 cycle. In the 2010 grant cycle, the entire first year was spent embracing the change. During the 2013 grant cycle, school staff will receive front-loaded training on thematic curriculum implementation and pedagogy.

ii. Tucson Unified has designed an effective plan to attain specific outcomes.

This project was designed with specific objectives in mind. These objectives are directly aligned to the purposes of each program's magnet theme. The project objectives will be: 1) reduce minority group isolation; 2) improve student achievement; 3) greater parental decision making and involvement. By achieving these objectives, the project will be sustainable.

The management plan will accomplish the purposes of the program-

Each level of program management is nested within the next level to ensure attainment of the project outcomes. All levels surround the classroom with continuous support. Direct support for

the classroom will come from the school level magnet team which in turn will be guided by the MSAP Magnet Team. The classroom, school, and district will receive input and support from the community. All levels will be involved in programmatic decision making to attain the outcomes of promoting desegregation, increasing student achievement, and reducing minority isolation.

The community will provide valuable resources including people, funding, materials, and ideas. National and local businesses and organizations, community members, and parents will participate. The community will work closely with all levels of program management, particularly the MSAP Leadership Team, schools and teachers.

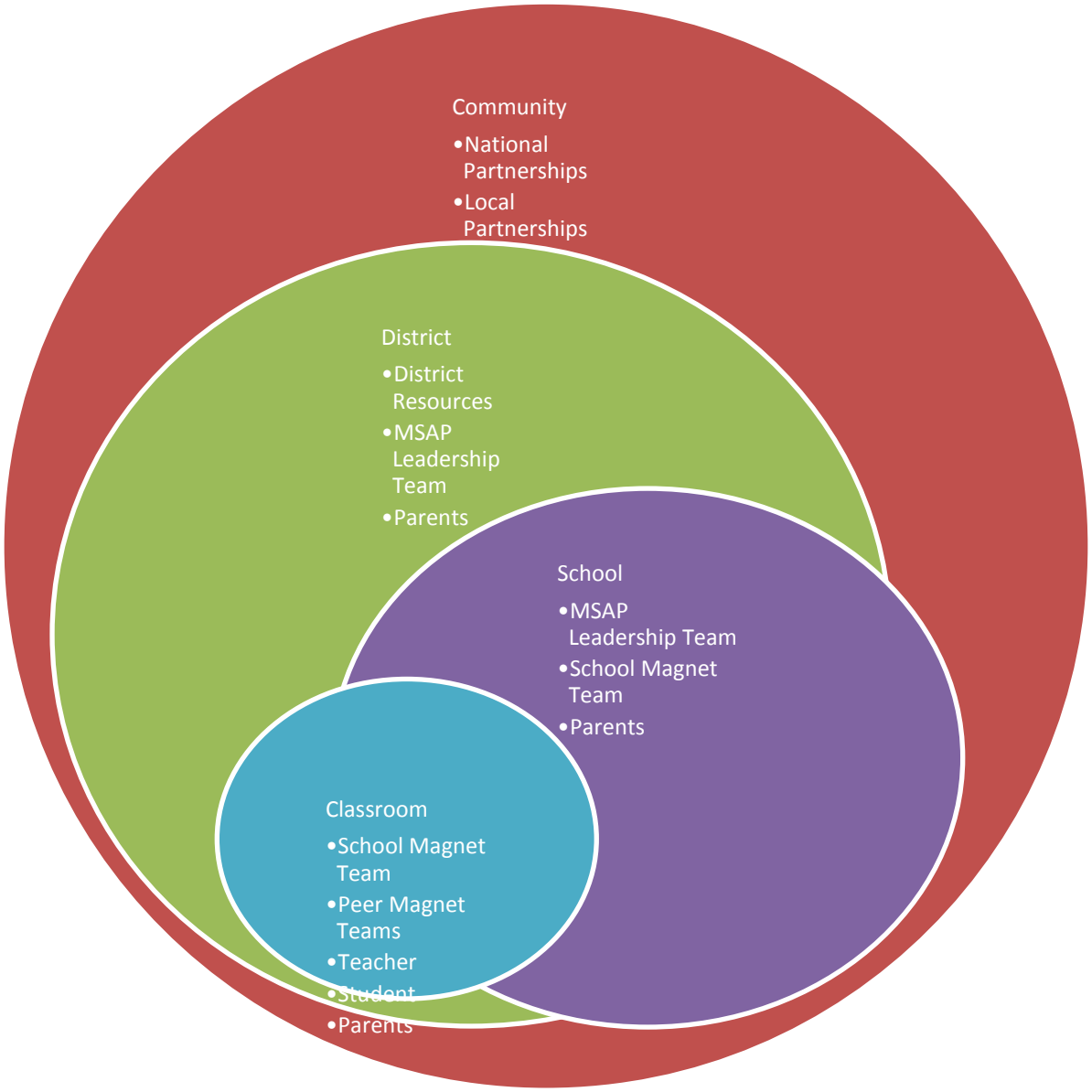
The MSAP Leadership Team will oversee the program budget and personnel as well as magnet theme development and professional development at each school. The MSAP Leadership Team will create lines of communication among all management levels in order to report progress towards meeting project goals to all stakeholders. Under the supervision of the Project Manager, the Project Specialist and Instructional Data Intervention Specialist will work directly with each school's magnet team to implement the magnet themes. They will coordinate professional development available through the district and community. In addition, the MSAP Leadership Team will provide coaching on pedagogy, instruction, intervention and enrichment strategies for school level teams and teachers.

Each of the five schools will be supported by a magnet team which will include the principal, magnet coordinator, instructional coach, representatives from each grade level and department, community members, and parents. Each school's culture will be built around the magnet theme, providing instructional support to teachers and students, and developing relationships with the

community. The five schools will report progress to the MSAP Leadership Team and classroom teachers.

Input from the students and teachers will be used to drive decisions made at the school, district and community levels (See Figure 10). All decisions and activities at all levels of management will focus on creating a successful instructional environment that promotes each magnet theme.

Figure 10. Magnet Theme Based on Input at All Levels



(A) Specific outcomes are attainable within the project period.

The MSAP Leadership Team will task analyze both the requirements and activities of the grant by using the Project Charter Process (Hayden, 2012). A timeline with specific report requirements and deadlines will be created to ensure that all grant objectives are met. Monthly progress updates will document progress toward meeting the grant objectives and will be required from each site. Monthly meetings will be held for schools operating under the same theme. The internal evaluator will meet each quarter with all key grant personnel to track progress. As a result of these quarterly meetings, a succinct report of MSAP compliance will be provided to all stakeholders from the MSAP Leadership Team and Magnet Department.
The comprehensive implementation plan will include measurable and quantifiable goals that align with the primary objectives of the MSAP grant to reduce or prevent minority isolation, improve student achievement, increase parent involvement, and create sustainability after the funding cycle is complete. This will be accomplished by providing high quality professional development, ensuring that research-based, data driven pedagogy is implemented, involving parents as partners, and engaging the community in the process.

(B) Outcomes are measurable and quantifiable.

As detailed in the Evaluation Plan, all outcomes of the MSAP projects are measurable and quantifiable. Data points will be created in collaboration with the MSAP Leadership Team, school Magnet Teams and the internal evaluator that will support accurate pacing and monitoring of program implementation.

Based on the results of the data used to determine if the measurable and quantifiable goals are being met, the MSAP Leadership Team will regularly track progress toward meeting projected outcomes. For example, the Team will regularly 1) Review student enrollment data and

achievement, 2) Check marketing and recruitment for success benchmarks, 3) Monitor parent involvement by number of hours of workshop/lab/volunteer participation hours. Frequent monitoring by the MSAP Leadership Team will allow for creative problem solving, should barriers be presented. The progress in implementation the Project Charter Process and data generated from activities will be reported to constituents at the school level, district level and the community.

All key personnel, from teachers to grade-level teams, horizontal teams, PLCs, school leadership teams, magnet teams within the theme pipeline, and the MSAP Leadership Team will be involved in gathering and analyzing data to determine the effectiveness of the plan in meeting program objectives toward reducing or eliminating minority group isolation and increasing student achievement. Data from marketing and recruitment will be analyzed monthly and trends will be noted so that the marketing plans can be refined for each magnet school community's specific needs. Assessment data from the classroom level will be analyzed bi-weekly by PLCs and school level coordinators and monthly by the MSAP Leadership Team. Quarterly assessments will disaggregate to determine achievement trajectories and identify gaps between minority groups. This data will be used to adjust lesson planning and instruction and will be used to create and implement intervention and enrichment programs. Continuous assessment and reflections regarding theme implementation, instruction, curriculum, assessment and intervention will be conducted and programs adjusted as needed. This will support magnet theme program success and sustainability.

(C) The management plan is effective in determining the project's progress in meeting its intended outcomes.

By frequently monitoring and adjusting a structured immersion model, each year of implementation will result in stronger magnet school programs that are demonstrating tangible progress towards grant objectives. Advancement will be measured by quantifiable outcomes, and data will be used to continually improve and strengthen each program. This will allow the MSAP Leadership Team, working with the internal and external evaluators, to monitor and adjust program implementation to ensure that intended objectives are met. This plan includes a support system of highly qualified and passionate educators. It also engages the vast resources of the district and the greater Tucson community. By engaging these resources, the district will have a larger capacity to invest and commit to the implementation to this project.

Using *Understanding by Design* strategies (UbD), (DuFour), each school will use backward design in order create a comprehensive implementation plan. Schools will align the program implementation plan to the indicators used in the internal magnet review and to the MSAP Compliance Monitoring Indicators to ensure that all aspects of the program are being continually addressed and evaluated. This will ensure that all multi-year projects will meet the intended outcomes. By monitoring student benchmark data, Annual Progress Reports, and Ad Hoc Reports, the MSAP Leadership Team will provide guidance as how to monitor and adjust multi-year funded projects according to the MSAP grant objectives. The MSAP Leadership Team will be responsible for keeping the goals of the magnet programs at the forefront of all decision making.

iii. The management plan effectively uses resources and personnel to achieve the objectives of the project, including utilizing key personnel to complete tasks and achieve the objectives of the project.

The Magnet Office has coordinated with district level departments such as Fine Arts Department, Math Innovation Team, and Science Resource Center as well as with site level administration to determine each school's existing resources and personnel and identify additional needs to meet the objectives of the project. These departments will offer content expertise as we develop curriculum and will provide professional development linked to the magnet themes. The MSAP Leadership Team will provide oversight that can leverage district support outside of MSAP to best utilize resources more effectively. Using the Project Charter Process, all departments across the district will be linked to projects (activities) and are considered stakeholders. Project Charter Stakeholders can have direct involvement via SharePoint, a Microsoft communication system.

By creating a district level support team, resources from within the grant programs and within the district can be effectively leveraged to meet the needs of students, teachers, school leadership teams and programs. This approach garners commitment beyond the schools involved in the MSAP initiatives and expands the commitment throughout the district and wider community.

District resources will be utilized to support the grant activity efforts. Key stakeholder departments include: Curriculum and Professional Development, Language Acquisition, Tile I, Parent and Family Resources, Student Equity, Desegregation Department, Community Services (enrollment), McKinney Vento, Counseling, Elementary Leadership, Secondary Leadership, Transportation, Operations, Human Resources, and Finance.

An underutilized resource is parents. Each school will establish a magnet advisory committee in which parents can have a voice in the implementation of the magnet theme. This committee will provide recommendations to the MSAP Leadership Team. In addition, high-quality program activities will be offered that encourage parent involvement at each school, especially in efforts related to increasing student achievement. These activities will be coordinated with Title I and Family Centers, required in the USP, in order to leverage resources. Community resources will be explored and nurtured so that these assets will extend beyond the period of federal financial assistance.

When looking at the resources in totality, there is an immense force behind the success of this project: district leadership, school leadership, magnet leadership, magnet teams, teachers, resource staff, families and community members all acting together with a unified mission – to reduce minority isolation and to improve student achievement.

The responsibilities of key personnel are:

Project Director- (.25 FTE) - The Project Director is responsible for Magnet Assistance Grant implementation. This position will be responsible for all components of program implementation; development and monitoring of transitional management plan, enrollment, program measures, reporting at all levels (school, district, local and federal), marketing and recruitment, and fiscal management. The Project Director will liaise in district level advisory committees. Also, because marketing and recruitment is unique to each school, the Project Director will work to leverage school marketing plans and funding in order to achieve maximum marketing impact.

Project Specialist- (1FTE) - The Project Specialist will work with MSAP recipients to implement the projects as outlined in the grant. This position will be responsible for all aspects

of data gathering, program measures, instructional delivery, professional development, and all MSAP compliance documentation per school by working with school level coordinators and teachers. The Project Specialist will work to support schools in development and implementation of curriculum, assessments, procuring equipment and supplies, professional development, parent involvement activities, recruitment and community outreach. The Project Specialist reports to Project Director.

Instructional Data Intervention Specialist: (1 FTE) - The Instructional Data Intervention Specialist will track student progress in meeting Common Core standards. This position will work directly with school leadership teams and teachers in analyzing student formative and summative data and creating interventions and enrichment opportunities that are aligned to the unique curriculum found in each MSAP magnet theme. The Instructional Data Intervention Specialist will also provide instructional coaching to improve teacher effectiveness. This position will support principals and teachers in creating, adjusting, and differentiating interventions and enrichment to meet individual student needs. The specialist will work to collaborate with other programs (21st Century, Library Programs, Boys and Girls Clubs etc.) to leverage all possible resources to implement comprehensive extended day programs that are aligned to specific magnet themes and content/skills needed by students.

The MSAP Leadership Team will work closely with both the internal and external evaluators to ensure that all project objectives are achieved.

School Level Leadership- Principals will set the expectations for their magnet schools with support from the MSAP Leadership Team. Principals will be coached by the Project Director to embrace the mindset of leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, and preparing teachers both

academically and socially for collaboration. School level leadership will work with the MSAP Leadership team to keep the shared vision and purpose at the forefront of all decision making. Principals and the Project Director will work together to create structures for professional learning communities and teaming for teachers including common planning time within the school day to support data-driven, cross curricular collaboration and professional learning.

School level leadership will create a comprehensive site level Magnet Team that includes representatives from each grade level as well as, exceptional education, English Language Development and community representation. This team will monitor both vertical grade level teams and horizontal teams and will focus on magnet theme implementation, curriculum and instruction, and student achievement. The Instructional Data and Intervention Specialist will work with school teams and individual teachers to track student progress and create student centered interventions and enrichments that are aligned to the unique curriculum. Magnet School Teams will meet bi-weekly with the Instructional Data and Intervention Specialist, and will meet quarterly with the Project Director and Project Coordinator to track progress.

School-level Magnet Coordinators- (1 FTE per MSAP recipient)

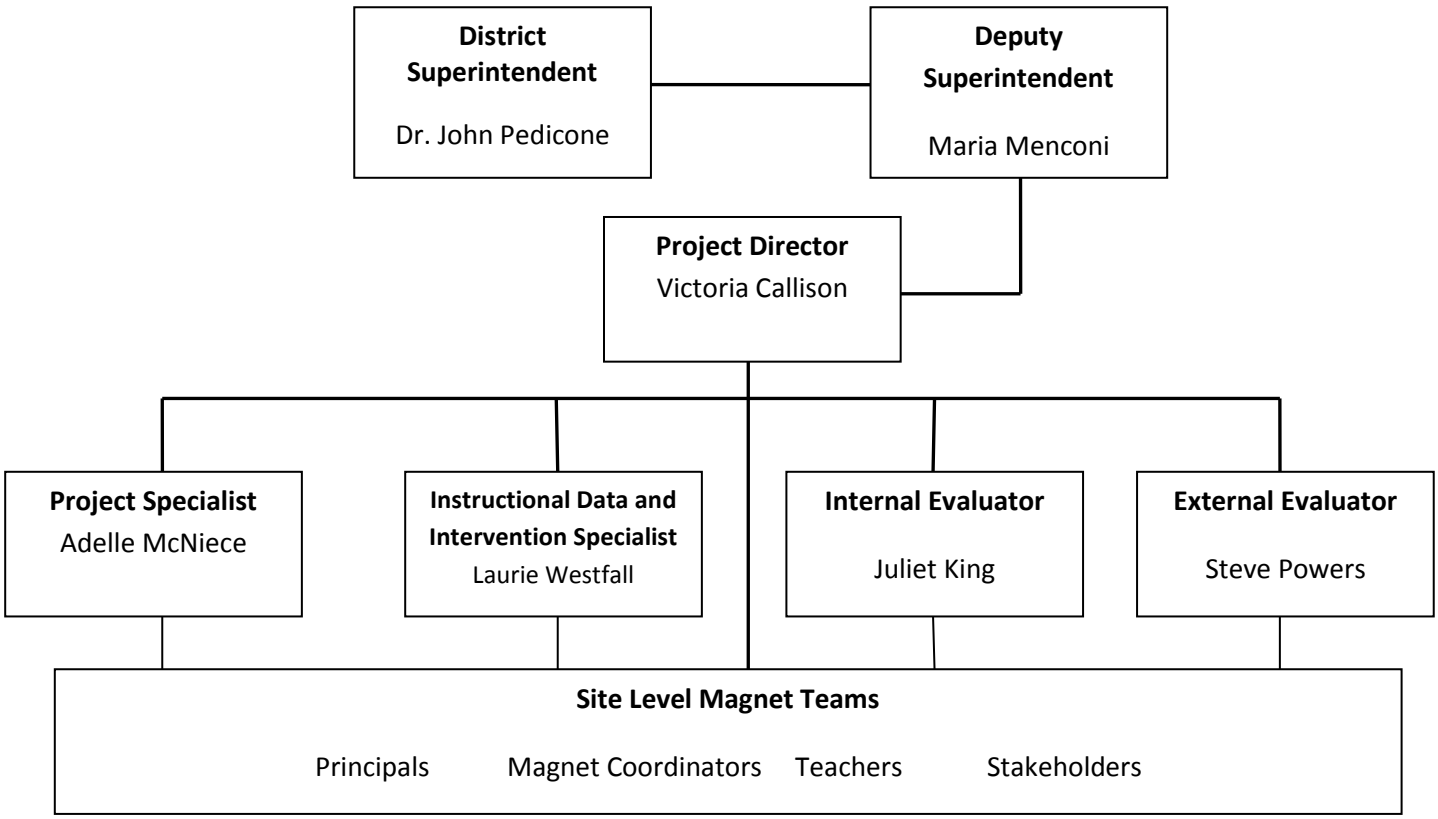
School-level Coordinators work directly with teachers, PLCs, horizontal teams, and vertical teams in implementing curriculum with fidelity. Coordinators will work with the MSAP Leadership Team to analyze student data, provide instructional coaching, curriculum development, and professional development. As a critical part of the data review, Coordinators will track program participants that have been traditionally underserved by looking at subgroups (i.e. English Language Learners, Exceptional Education, Ethnic Minority Groups, and Gender) to determine that there are no disparities in participation and performance. At school sites, the principal and counselors will increase efforts to support these populations in succeeding in

traditionally underrepresented courses. This is especially true for the girls and other underrepresented populations that could be recruited to participate in the STEM pipeline. School-level Coordinators are imbedded in school level budgets and are keys to program implementation. Magnet Coordinators report directly to school principals.

Classroom Level-

The classroom teacher holds a primary responsibility for the delivery of continuous, contiguous, articulated, theme-based instruction as well as student achievement. Classroom level implementation of the school magnet theme will be delivered within an academically rigorous curriculum. The educational environment within each classroom will be one in which high achievement is a constant expectation. Teachers and school staff will be provided with the professional development and vertical and horizontal planning time needed in order to allow for the comprehensive development of theme-based curriculum.

Figure 11. Organizational Chart of District and Site Level Magnet Leadership Teams



Collaboration and sharing are keys to well-managed programs. The MSAP Leadership Team and School Magnet Leadership Teams will meet at least quarterly to share progress, successes and challenges. This group of team members will be the MSAP District Leadership Team. The results of quantifiable measures will be reported to departmental and community groups to leverage resources outside the scope of the MSAP program. The chart below (Figure 11) delineates the relationships envisioned.

iv. The management plan ensures equal access and treatment for eligible project participants who have been traditionally underrepresented.

The magnet schools in this proposal will offer a challenging, meaningful curriculum that is accessible to students of all ethnicities, backgrounds and ability levels. Along with curriculum, innovative instructional strategies will be implemented to accommodate a variety of learning styles with active student engagement will be at the heart of every lesson. By implementing these strategies, achievement disparities will be reduced between minority students and those students who have been underserved; girls in math, science, and technology courses, students with Exceptional Education needs and disabilities, and English Language Learners. Girls and other underrepresented populations will be actively recruited to participate in the STEM pipeline and in IB coursework. High quality, exciting activities will be created to increase student interaction opportunities. Student accomplishments from will be highlighted which will include: Creating science and math clubs; Competitions, and Showcases. All students will gain more confidence and experience in relating to other students. In turn, all students will have broadened perspectives and raise expectations for themselves and their peers. Student progress will be

monitored to utilize strategies and specialized instructional pedagogy to address student needs. All students will have multiple opportunities for interaction with peers from different backgrounds to understand the strengths each brings form cultural and personal experiences.

v. The plan will be effective in the recruitment of students from different social, economic, ethnic and racial backgrounds into magnet schools.

The proposed management plan addresses many of the lessons learned from the 2010 MSAP funding cycle with respect to the recruitment of diverse students through marketing. These lessons include key locations for schools, the need for program continuity, and using parents as part of recruitment and marketing, and the timeliness of recruitment and marketing.

Location of magnet schools and geographical access

Surveys conducted during the 2010 grant cycle indicate that a school's performance rating alone does not necessarily result in increased enrollment of white students. For example, CE Rose Elementary School is located in the center of one of the most ethnically isolated neighborhoods in Tucson. The school has 94% Hispanic enrollment and 92% free and reduced lunch. This school has seen great success in the last two years. The school has received several state and national awards and the principal is a Rodel Award recipient. As an "A" rated school, the expectation would be that white parents would be anxious to enroll their child in this school. However, open enrollment applications from parents outside the attendance area have remained the same for two years. It appears that there are perceived geographical barriers that determine school choice. To address this, Cragin and Mansfeld were selected with location as one of the primary factors. By locating the proposed magnet schools within an eight mile radius of the center of the district, these schools are more likely to attract a diverse population. New magnet

schools have been placed on the northern side of district to market to a large percentage of white families attending charter schools and to attract students from bordering districts.

Lack of Magnet Program Continuity-

Findings from surveys conducted through the 2010 MSAP grant and the district initiated surveys to determine parent priorities for their children's education have been informative. Parents communicated a need for arts-related programs, and science, technology, engineering and math programs that are engaging and challenging. Parents expressed concerns that there was a lack of program continuity for magnet schools. As a result of these findings, the proposed plan defines vertically articulated themes with the creation of K-12 pipelines.

Parents are key resources in recruitment and marketing-

The inclusion of parents in marketing and recruitment planning can help design appropriate marketing messages and provide outreach throughout the community. Parents will help design marketing messages that will appeal to other parents. Word of mouth is the best advertising!

Marketing and Recruitment -

In the 2010 MSAP cycle we learned that marketing needs to happen from the very beginning. By keeping the marketing and recruitment position and expanding the job responsibilities to training others how to recruit, the marketing and recruitment strategies will be sustainable. We also learned that some marketing strategies are more effective than others because they reach a targeted audience. Radio and television were much more effective than outdoor advertising and mailers. Representation at community events is a strategy we will use more effectively. Also, included in this marketing effort will be recruiting parents from schools that are being consolidated to larger schools. With this experience, we can start marketing immediately using the most effective strategies. In addition, Tucson Unified has created a

Communications Department that is branding and marketing the district. The magnet department can leverage this resource to expand marketing and recruitment strategies. Operating within a larger district context will help reach a broader audience.

Marketing and recruitment activities are an important component in achieving the objective of reducing minority isolation. To identify the most effective strategies and a number of process indicators have been developed, including the number of recruitment activities sponsored by school sites. Additional evaluation activities using qualitative methods will also be conducted to assess the effectiveness of marketing and recruitment activities. These include conducting interviews and/or focus groups with prospective parents and surveying prospective students regarding school choice and magnet programs. Information collected from these efforts will be used to refine recruitment messages and strategies to attract targeted outcomes at each site.

By offering magnet programs that are located in strategic parts of town, creating curriculum that is relevant to parent expectations, having parents help design the marketing messages, and rolling out a timely comprehensive targeted marketing campaign, this plan will be successful at recruiting students from different social, economic, ethnic, and racial backgrounds into the magnet schools thereby integrating the proposed magnet schools.

QUALITY OF PERSONNEL

The new and revised magnet school programs will utilize experienced, high quality, specially selected leadership staff. Each person considered for hire will undergo a rigorous hiring process to demonstrate expertise and commitment to innovative ideas and the use of best practices. Personnel employed by the project will have to demonstrate expertise in their field, understand and support the intent of magnet schools and knowledge of MSAP requirements. A summary of key project personnel and time commitments are shown in Figure 12 below.

Figure 12. Proposed Personnel Resources

PERSONNEL		NUMBER		DISTRICT FTE	MSAP FTE	TOTAL FTE
		Current	To Be Hired			
District Support	Superintendent	1		1		1
	Deputy Superintendent	1		1		1
	Project Director	1		.75	.25	1
	Admin. Assistant	1	.50		1.5	1.5
	Project Specialist		1		1	1
	Instructional Data Intervention Specialist		1		1	1
	Budget Technician	1		.75	.25	1
	Internal Evaluator	1		.75	.25	1
	Marketing/ Recruitment	1		.25	.75	1
Site Personnel	Magnet Coordinators	2	4	1	5	6
	Curriculum Coaches		5		5	5
	IB MYP Teachers		6		6	6
	Fine Arts Teachers		8		8	8
	STEM Specialists		4		4	4
	Teacher-Librarian, STEM Materials Specialist		1		1	1
TOTAL		**9**	**30.5**	**5.5**	**34**	**39.5**

(i) The project director for the Tucson Unified Magnet Assistance Program is qualified to manage the project.

Project Director - Victoria Callison, Magnet Director

Ms. Victoria Callison, Tucson Unified School District's Magnet Director, has more than 30 years of experience in education working with diverse populations. She has 15 years of experience in school administration, and has been the Magnet Director for Tucson Unified for three years. As a turn-around principal in Arizona, she has an in-depth understanding of educational reform. She has done private consulting with a variety of Local Education Agencies around the country. Her driving passion lies in bringing about change through professional development and innovative instruction. She consults with schools and educational organizations in implementing reform practices and transitional management. An adjunct professor at several colleges and universities and a Tucson native, she believes in the power of magnet programs to contribute to the educational prosperity of the community.

TUSD Required Professional Qualifications for the Project Director

- Master's Degree in Education, Educational Administration, K-12 Curriculum & Instruction or closely related field(s).
- Valid Supervisor PreK-12 Certificate, Arizona Administrative Certificate, or Principal Certificate
- Three (3) years teaching experience
- Five years program management and/or supervisory experience.
- Experience developing and managing budgets.
- Experience in writing successful local, state and federal grants.
- Previous work experience with magnet schools/programs.
- Knowledge of federal and state rules and regulations pertaining to the funding and implementation of grants.
- Knowledge and ability to use word processing, database, and spreadsheet programs.

- Excellent, and effective, verbal and written communication skills in English.
- Experience in working with diverse constituencies/populations.

Essential Functions of the Project Director-

- Coordinates central and site efforts to strengthen magnet programs; includes ensuring the continuity of specific magnet themes K-12.
- Develops a yearly magnet timeline plan of tasks including a five year/minimum 5-6 program rotating evaluation plan of existing magnet school programs.
- Identifies, investigates, and pursues all applicable federal, state, local and business assistance grants and/or relationship opportunities, including but not limited to the Magnet Schools Assistance Program Grant.
- Provides in-services and leadership to staff on district integration needs and magnet school policies and procedures.
- Takes leadership in directing, coordinating, planning, and implementing professional development related to magnet themes and shares research related to the themes and student learning.
- Directs curriculum specialists in the development of standards-aligned magnet curriculum at individual sites, directs development of new instructional strategies, directs the implementation and evaluation of new alternative programs including technology integration, and directs development of unique and distinctive curricular course offerings, etc.
- Facilitates principal and resource teacher meetings, collaborates with principals and teachers to develop course descriptions, syllabi, units of study, and instructional strategies.

- Directs the preparation of media and promotional items to publicize magnet school programs.
- Communicates, markets, and promotes magnet schools to the public.
- Represents the district at meetings, workshops, and in-service programs that support the magnet school program including, but not limited to magnet fairs, Governing Board meetings, and other events.
- Visits, along with specific magnet school site staff, targeted community areas to inform parents and students of program availability and opportunities, including letter/phone call follow-up.
- Ensures continuing communication with parents, students, and community regarding magnet school opportunities.
- Coordinates with magnet school sites in the analysis, evaluation, and improvement of student achievement.
- Directs the evaluation of magnet program activities, and progress and ensures that state and federal requirements are followed.
- Serves as liaison between transportation department and parents.

(ii) Other key personnel qualified to manage the project

District Level Support – Superintendent Dr. John Pedicone

Dr. John Pedicone is the Superintendent of Tucson Unified School District. Prior to this appointment, he was a Senior Faculty Fellow in the Educational Leadership Program at the University Of Arizona College Of Education, and the Vice-president of the Southern Arizona Leadership Council. Dr. Pedicone retired from Flowing Wells School District, where he served as an administrator for 22 years. His administrative leadership in the district included serving as

junior high school assistant principal, high school principal (during which time the high school was selected as the #1 school in the State of Arizona A+ program and received the U.S. Department of Education Blue Ribbon School award), assistant superintendent and superintendent.

Dr. Pedicone earned a Ph.D. in Educational Administration from the University of Wisconsin, Madison. He has received numerous awards and recognitions including Arizona Superintendent of the Year in 2002 and the Arizona Representative to the AASA National Superintendent of the Year Program in 2003.

TUSD Required Professional Qualifications for the Superintendent

- Arizona Administrative Superintendents Certificate
- Seven years progressively responsible administrative experience in a school district with diverse cultural and economic groups
- Doctorate of Education (EdD) or Doctorate of Philosophy (PhD) in a related field
- Prior experience as a Superintendent in a large district

Essential Functions of the position of the Superintendent-

- Supervises a staff tasked with developing District-wide programs in conformance with established policy.
- Formulates District policy, in conjunction with the Governing Board, for the conduct of all business within TUSD.
- Administers the policies of the Governing Board, statutes of Arizona and federal mandates.
- Organizes District programs for effective teaching and learning.
- Directs the activities and operations of district-wide business operations.

- Represents the District to legislative bodies, the news media, state, county, and city agencies and civic organizations.
- Represents the District to the public.

District Level Support - Deputy Superintendent Dr. Maria Menconi

Dr. Maria Menconi, Deputy Superintendent of Curriculum, Instruction, and Professional Development has been with Tucson Unified for two years. She has earned her Doctorate Degree in Educational Leadership. She came to Tucson Unified from the Arizona Department of Education, AZ LEADS. In her capacity as director, she worked training leadership coaching for principals and superintendents statewide. She has held two superintendent positions in Arizona along with being an adjunct professor for the University of Arizona and Arizona State University. She has numerous publications and holds the honor of Adjunct Faculty of the Year by Arizona School Administrator's Association. Dr. Menconi has had a profound impact on Tucson Unified School District, changing the culture of professional development by creating a common language and expectation around instruction. Her amazing leadership has touched the lives of every administrator, teacher, student, and community member.

This Deputy Superintendent is responsible for developing, managing and controlling all components of teaching and learning, such as curriculum and instruction and professional development. This position works collaboratively with staff and administration throughout the organization to support teaching and learning activities.

TUSD Required Professional Qualifications for the Deputy Superintendent-

- Ph.D. or Ed.D. Degree in Education, Educational Administration, Curriculum or related educational field.

- Experience as an Assistant Superintendent, Associate Superintendent, Deputy Superintendent, or Superintendent of Schools.
- Experience with desegregation/integration, multicultural/non-sexist education, bilingual education, and exceptional education.
- Experience working with schools under court ordered desegregation.

Essential Functions of the position of Deputy Superintendent-

- Monitors on-going educational programs. Determines the effectiveness of teaching methods, collaborates with the Assistant Superintendents to analyze and recommend/initiate program changes.
- Analyzes results of overall test scores as they apply to particular programs. Reviews the appropriate program content. Evaluates the actual results with the planned results. Interprets their meaning, and then collaborates with other members of the staff to initiate appropriate changes and/or modifications.
- Monitors special programs that are being conducted at designated school sites such as magnet, desegregation, bilingual target, and/or Special Education, and ensures compliance with established Board Policy.
- Oversees the site-council program across the district.
- Evaluates the recommendation of special District Staff for the implementation of new programs.
- Forecasts the needs within the District, and decides which programs are appropriate at selected sites.
- Plans and develops Curriculum and Instruction and Professional Development budget requirements.

- Participates as a member of the Superintendent's Cabinet.
- Serves as the Superintendent's designee.
- Represents the District to local community and civic organizations. Works with the Superintendent to develop rapport with business and community organizations for such purposes as establishing partnerships.
- Conducts site visits to monitor and provide feedback on the effectiveness of instructional programs.

District Level Project Specialist - Dr. Adelle McNiece

Dr. Adelle McNiece has earned her Ph.D. in Educational Leadership. She has spent twenty years as a public educator and governmental and educational consultant. In the field of education, Dr. McNiece has extensive experience in coordinating and evaluating grant funded programs. She is knowledgeable regarding building successful leadership and teaching teams and experienced in data and survey collection and reporting, research and analysis associated with various policies and issues, and document and content analysis. Dr. McNiece has developed and published teacher manuals, lesson plans, curriculum guides, student guides, and non-fiction science-based texts. She has published a book on integrating service learning within the language arts curriculum and another on the development of student leadership in service learning classrooms. She has also had experience in participating on a team charged with the development of state level content standards. Dr. McNiece has served as a mentor teacher and is a member of the Clinical Faculty at George Mason University. As well, Dr. McNiece has worked as a government consultant in the areas of benchmarking, business process reengineering, and the development and implementation of surveys and evaluations. In addition,

she has provided government agencies with reviews of internal controls and security and redrafted high security manuals.

The position of Project Specialist supports targeted programs and/or groups for a specified project typically in the areas of designated plan development, implementation, and monitoring to ensure the smooth operation and compliance with project requirements. This position provides and conducts training. This position monitors project operations for alignment with funding source requirements, approved budget, and plan compliance.

TUSD Required Professional Qualifications for the Project Specialist-

- Master's degree in Education, or a related field.
- Valid Arizona Teaching Certificate with Structured English Immersion (SEI) endorsement
- Arizona IVP Fingerprint Clearance Card
- Knowledge of effective curriculum, instruction, and assessment practices
- Three (3) years Teaching Experience
- Experience working with administering grants, or managing projects that include, budgeting, evaluating/measuring, and coordinating services and personnel.
- Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instruction.
- Knowledge of magnet schools and magnet programs.

Essential Functions of the Project Specialist-

- Develop and implement a comprehensive program for the specified project that is aligned to federal, state, funding source and/or district requirements.

- Assist schools with the development and implementation of plans as required by the specified project.
- Assist schools in complying with guidelines that identify students and/or staff in need of assistance services as specified by the project.
- Establishes a record keeping system to collect and capture data to be used in monitoring and evaluating performance indicators the specified project.
- Monitors and gathers data regarding the specified project, and prepares routine and ad hoc reports as requested.
- Identify, coordinate, and prepare all critical activities for federal and state audits.
- Assist schools with support in budget management, reallocation of resources, and coordinates with the appropriate departments regarding grant applications pertaining to the project.
- Develop, implement, and improve parent involvement programs specific to the project to support parents in helping their children meet state academic standards.
- Using current research, creates reports that inform the district of the best methods and policies that will ensure an equitable educational experience for students.
- Assist and facilitate school leaders' and instructional staff's use of student achievement data to determine effectiveness of the project and recommend project adjustments.
- Collaborate with district content area specialists to support project initiatives.
- Attend required meetings, workshops and conferences as requested by supervisor.

District Level Instructional Data and Intervention Specialist - Laurie Westfall

Laurie Westfall has worked in the field of education for over 20 years. She has a Masters Degree in Educational Leadership, maintains a Principal Certification and Standard K-8 Teacher

Certification in the state of Arizona. She is highly qualified in elementary education and holds an SEI endorsement. Laurie has extensive experience as an elementary, middle school and specialist teacher. She has worked with educators on the Navajo Reservation to design environmental education lessons that were culturally sensitive and aligned with state and district reading and language standards. As Assistant Principal for a high risk district on the Arizona-Mexico border, she worked closely with teachers to develop rubrics and authentic assessments for integrated units of study as well as coaching teachers on instructional practices.

Ms. Laurie Westfall works with the Magnet Department as an Instructional Data Intervention Specialist. She works with schools under the MSAP grant to help principals and teachers develop data collection models and tools to track student growth. She provides professional development on using ATI as an instructional tool and analyzing data from formal and informal assessments. She has also helped teachers create crosswalks linking the old Arizona State Academic Standards to the new Arizona Common Core Standards and creating assessments that align with the Common Core Standards. She assists teachers and leadership teams in identifying students who are not making progress, and designing interventions.

This position requires extensive work with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Instructional Data and Intervention Specialist is committed to improving staff assessment skills as well as data analysis and data collection skills to ensure that students meet state and district academic standards.

TUSD Required Professional Qualifications of the Instructional Data and Intervention Specialist-

- Master's Degree in Education or a related field

- Arizona Teaching Certification in elementary or secondary education.
- Valid Arizona Teaching Certificate with Structured English Immersion (SEI) endorsement
- Arizona IVP Fingerprint clearance card
- Three (3) years teaching experience
- Knowledge of classroom assessment models and rubric formation and uses
- One (1) year experience providing instructional data analysis.
- Understands the antecedents of school reform.
- Knowledge of research on best practices, specific models to improve student achievement, and whole school reform.
- Experience working with diverse student populations.
- Experience with Word Processing/Database/Spreadsheet programs
- Knowledge of magnets and magnet programs

Essential Functions of the Instructional Data and Intervention Specialist-

- Works with staff to identify students who are not making adequate academic progress.
- Assists in the design of effective research based interventions.
- Assist sites in the development of data collection models and tools to capture benchmark student achievement
- Provides professional development to staff on how to create various assessments including formative, summative, project-based, inquiry-based, rubric, and portfolio data.
- Tracks student progress through monitoring benchmark and other assessments.
- .Collaborates with site personnel for data collection and analysis.
- Assists with Federal, State and District report preparation and data collection.

District Level Internal Evaluator – Dr. Juliet King

Dr. Juliet King has been a Project Manager for TUSD since 2006. She holds a Ph.D in Sociology and a Masters Degree in Economics. In her current position, she conducts a variety of data and research projects involving student, teacher, and school performance. She is actively involved in a multitude of grant related projects and works collaboratively with entities, both within and outside the district. As a research specialist, she designs and implements evaluation systems and supports staff in analyzing the data. Ms. King has the unique ability to make data easily understood. She has over twenty years of research-based work and is an asset to any program.

The Research Project Manager designs and initiates research and evaluation projects. This position also conducts evaluation of instructional programs and research of educational issues important to Tucson Unified School District.

TUSD Required Professional Qualifications for the Internal Evaluator-

- Masters Degree or higher in Social Science or related research field.
- Five years experience in an educational or social science program evaluation and/or research, including experience in quantitative and/or qualitative research, analysis, statistical methods and computer applications.
- Ability to identify and initiate a research and/or evaluative project that meets a district or departmental need and improves educational services and/or student learning.
- Ability to use relational databases and structured query language.
- Ability to use advanced statistical techniques, such as multivariate analysis, causal modeling, or item response theory.
- Ability to use statistical and web applications, such as ArcGIS, SPSS, ASP.net

- Ability to work with diverse constituents, including administrators, site staff and parents.
- Ability to communicate research findings to diverse audiences in the form of written reports, oral presentations and the web.
- Knowledge of magnet schools and magnet programs

Essential Functions of the Internal Evaluator -

- Identifies, initiates, and/or recommends research and evaluation projects that address a district or departmental need.
- Identifies business processes and data needs, designs, creates, modifies and maintains databases, presents the information to a wide range of audience.
- Supports the Director of Accountability & Research in updating school administrators on the latest federal and state educational standards and requirements.
- Develops and implements appropriate research and evaluation projects to determine instructional program effectiveness and assess alternatives. Tasks include designing evaluation instruments, collecting data, analysis and preparing reports.
- Fulfills internally and externally generated requests for research, statistical analyses and reports utilizing departmental software.
- Prepares and disseminates research findings and recommendations to the TUSD Governing Board, administrators, teachers, staff, parents and/or local, state and federal agencies. Collaborates with superintendent's cabinet and program administrators to facilitate the use of research findings and recommendations in strategic analysis of immediate and long range planning and decision-making.
- Collaborates with site administrators and staff, program coordinators, and district personnel on determining site and district educational and instructional needs.

- Manages research and evaluation activities for externally funded grant projects to ensure compliance.
- Implements and coordinates testing and other assessments for the district.
- Attends and makes presentations at professional meetings.

District Level Media Marketing and Recruitment Specialist - Sally Jacunsky

Ms. Jacunsky has worked with the Magnet Office during the 2010 grant cycle. She has worked to create one of the most successful recruitment and marketing campaigns in the history of the district for the 2010 MSAP grant. Through television, radio, internet, print, and community events, she helped increase attendance in the three new magnet schools by over 200 students. With experience in web-design and digital imaging, she has been an integral part of the success of the 2010 MSAP programs. Ms. Jacunsky will work with magnet coordinators and magnet teams in designing marketing materials, media campaigns, and hosting and attending community events. She will create brochures, videos, web design, displays for outdoor advertising, displays for events, and branding logos. For this grant cycle, her job responsibilities will include training teachers how to update web sites, training cadres of parents and site level volunteers to form and implement active recruitment teams for each site, assisting district staff at community events and informational meetings; and preparing Magnet Leadership Teams to recruit for programs after the grant funding has ended.

The Media Marketing and Recruitment Specialist performs a broad range of duties related to visual, print, and electronic communications including video recording and post production, audio recording and post production, multi-media presentation setups and operation, graphic design and layout for print and outdoor media, still photography, and Web site development. The position works directly with schools to actively recruit students through multi-media.

TUSD Required Professional Qualifications for the Media Marketing and Recruitment Specialist-

- Associate's Degree in Media Arts, Visual Arts, or related field, and one-year of related experience required
- Three-years of media or visual arts experience.
- Experience working with Adobe suite video editing, graphics, and audio software, MS Office software, and HTML web page programming.
- One year experience setting up and operating complex multi-media presentations.
- Knowledge about magnet schools and magnet programs

Essential Functions of the Media Specialist-

- Produces broadcast-quality HD/SD videos from camera to final product.
- Designs, develops, and uploads electronic files for print, outdoor, and specialty advertising.
- Coordinates with outside vendors, publishers and broadcast media for mechanicals for various media projects.
- Sets up and operates complex multi-media systems in District and outside venues.
- Assists with production, equipment scheduling and facility coordination at the television facility.
- Catalogs, distributes and maintains files of video programs.
- Creates and publishes Web pages and sites using various software elements and HTML programming.
- Produces magazine-format print publications in coordination with news writer and photographer.

- Shoots, processes and prints electronic still photographs to specification. Electronically manipulates images, creating composite and collage graphic images.
- Works with schools to actively recruit students through the use of multi-media

A summary of Central Support Personnel, including years of experience, may be found in Figure 13 below.

Figure 13. Central Support Personnel with Years of Experience

Central Support	Position	Resume	Experience
Dr. John Pedicone	Superintendent	X	41 Yrs.
Dr. Maria Menconi	Deputy Superintendent	X	37 Yrs.
Dr. Victoria Callison	Project Director	X	31 Yrs.
Dr. Adelle McNiece	Project Specialist	X	20 Yrs.
Laurie Westfall	Instructional Data Interventionist Specialist	X	25 Yrs.
Dr. Juliet King	Internal Evaluator	X	21 Yrs.
Sally Jacunsky	Media; Marketing and Recruitment	X	3 Yrs.

School Level Magnet Coordinator-

Each school in this proposal will have a magnet coordinator. The person in this position will analyze, evaluate and ensure that the goals and objectives for the magnet program are accomplished according to established priorities, time and funding limitations and MSAP requirements.

TUSD Required Professional Requirements for Magnet Coordinators-

- Masters Degree or higher
- Four years of experience administering or coordinating programs.

- Knowledge of federal and state legislative requirements related to specific program.

Essential Functions of the Magnet Coordinator-

- Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools.
- Provides training, organize conferences and chair committees related to program.
- Develops and recommends new or revised program goals and objectives. Develop and implement action plans.
- Develops and schedules program work plans based upon established priorities, time and funding limitations or other specifications. Monitors timesheets and submits correct documentation.
- Monitors and approves program expenditures. Prepares or assists with funding or budget proposals and submits requisitions to the Magnet Office.
- Confers with and advises staff, students, community members, or others of program goals and objectives, and of the means to achieving those goals and objectives. Collaborates with community, governmental and/or social service agencies as needed.
- Maintains necessary documents to comply with MSAP measures and monitoring indicators.

School Level Support – Cragin Principal - Theresa Harvey

Ms. Harvey came to Tucson Unified in 2012. Since her time with the district, Ms. Harvey has made an astonishing impact on the school culture and on student achievement. Her background in Exceptional Education contributes to her belief that every child can and will succeed. Her wide range of experience, from an Exceptional Education classroom teacher, to a

Director charged with managing district level programs, to being a principal, Ms. Harvey brings enthusiasm and vision to this position.

Cragin will have a Magnet Leadership Team responsible for the implementation of grant objectives at the site level. A breakdown of this Leadership Team is found in Figure 14.

Figure 14. Cragin Magnet Leadership Team

Staff	Position	Resume	Experience
Baudelina Amezcuma, MA	Exceptional Education Teacher	X	12 Yrs.
Kimberly Dessenn, MA	Teacher, 5th Grade	X	12 Yrs.
Kimberly Comey	Reading Specialist	X	15 Yrs.
Jeremy Chambers	Teacher-ELD	X	16 Yrs.
Caitlin Reddington	Teacher 3rd Grade ELD	X	7 Yrs.
TBA	Magnet Coordinator	N/A	

School Level Support – Mansfeld Principal - Paul DeWeerdt

Mr. DeWeerdt has been the principal at Mansfeld Middle School since June, 2009. As an instructional leader, Mr.DeWeerdt uses data driven decision making to drive student achievement. He promotes Professional Learning Communities and is a champion for his community. He has established various community partnerships which support the staff and students at Mansfeld. Mr. DeWeerdt has administrative high school experience where he supervised the College and Career Center. He brings this unique perspective to the magnet program, which supports the vision of district vertical articulation.

A breakdown of Mansfeld's Magnet Leadership Team is found in Figure 15.

Figure 15. Mansfeld Magnet Leadership Team

Staff	Position	Resume	Experience
Kristin Bittel, M.Ed.	Teacher, 8th Grade	X	15 Yrs.
Adnia Kehl Welsh M.Ed.	Teacher, 6th Grade	X	15 Yrs.
TBA	Magnet Coordinator	TBA	TBA
Michelle Honeyman	Teacher, 7th Grade	X	13 Yrs.
Richardo Sanchez, MA	Assistant Principal	X	16 Yrs.

School Level Support – Utterback Principal - Cindy Mady

Ms. Mady has been with Tucson Unified since 2011. She has ten years of administrative experience; all in high-poverty, high needs schools. Ms. Mady specializes in start-ups. Since her time at Utterback, Ms. Mady has changed the culture of the school. When Ms. Mady came to Utterback, the magnet was substantially diminished and student achievement had plummeted.

As Utterback's principal, Ms. Mady assists and supports the professional development and growth of staff members to work toward a highly performing school focusing on critical thinking and inquiry. Ms. Mady has created a culture of data-driven instruction. She is excited to facilitate shared leadership to create and manage data-driven magnet school.

Utterback's Magnet Leadership Team is outlined in Figure 16 below.

Figure 16. Utterback Magnet Leadership Team:

Staff	Position	Resume	Experience
Melissa Molina-Garcia	Magnet Coordinator	X	11Yrs.
Laura Caucci	Teacher- Graphic Design	X	4 Yrs.
Chirstine Snodgrass	Teacher, Math	X	21 Yrs.

School Level Support – Tully Principal - Roman Soltero

Dr. Soltero has been a Tucson Unified administrator for 12 years. He holds a Superintendent's certificate and has been at Tully since 2005. His doctorate is in Educational Leadership with a minor in Law. Dr. Soltero is an enthusiastic leader with the ability to rally support from his staff and school community. Figure 17 depicts the Tully Magnet Leadership Team.

Figure 17. Tully Magnet Leadership Team:

Staff	Position	Resume	Experience
Abbi Watchman	Math/Science Coordinator	X	11 Yrs.
Patricia Ludovici	Magnet Coordinator	X	38 Yrs.
Shawn Blair	Curriculum Specialist	X	19 Yrs.

School Level Support – Cholla Principal - Frank Armenta

Mr. Armenta has been the principal at Cholla Magnet High School since 2009. In this time, Mr. Armenta has been a champion for the once struggling International Baccalaureate Diploma Programme. With over eight years of experience as a high school administrator, Mr. Armenta has the background knowledge necessary to move Cholla Magnet High School forward with implementing Middle Years Programme as part of a revised magnet.

Cholla's Leadership Team has the added benefit of having the IB Diploma Programme Coordinator involved. Ms. Conti has led a successful DP program for the last 4 years. Figure 18 shows Cholla's Magnet Leadership Team.

Figure 18. Cholla Magnet Leadership Team

Staff	Position	Resume	Experience
Natasha Conti, BS	IB Diploma Programme Coordinator	X	4 Yrs.
Katheryn Jensen, M.Ed.	Magnet Coordinator	X	11 Yrs.

(iii) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools.

Every teacher who participates in the project will receive professional development in the magnet theme throughout the project period. All of the teachers are highly qualified for the subject that they are teaching. However, during year one and two of the grant cycle, teachers will be learning new content and innovative instructional delivery strategies. Teachers will receive support from Instructional Coaches, Curriculum Coordinator and Instructional Data Intervention Specialist. Any newly hired teachers will be chosen for their knowledge and commitment to the magnet theme and will agree to participate in further professional development. The hiring process will include questions that pertain to the magnet theme, instructional methodology, integrated curriculum, and assessment.

(iv)Tucson Unified personnel are selected for employment without regard to race, religion, color, national origin, sex, age or disability.

According to the District's court mandated Unitary Status Plan, recruitment for all employment vacancies will be conducted on a nondiscriminatory basis. Tucson Unified will seek to enhance the racial and ethnic diversity of its administrators and certificated staff through

its recruitment, hiring, assignment, promotion, pay, demotion, and dismissal practices and procedures. An active pool of certificated staff and administrator pool is maintained at the District level which serves to encourage applicants to apply for individual positions and to apply for the pool. All applicants in the pool shall be considered for all available vacancies for which they qualify.

Tucson Unified School District strictly adheres to governing board policy GBA adopted in January 18, 2005, and revised August 23, 2011:

> *Discrimination against an otherwise qualified individual with a disability or any individual by reason of race, color, religion, sex, sexual orientation, age, or national origin is prohibited. Efforts will be made in recruitment and employment to ensure equal opportunity in employment for all qualified persons.*

Policy regarding non-discrimination will be strictly adhered to regarding all MSAP grant employees. The Governing Board Policy of non-discrimination can be found in the attachments.

QUALITY OF PROJECT DESIGN

The Magnet Schools Assistance Program will help in transforming Cholla, Cragin, Mansfeld, Tully and Utterback into highly performing magnet schools through continuous, focused professional development. A summary of the proposed new and revised magnet schools and their themes are found in Figure 19 below.

Figure 19. MSAP School Themes

School	Grades	Year of Magnet Implementation	Magnet Theme	Status
Cholla	9-12	1995	International Baccalaureate Middle Years Programme (Grades 9-10)	Revised
Cragin	K-5	2013	Fine and Performing Arts	New
Mansfeld	6-8	2013	STEM	New
Tully	K-5	1992	STEM	Revised
Utterback	6-8	1983	Fine and Performing Arts	Revised

i. Tucson Unified will promote desegregation and will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

There are two primary objectives associated with the goal of promoting desegregation by reducing minority isolation. The first is to create schools that are "racially integrated" as defined by the Unitary Status Plan by increasing the enrollment of non-minority students at each site through aggressive recruitment and marketing strategies.

The second objective to reduce minority isolation is to offer opportunities for students from diverse backgrounds to interact and engage with each other. Performance measures include the extent to which instructional strategies promote student interaction and engagement in the

classroom as well as opportunities outside of classroom settings. Steps to increasing positive interaction among students of different social, economic, ethnic, and racial groups must be intentional and deliberate. Promoting positive interaction is a philosophy embraced by all magnet program stakeholders. Opportunities for interaction must be embedded within instructional practice throughout the school day. All magnet schools will utilize core strategies to increase positive interaction among students in the classroom and community.

Increasing Interaction with Student Grouping

Within all sites, grouping and regrouping of students for instruction is a fluid process, with groups changing according to the learning outcomes and student need for differentiated instruction. Students will be grouped for project teams and interdisciplinary teams where content learning takes place across grade levels. Schools will explore restructuring the school day to include student teaming for project based learning, cross age grouping and tutoring. Teachers will receive training in how to group students so that extended and frequent opportunities for contact with those from different racial and ethnic backgrounds will be available.

Increasing Interaction with Cooperative Learning

Not all groups are cooperative groups. Putting groups together in a room does not mean cooperative learning is taking place (Johnson & Johnson, 1995). In cooperative learning, students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal.

Interaction is increased in classrooms where cooperative learning is embraced. In studies comparing cooperative learning versus traditional classrooms, achievement levels of the highest performing students are comparable. However, the achievement gap is significantly reduced

between different ethnic populations in cooperative learning classrooms, regardless of the academic content taught or grade level of the student (Kagan, 2009).

All magnet school classrooms will implement cooperative learning strategies into lesson design and delivery. The cooperative design will be intentionally and deliberately planned and assessed. Teachers will embed cooperative learning elements into planned inquiries or lessons including positive interdependence, face-to-face interaction, individual accountability, social skill development, and group processing. Cooperative learning is used as the primary vehicle to address language skills, reading, writing, speaking, and listening. Just as important are the interpersonal skills that students develop as they actively engage in discussions, sharing ideas, brainstorming, and problem solving. Cooperative learning fosters the four C's of 21st Century learning: collaboration, communication, critical thinking, and creativity. The development of these skills will allow low performing students to raise their achievement level and drastically lessen the gap between minority and non-minority students.

Reducing Minority Group Isolation and Improving Academic Achievement with Multicultural Curriculum Reform

There are several perceptions as to what constitutes multicultural curriculum reform. All magnet schools will be responsible for the development of curriculum that includes social awareness and action conceptualizations. Based on the work of Banks (1993) and McIntosh (2000), the voices, ideas, and perspectives of the students regarding these and all other topics are brought to the forefront in the learning experience - the students themselves becoming yet another multicultural classroom resource. The textbook is viewed as a single perspective among many, and the relevance of its limitations, along with those of other educational media, are explored and discussed. This approach can be easily integrated into the magnet theme areas.

Students will gain a greater understanding of differing viewpoints as they study other cultures, the arts, and participate in community service learning projects. Using this transformational approach, students will take action and make decisions related to the concepts, issues, or problems related to the inquiry-based pedagogy. Cultural competency is the ability to work effectively across cultures. For individuals, it is an approach to learning, communicating and working respectfully with people different from themselves. Culture can refer to an individual's race, class, gender, sexual orientation, religion, immigration status and age, among other things. For organizations, cultural competency means creating the practices and policies that will make services more accessible to diverse populations and that provide for appropriate and effective services in cross-cultural situations. The court ordered Unitary Status Plan charges the district to develop and train teachers and administrators in cultural competency. The Unitary Status Plan states: "The trainings shall focus on learner-based approaches that emphasize students' cultural assets, backgrounds, and individual strengths." (USP pg.36)

All magnet schools in this proposal will participate in this training. In addition, each magnet school will participate in a school wide study using C.A.R.E. Guide: Strategies for Closing Achievement Gaps (NEA Guide for Educators). The 2011 edition of the C.A.R.E. Guide contains student activities, lesson plans, teaching strategies, educator reflection opportunities, and video clips of experts sharing research and practice tips for educating culturally diverse students and students from low-income families. C.A.R.E.: Strategies for Closing the Achievement Gaps offers strategies for improving the learning experiences of diverse students, especially those who are struggling to achieve at high levels. It focuses on four factors that affect student achievement: Culture, Abilities, Resilience, and Effort (C.A.R.E.).

ii. Tucson Unified will improve student academic achievement for all students attending each magnet school program.

There are two primary objectives associated the goal of increasing student achievement. Objective 3 of the project is to provide rigorous, challenging and engaging curricula with high quality instruction in the chosen magnet theme, while Objective 4 is to increase the proficiency of students in core content subjects. This includes not only increasing student mastery as measured by the state standardized assessment, but providing student support services that allow students to address learning gaps. These intervention support services will be monitored and assessed with respect to their effectiveness in improving students' academic skills. The internal evaluator will meet with the site level Magnet Team to review student academic data and develop intervention supports.

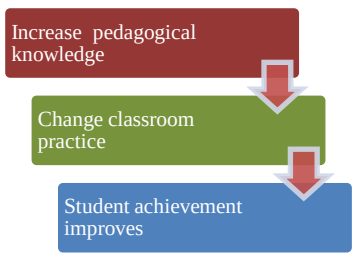
The performance measures in determining academic achievement success for the schools involved in this grant include increased achievement in reading and math, increased achievement in science, and students will earn the requisite number of core class credits to graduate.

Indicators for success include an annual increase of 10% in the number of 3rd – 8th grade students who are proficient on state assessments in the core subjects of reading and math. For the STEM pipeline schools, 75% of students will be expected to be proficient in science when tested at the 4th and 8th grade levels by the end of the grant period. At the high school level, every student (100%) who participates in Cholla's International Baccalaureate Middle Years Programme will be expected to meet or exceed the state standards in reading, writing, and math at the end of 10th grade by the end of the grant period. Every (100%) Cholla IB Diploma Programme student will be expected to earn the requisite number of core class credits needed for graduation the end of each year.

Years of research clearly shows that what happens between teachers and students in our nation's classrooms has the greatest impact on how well students learn. In the educational arena, we have tried virtually every initiative available. We have adopted new programs, restructured schools, realigned organizational charts and spent millions of dollars on quick fixes. In many cases, we have made the solution much more complicated than it needs to be. At the end of the day, the element that must change in order to consistently increase student achievement is instruction. Instruction must be guided by rigorous, research-based curriculum that is engaging and exciting, assessed continuously to guide instruction and tailored through flexible groups.

We know that students placed with highly performing teachers progress three times as fast as those placed with low performing teachers (McKinsey 2007). Professional development in MSAP schools will focus on improving and building teacher skills that contribute to outstanding classroom practice (see Figure 20). An indicator of student success will be the delivery of a rigorous, challenging and engaging curriculum provided to students through high quality instruction.

Figure 20. Effective Teacher Training



The teacher training within the magnet schools will include five essential ideals: 1) Teachers will demonstrate they are committed to students and their learning; 2) Teachers will know the subjects they teach and how to teach those subjects with challenging and engaging curriculum; 3) Teachers will be responsible for managing and monitoring student learning; 4) Teachers will think systematically about their practice and learn from experience; and 5) Teachers will be full participants in Professional Learning Communities.

Teacher training will be accomplished by providing each magnet core teacher with at least 45 hours of professional development in core content related to the magnet theme each year. Every magnet core content teacher will be expected to have reached the required level of proficiency in their core standard by the end of the third year of the grant. Success will be measured as indicated in the Evaluation section of this MSAP grant application.

Improving Academic Achievement with Curriculum and Assessment

All magnet schools will develop curriculum utilizing vertical and horizontal teaming. The Magnet Office will work with schools to articulate the curriculum within the theme pipeline. The curriculum developed will align to the Common Core Standards and will include formative assessments to drive instruction and meaningful summative assessments that accurately reflect all levels of student learning. All magnet programs will use Galileo/ATI to create assessments and track students' progress toward meeting the Common Core Standards. Data will be reviewed teacher to student, teacher to teacher (both vertically and horizontally), and teacher to parent. Data will be analyzed school-wide to detect trends and to revise or adjust instruction and intervention. Using the Tri State Quality Review Rubric, teachers in teams, professional learning communities and study groups will analyze the tasks, lessons, units and modules. Thereby, all learning will be documented, taught, assessed and revised to keep the content of theme viable, fresh, and relevant. At the core of each proposed magnet theme is the implementation of rigorous academic programs for all students, providing the opportunity to take advanced-level courses including accelerated and enriched learning programs in all curricular areas.

Magnet schools in this proposal will utilize a variety of assessment tools. Varied assessment techniques will be used to determine if students are meeting the intended outcomes of intentionally designed lessons. Portfolios may be used as one assessment tool. Learning logs

where students reflect on learning, criterion based assessments, and standardized assessments are also options. The teachers will determine which type of assessment best suits both the content and the methodology. To gain a broader understanding of a student's academic achievement, a variety of records of student work will be maintained. This work will allow students to reflect on their growth as well as provide a record of increased abilities and skills.

Improving Academic Achievement with Instructional Practice

All magnet teachers will utilize the Essential Elements of Instructional (EEI) decision making model. This is a model required for use by all teachers within the Tucson Unified School District that focuses on the delivery of high quality instruction as well as content and curriculum knowledge.

Teachers who deliver instruction specifically in the theme content areas will be trained in the Renzulli Enrichment Model for instruction. This model provides high-end learning with advanced level enrichment opportunities for all students. All magnet schools will utilize a co-teaching model for students receiving exceptional education services and services for gifted and talented.

Teachers at each of the five magnet schools will receive a minimum of forty-five hours of theme related training in a specific content area. Through MSAP support, each magnet school will have magnet teams. These school level magnet teams will help support classroom implementation of magnet themes and training with walk-throughs and modeling opportunities.

Improving Academic Achievement with Professional Learning Communities

In the mid eighties, Rosenholtz (1989) linked the notion of teachers' workplace factors with the discussion of teaching quality, maintaining that teachers who felt supported in their own ongoing learning and classroom practices were more committed and effective than those who did

not receive such confirmation. Support by means of teacher networks, cooperation among colleagues, and expanded professional roles increased teacher efficacy in meeting students' needs. Further, Rosenholtz found that teachers with a high sense of their own efficacy were more likely to adopt new classroom behaviors and also more likely to stay in the profession. McLaughlin and Talbert (1993) confirmed Rosenholtz's findings, suggesting that when teachers had opportunities for collaborative inquiry and the learning related to it, they were able to develop and share a body of wisdom gleaned from their experience. Adding to the discussion, Darling-Hammond (1996) cited shared decision making as a factor in curriculum reform and the transformation of teaching roles in some schools. In such schools, structured time was provided for teachers to work together in planning instruction, observing each other's classrooms, and sharing feedback. These are the very attributes that characterize professional learning communities – collaborative inquiry, shared decision making, and joint planning of instruction. Teachers will receive training in the attributes of a Professional Learning Community: supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practice. Professional Learning Communities will be used in all magnet schools as part of a comprehensive method of delivering professional development.

Improving Academic Achievement by Offering High Quality Enrichment Activities

Each magnet will offer extended day programs which will offer both academic intervention and academic enrichment. Using peer-tutoring, student mentors, and academic tutors, students' who are not meeting the challenging Common Core Standards will receive targeted intervention. The proposed magnets will provide developmental supports that create a personalized learning environment and community for every student. In addition, all students will have access to clubs and extracurricular activities that relate to the magnet theme. Clubs will also be formed to

address students' special interests. All clubs and extra curricular activities will be structured to be multiage and monitored to ensure diversity. To ensure that all students have **equal access** to extracurricular activities and clubs, these programs will be scheduled during the school day so that all students have an opportunity to attend.

Improving Academic Achievement with Academic Intervention Opportunities

Rigorous implementation of Response to Intervention (RtI) includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RtI implementation will contribute to more meaningful identification of learning and behavioral problems. This will improve instructional quality and delivery by providing all students with the best opportunities to succeed in school.

All proposed magnet programs will implement a Response to Intervention model (RtI) to address achievement gaps. RtI is a multi-level prevention system that includes screening, progress monitoring, and making culturally responsive, evidenced based decision making. Based on classroom data, teams of teachers, counselors, and administrators will design and implement a comprehensive individualized intervention plan for each student who is not meeting the Common Core standards or who has significant achievement gaps. As part of the intervention plan, teachers will utilize at least one technology-driven intervention system: Waterford Early Learning Programs (K-2), SuccessMaker (K-8) or ALEKS (6-8 Math). Interventions will be conduced both during the school day and during extended day opportunities. All students needing academic intervention will have access to these programs.

Waterford Early Learning Program's engaging digital curriculum provides an individualized experience from introduction to mastery of critical concepts in reading, mathematics and science. With curriculum aligned to the Common Core State Standards for both mathematics and

language arts, K-2 students will engage in learning with full-motion video, brilliant animation, entertaining songs and interactive activities. Waterford can be used either as a supplement to theme-based curriculum, as a targeted intervention, or for English Language Learners.

SuccessMaker offers a strong focus on developing critical skills for reading, speaking and mathematics, SuccessMaker provides real world problems to help activate the link between accessing prior knowledge and acquiring new abilities to strongly develop and improve comprehension. SuccessMaker provides individualized learning for elementary and middle school students. The program's dynamic presentation of content focuses instruction on areas where each learner's skills need to be strengthened.

Assessment and Learning in Knowledge Spaces (ALEKS) is a Web-based, artificially intelligent assessment and learning system developed for middle school students. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics students are most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions.

Improving Academic Achievement with Individual Education Plans for Exceptional Education Students

Working collaboratively with school staff and families, all students receiving exceptional education services will have an Individualized Education Plan. The team will meet with each family to determine current skill and knowledge levels, health concerns, and student interests. This information will be compiled and used to design a learning plan that meets the student at their level and moves them forward by setting specific performance goals. The plan is reviewed

and updated as students progress through educational programs. Exceptional Education students will participate in all rigorous academic coursework and will be held to high standards of academic achievement.

Improving Academic Achievement for students in the Fine and Performing Arts Pipeline

Cragin Elementary Visual and Performing Arts Exploratory School will integrate the fine arts into core academic areas. For example, students studying the history of Arizona in 4th grade will engage in a study of the music and art of a particular time period as a reflection of the culture and society of that era. Reading and technology skills will be enhanced by the arts and continue to develop through interdisciplinary strategies that are research-based and employ best instructional practices. Using the Understanding by Design (UbD) model, teachers and stakeholders will create a profile of a student upon successful completion of the program. They will then develop a profile for students as they develop through each grade. As students progress through each grade level they will learn how to apply knowledge and skills in the visual arts to the world beyond school. Through carefully developed, vertically articulated and integrated units of study, students will develop their skills of observation and reflection. They will make connections as they examine objects and events in their own lives and grow in their ability to describe, interpret, evaluate, and respond to works of art. Through examination of their own work and that of other people, times, and places, students will begin to understand the meaning and impact of the visual world around them. Collaborations with the Tucson Pima Arts Council, the Community Foundation of Southern Arizona, and the University of Arizona will ensure unified support from the Tucson arts community and families for a successful arts program.

Utterback Magnet Middle School of the Arts will focus on exploration while including all the requisites of Common Core Standards. Courses in dance, music, theater and the visual arts will

be designed to refine students' knowledge and skills beyond those learned at the elementary level in order to make personal connections to the world, their community and themselves. Specialist teachers in each of the arts disciplines will provide students with a more in-depth study of each discipline while embedding the Common Core Standards into their courses. Specialists and core teachers will work collaboratively, using the UbD Model to develop a rigorous, integrated curriculum that encourages students to develop a firm foundation in a particular arts discipline and prepare them for more focused study at Tucson High.

Improving Academic Achievement for Students in the International Baccalaureate Pipeline

Tucson Unified will complete the vertical articulation for its current International Baccalaureate (IB) program to include the Middle Years Programme (MYP) for 9th and 10th graders. Tucson Unified currently offers the Primary Years Programme (PYP), a Middle Years Programme (MYP) for grades six through eight, and a Diploma Programme (DP) for 11th and 12th graders.

Currently there is no continuous vertical articulation available for International Baccalaureate students. A gap exists for students in 9th and 10th grades. Students who wish to continue to the Diploma Programme in order to attain the highly desired IB Diploma instead enter into two years of general studies in 9th and 10th grade. In the past, students who have entered the DP courses have struggled with the sudden increase in rigor and academic expectations. The International Baccalaureate Middle Years Programme will be designed to develop the individual talents and academic proclivities of 9th and 10th grade students at Cholla High School. This will assist in preparing them for the high demands of the Diploma Programme. The intent of IB is to teach students to relate classroom experiences to the realities of the outside world. Beyond intellectual rigor and high academic standards, strong emphasis will be placed on the ideals of international

mindedness and responsible citizenship. Students will become critical thinkers and life-long learners as well as informed participants in local and international affairs. The ultimate goal for students participating in an IB program is to develop the conscience of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

Improving Academic Achievement for Students in the STEM Pipeline

Following the STEM Immersion Matrix, curriculum at the elementary level will progress over the three year period from discreet stand alone units to a fully integrated curriculum. To build this bridge, Tully will begin the Introductory Model by implementing STEM curriculum designed by Engineering is Elementary (EiE). EiE is supported by the National Science Foundation, the National Institute of Standards and Technology and industries such as Raytheon, Intel, and Cisco Systems, all companies with locations in Tucson. The EiE project has developed curriculum that is research-based and driven by common core standards which integrate engineering and technology concepts and skills with elementary science topics. The lessons promote STEM learning while making real-world connections through literacy and social studies. Literature features children from a variety of cultures and backgrounds and present an engineering problem. Students then work in teams to apply their knowledge of science and mathematics, use inquiry and problem-solving skills in order to design, create and improve possible solutions. These units address science topics such as wind and weather, water, earth material and energy. These are all areas that are of concern for Tucson and the Southwest as climate change and the ever-increasing need for mining materials challenges the preservation of the areas cultural and natural history. Units are linked to FOSS, the current curriculum used in the Tucson Unified School District. These links will allow for a smoother transition for teachers

because they can incorporate units they are familiar with as they develop into facilitators of open-ended inquiry.

As Tully implements the Partial Immersion Model and the Full Immersion Model in years two and three, teachers will participate in workshops and training in order to develop the skills and tools they need to use EiE and FOSS as resources to supplement student driven learning.

When students transition from Tully to Mansfeld Middle School, they will be ready for the rigors of in-depth STEM coursework. This will be accomplished through the by the implementation of training and curriculum created by the STEM academy, a national not-for-profit organization dedicated to improving STEM literacy for all students. This curriculum was selected because it is specifically designed to improve under-represented minority and low-income student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates and improve teacher and principal effectiveness.

The STEM academy curriculum begins with Discovering STEM for 6th graders. This transitional course of study will introduce new STEM students to basic program components and provide students coming from Tully with the ability to build on STEM concepts and skills learned in elementary school. Six units of study will lay the groundwork for future grades. These units of study include: Manufacturing by Design, Design Drafting, Long Distance Flyer, Electronics, Floating Above the Rest and Robotics Orientation. The curriculum spirals in 7th grade through Designing with STEM. The units of study are Problem Solving Techniques and Applications, Defining the Problem, Determining and Defining the Criteria, Developing Ideas, Creating Solutions, and Testing and Evaluating. Investigating STEM Skills, the 8th grade course of study, integrates the design skills and introductory STEM ideas from the 6th and 7th grade courses. Units include Introduction to Robotics, Introduction to Material Science, Packaging

Design, Robotics Design, Environmental Engineering, Sustainable Energy, and Mechanical Engineering. All courses include a presentation of products developed by student teams and the opportunity for ongoing, meaningful family integration activities within the school and the greater Tucson community.

iii. Tucson Unified will encourage greater parental decision-making and involvement.

Tucson Unified magnet programs have a long history of successful parental involvement. With the Unitary Status Plan initiative of creating comprehensive Family Centers to disseminate information and the implementation of two new magnets and three revised magnets, parents will have multiple options for their child's education. With the development of an articulated continuum of magnet themes, parents' options for middle and high school have doubled. With the implementation of the court ordered Family Centers, parents in the proposed magnets will have multiple opportunities to be involved in their child's education. In keeping with actively engaging parents, other strategies that the proposed magnets will utilize will include:

- Parents will receive multiple communications about community events through web-sites, Twitter, mailers, letters, and auto-phone calls.
- Parents will be encouraged to volunteer in classrooms, attend field trips, and attend presentations and exhibitions.
- Parents will be sought out as resident experts in specific skills or talents and trained to give presentations and workshops to other parents.
- Parents will be encouraged to hold home-based study groups with the support of the parent liaison.
- Parents will be encouraged to recruit other parents by participating in public presentations and provide testimonials as to the successes of the magnet.

- Parent liaisons will work with parents to help them explore school choice options.
- Parents will be encouraged to attend teacher professional development opportunities in order to stay informed as to new strategies and idea for support their child's academic achievement.

Each school will create a magnet advisory committee that will include parents, teachers and community members in order to review the progress and implementation of the magnet and provide recommendations. As well, every school in this proposal will utilize an adapted version of the Academic Parent Teacher Teams a program developed by WestEd. The Magnet Parent Teacher Teams (MPTT) program is an innovative, research-based method to increase parent involvement and raise student achievement in math and reading. The purpose of the program is to develop, support, and sustain effective parent engagement. The magnet coordinator or parent liaison in each school will coordinate and implement the MPTT at the site level.

The MPTT replaces the traditional Parent-Teacher conference in favor of systematic communication of standards-based achievement data coupled with home-based instructional strategies. Teachers will keep class data binders and students keep individual data binders. After formative assessments or benchmarking periods, teachers will present class-wide data and trends to parents. Together, teachers and parents will reflect on student-specific information. The teacher will explain the data in a meaningful and relevant manner and provides the parents with strategies to help parents increase student achievement on specific standards or outcomes.

During the first semester, there will a one-on-one meeting with the teacher, parent and student to work on goal setting and analyzing student data. All parents will be sent personal invitations in addition to personal phone calls inviting them to participate. MSAP will support this effort in providing an Instructional Data Intervention Specialist. This Specialist will work

with each magnet school in accessing and analyzing data, and creating innovative strategies parents can use at home. The Instructional Data Intervention Specialist will also provide teacher-level professional development in development of assessments and different strategies for tracking student progress.

The Unitary Status Plan requires that Tucson Unified to develop a plan to expand its existing Family Centers and develop new ones. Section C of the Unitary Status Plan outlines in detail the responsibilities of the district: The District Family Center ("DFC") Plan indicates that:

- The District shall indicate where the Family Centers shall be located, including whether existing Family Centers or other related resources should be consolidated or relocated.
- The District shall provide for the creation and distribution of new or revised materials to provide families with information regarding enrollment options regarding the availability of transportation.
- The District shall provide for the creation and distribution of new or revised materials to provide families with detailed information regarding Advanced Learning Experiences.
- The District shall provide for the creation and distribution of new or revised materials to provide families with detailed information regarding student discipline policies and procedures, including the revised GSRR.
- The District shall provide for the creation and distribution of new or revised materials to provide families with detailed information regarding the curricular and student support services including information on Academic and Behavioral Support, dropout prevention services, African American and Latino Student Support Services, culturally relevant courses and policies related to inclusion and non-discrimination.

- The District shall provide for the creation and distribution of new or revised materials to provide families with information regarding educational options for their ELL children, including the availability of dual language programs and other programs designed for ELLs.
- The District shall include strategies for how teachers and principals can learn from families regarding how to meet the needs of their children.
- The District shall detail how the Family Center(s) will be staffed, including language requirements for all staff.
- The District shall develop and implement a plan to track data on family engagement, and the District shall make necessary revisions to Mojave to allow such data to be tracked by student.
- The District shall develop and implement a plan to reorganize or increase family engagement resources, including consolidating additional resources at the Family Center(s), to both ensure equitable access to programs and services and to concentrate resources on school site(s) and in areas where data indicates the greatest need.
- The District shall collaborate with local colleges and universities to provide parents with information about the college enrollment process and to disseminate such information at the Family Centers.
- The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online.
- The District shall disseminate the information identified above in all major languages on the district's web-site and through other locations and media as appropriate.

These guidelines strengthen the role of Family Centers in the educational process for these magnet schools. With the implementation of the proposed magnet themes and the innovative delivery of exceptional curriculum, parents will have increased school choice options.

EVALUATION PLAN

A comprehensive system of evaluation, accountability, and feedback will be used. The evaluation plan uses a variety of quantitative and qualitative measures to assess the progress of project implementation and outcomes. While the evaluation plan details the overall magnet goals and objectives, and performance indicators, the evaluation team will work with site management team to develop site-based goals and objectives that reflect each unique magnet program. Project benchmarks and time-lines will be determined that will aid the evaluation.

(1) Includes methods that are appropriate to the project

Formative and Summative Evaluation

Both formative and summative evaluation components will be addressed. Formative assessment will be conducted to ensure fidelity of program implementation. Examples of such indicators include the number of hours of professional development that magnet teachers receive (dosage), and participant feedback to program services (quality). These data will be reported and used by project staff to make programmatic improvements to project activities and services as necessary. Summative evaluation will be conducted to determine the extent to which project goals and objectives are being met. Summative indicators, such as the increase in non-minority enrollment or student academic test scores, will be collected and summarized internally and for the Annual Performance Reports (APR) and GPRA reporting.

Quantitative and Qualitative Measures

Both quantitative and qualitative data will be collected in the evaluation. While the majority of indicators used for the evaluation are quantifiable (see below), qualitative data will also be collected by the External Evaluator, primarily for formative purposes. Interviews and/or focus groups will be conducted with school administrators, project staff, teachers and parents to collect

data from stakeholders with respect to program activities and services (adherence, quality, and quantity). Site visits will also be conducted by the external evaluator annually at each school to assess development and implementation of magnet themes.

The Evaluation Team – Internal and External Evaluator

The evaluation will be conducted by both an internal and external evaluator who will work closely in collecting and analyzing evaluation data, monitoring the progress of the evaluation plan, and reporting to both internal and external stakeholders. The Evaluation team will complete all required APRs and GPRA reporting. The internal evaluator, Dr. Juliet King, is a Research Project Manager in the TUSD Department of Accountability and Research, and has extensive experience with all the existing data systems of the District. She currently serves as the internal evaluator for many of the District's multi-year grant projects and is the internal evaluator for the current TUSD MSAP grant. Dr. King will be responsible for the ongoing internal data collection, monitoring and reporting that is related to the district's data systems. She will also work closely with the Data Interventionists and Project Site Coordinators at each site to ensure the fidelity of data and information provided. Dr. Stephen Powers, head of Creative Research Associates, will serve as the External Evaluator. A former teacher and TUSD employee, Dr. Powers has an extensive experience in program evaluation. His current projects include evaluating Math-Science Partnership (MSP) grants for the Arizona Board of Regents and project evaluations for the State of Hawaii and Alaskan Native villages. In addition to other responsibilities, Dr. Powers will be responsible for all the collection and analysis of qualitative data, including interviews, focus groups, and site visits. The Evaluation Team will meet at least three times a year with the Project Director to review the progress of the evaluation plan.

(2) ***Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement***

The Evaluation Plan Overview summarizes the performance measures and indicators that will assess the extent to which the three (3) goals and five (5) primary objectives of the project are met. Both formative and summative performance measures are included. Data indicators, their sources and the process for their collection are detailed.

Reducing Minority Isolation

There are two primary objectives associated with this goal. The first is to create schools that are "racially integrated" as defined by the Unitary Status Plan by increasing the enrollment of non-minority students at each site. Marketing and recruitment activities are an important component in achieving this objective and a number of process indicators are assessed, including the number of recruitment activities sponsored by school sites. Additional evaluation activities using qualitative methods will also be conducted to assess the effectiveness of marketing and recruitment activities. These include conducting interviews and/or focus groups with prospective parents and surveying prospective students regarding school choice and magnet programs. Information collected from these efforts will be used to refine recruitment messages and strategies to attract targeted outcomes at each site.

The second objective to reduce minority isolation is to offer opportunities for students from diverse backgrounds to interact and engage with each other. Performance measures include the extent to which instructional strategies promote student interaction and engagement in the classroom as well as opportunities outside of classroom settings. Other evaluative activities will include site visits, interviews with students and annual surveys of site staff. Information

collected from these efforts will be used to assess the extent to which these opportunities exist both in the classroom and outside, and to provide recommendations for improvement.

Improve Student Academic Achievement

There are two primary objectives associated with this goal. Objective 3 of the project is to provide rigorous, challenging and engaging curricula with high quality instruction in the chosen magnet theme, while Objective 4 is to increase the proficiency of students in core content subjects. This includes not only increasing student mastery as measured by the state standardized assessment, but providing student support services that allow students to address learning gaps. These intervention support services will be monitored and assessed with respect to their effectiveness in improving students' academic skills. The internal evaluator will meet with the site level Magnet Team to review student academic data and develop intervention supports.

Promote Parent Decision-Making and Involvement

Objective 5 of the project is to develop opportunities for parents to engage and participate in school events, activities and organizations.

The traditional parent-teacher conference will be reorganized using the Academic Parent Teacher Team model with the expectation that parents will participate and actively engage with their children's academic and enrichment activities. In addition, each site will develop a formal Magnet Advisory Committee with parent members. This committee will meet at least three times a year to monitor implementation of the magnet theme, review data, and provide recommendations for improvement.

While a number of process and outcome measures will be assessed, an annual survey of parents will be conducted to assess the perceived knowledge and understanding of parents with

respect to the magnet theme, their participation and involvement with the school and their satisfaction with the creation and implementation of the magnet theme. The information collected will be used for both summative and formative purposes.

While the project evaluation plan provides a comprehensive evaluation for the magnet project as a whole, the design and implementation of a diverse set of magnet themes requires that sites develop individual site plans with specific performance targets based on their baseline data. The evaluators will work with site project staff on developing their management and implementation plans that are congruent with their magnet theme and which include evaluative activities, benchmarks and time-lines.

Figure 21 Evaluation Plan Overview
Evaluation Plan Overview lists all of the goals and objectives related to performance measures and indicators and informational sources for reporting purposes.

Project Goals and Objectives	Performance Measure	Indicator	Data Source	Process for Data Collection
To reduce minority isolation by: **1) creating schools that are "racially integrated" - so that no single racial/ethnic group comprises 70% or more of the school's total enrollment, and that no single racial/ethnic group varies from the District average by 15% at each grade level**	Each magnet school will increase the number of magnet applications from non-minority racial/ethnic students by 5% each year from site baseline	The number of magnet applications by race/ethnicity	District magnet application data	Collected by A&R on a daily basis from the District's Student Management System
	Each magnet school will increase the number of enrolled students from non-minority racial/ethnic groups by 3% each year from site baseline	The number of enrolled students by race/ethnicity	District enrollment data	Collected by A&R on a daily basis from the District's Student Management System
	Each magnet school will develop and implement a recruitment and marketing plan to attract students. Plan must include at least one site and one external recruitment activity each semester.	Submission of a completion of a recruitment and marketing plan within first four months of grant	District enrollment data	Collected by A&R on a daily basis from the District's Student Management System
		The number of community recruitment events attended by school administrators and site project staff	Recruitment contact database	Collected by project site coordinators at the end of each semester

		The total number of school recruitment activities, including open houses, mailings, contacts, and site tours		Collected by project site coordinators at the end of each semester
To reduce minority isolation by: **2) Offering all students the opportunity to interact and engage with students from different social, economic, ethnic, and racial backgrounds.**	Each teacher will receive a minimum of 30 hours of pedagogical training and 10 hours of cultural competency to improve classroom instruction and improve cultural proficiency	The number of hours teachers participate in cultural competency training	Professional Development Attendance sheets	Data collected in a Professional Development database on an on-going basis by project site coordinators
		The number of hours teachers participate in classroom pedagogical training		
	95% of magnet teachers at each site will be deemed proficient in implementing targeted instructional strategies by the end of the second year	The number of teachers at each site who score as proficient on classroom observational rubrics	Classroom observational rubrics, including district required rubric, and the Reformed Teaching Observational Protocol (RTOP)	Collected by school administrators and outside observers each semester
		The number of teachers whose lesson plans are deemed proficient	Site magnet teachers responsible for student Instruction	Collected and analyzed for each teacher by project staff at the end of each semester
	75% of the student population will be participating in school enrichment opportunities by the end of the third year	Number of students participating in academic enrichment activities	A&R Grant Tracker database	Collected and data entered on an on-going basis by project site coordinators

	Students participating in academic enrichment activities will receive a minimum of 20 hours a year	Total hours of participation by students in academic enrichment activities		
To improve student academic achievement by: **3) providing rigorous, challenging, and engaging curricula with high quality instruction in the chosen Magnet theme**	Each magnet core teacher will receive at least 45 hours of professional development in core content related to site magnet theme each year	The number of hours each teacher participates in magnet-related training	Professional Development Attendance sheets	Data collected in a Professional Development database on an on-going basis by project site coordinators
	100% of the magnet core content teachers will have reached the required level of proficiency in their core standards by the end of the third year	The number of hours each teacher participates in core subject content training	Professional Development Attendance sheets	Data collected in a Professional Development database on an on-going basis by project site coordinators
		Completion and/or certification in the required core content training	Certifications/ Endorsements of Competency	Collected and submitted by project site coordinators
		The number of teachers whose lesson plans are deemed proficient	Site magnet core teachers responsible for student instruction	Collected and analyzed for each teacher by project staff at the end of each semester
		The number of teachers at each site who score as proficient on classroom observational rubrics	Classroom observational rubrics related to core content	Collected by school administrators, Project Director, and outside observers each semester

	100% of the magnet teachers will participate in at least four hours of Professional Learning Community study groups a year	The number of hours teachers participate in Professional Learning Community study groups	Professional Development Attendance Sheets	Data collected in a Professional Development database on an on-going basis by project site coordinators
To improve student academic achievement by: **4) increasing the proficiency of students in core subjects of reading, math, writing (HS students), and science (4th and 8th graders)**	The percentage of 3-8 graders who are proficient in math will increase by 10% each year	The number of students who meet or exceed Mastery on state AIMS math test	AIMS scores - state-standardized test given each Spring in reading and math (3rd-8th, 10th), science (4th and 8th), writing (10th)	Provided to A&R by Arizona Department of Education (ADE)
	The percentage of 3-8 graders who are proficient in reading will increase by 10% each year	The number of students who meet or exceed Mastery on state AIMS reading test		
	75% of the 4th and 8th graders will be proficient in science at the STEM Magnet schools	The number of students who meet or exceed Mastery on state AIMS science test		
	100% of the Cholla Magnet IB students will meet or exceed mastery levels on state assessment (AIMS) in reading, writing, and math at the end of 10th grade	The number of students who meet or exceed Mastery on AIMS HS reading, writing, and math tests		
	100% of Cholla Magnet IB students will earn the requisite number of core class credits needed for graduation at the end of each year	The number of core class credits to meet graduation requirements	Student grade attainment data	Collected by A&R on a daily basis from the District's Student Management System

	100% of students who perform below mastery level will participate in at least 1 academic intervention support program each semester	The number of students participating in at least one academic support intervention	Student schedule data and/or A&R Grant Tracker database	Collected by A&R on a daily basis from the District's Student Management System and/or collected and entered by Project site coordinators on regular basis
	Each student participating in an academic intervention support program will receive a minimum of 3 hours per week	The number of hours students participate in academic support interventions		
To encourage greater parental decision-making and involvement by: **5) developing opportunities for parents to engage and participate in school events, activities, and organizations**	Every parent will attend at least 1 Magnet Parent-Teacher team (MPTT) meeting each semester	The number of parents participating in MPTT meetings	A&R Grant tracker database	Collected and entered by Project site coordinators
		The number of parents reporting participation in MPTT meetings	Annual parent survey	Collected by Internal and External evaluators annually
	The number of parent volunteers will increase by 10% each school year	The number of parents volunteering at the school site	Logs maintained by TUSD Student Services	Collected and submitted by Project site coordinators
	Two parent-led workshops will be held per year at each school site	The number of parent-led workshops held each semester	Presentation agendas	
	Each magnet site will create a magnet advisory committee to review the design and implementation of the Magnet program at least three times a year.	The number of parent participants active on the magnet advisory committee	Magnet advisory committee attendance sheets	

	85% of parents will attend at least one parent engagement event at the school each year	The number of parents participating in a site event or activity	Annual parent survey	Collected by Internal/ External Evaluators at the end of each school year

(3) ***Includes methods that are objective and that will produce data that are quantifiable***

As detailed in the Evaluation Plan Overview, the methods used to assess the performance measures are objective and will produce data that are quantifiable. The data sources and collection processes are consistent across sites and can be reproduced. Any additional instruments, such as surveys, interview protocols, and observation rubrics will be developed to ensure that the data collected are consistent across sites and quantifiable where possible.

The district has developed several data systems that will be utilized in this project. The district's Student Information System, Mojave, is the official record and primary database for managing all student demographic, academic, and related information. Individual student data from the system is accessible to school and district staff based on level of access. Updated nightly, the Department of Accountability and Research Department (A&R) has access to all the data for the purpose of analysis, research and dissemination. Through *TUSDstats*, a web-based interface, student demographic, academic, and related data is organized, aggregated, and disseminated to TUSD staff, teachers and parents on a daily basis, allowing for continual monitoring of student performance and academic achievement.

In addition to Mojave, a variety of other systems for collecting student and teacher data have been developed. The Professional Learning Portal (PLP), managed by the District's Human Resources Department is used to track the type and amount of professional development teachers have had. Teachers can sign up for workshops and classes and their hours will be recorded. A&R also manages the Grant Tracker database which collects data on student and parent activities. Data can be entered about the type of activities and dosage (number of hours) students participate in academic intervention and/or enrichment activities. The system also allows for the tracking of parent participation in teacher-parent team meetings and school events and activities.

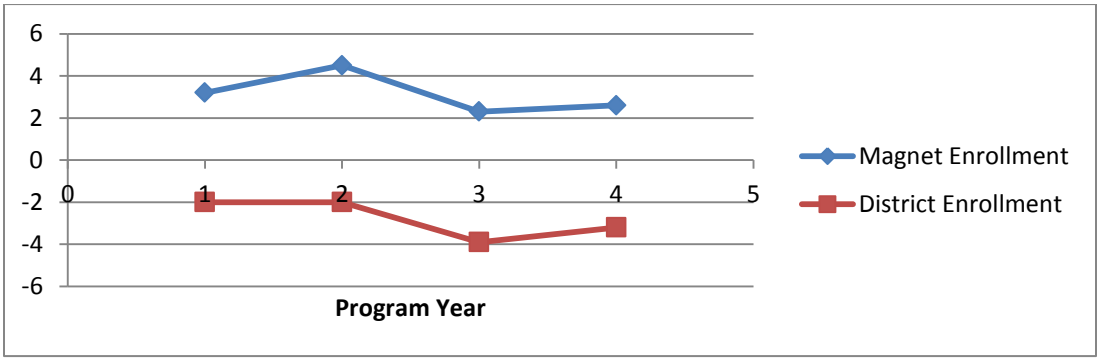
COMMITMENT AND CAPACITY

(i) Tucson Unified School District is committed to the magnet schools project.

For over thirty years, magnet schools have been the primary strategy for desegregation within Tucson Unified. Under the court ordered Unitary Status Plan, Tucson Unified must implement magnets programs: "The District shall continue to implement magnet schools and programs as a strategy for assigning students to schools and to provide students with the opportunity to attend an integrated school." (USP pg. 8)

Tucson Unified is the second largest district in the state of Arizona with over 50,000 students and is dedicated to increasing student achievement for students. Through a comprehensive cross departmental project management system, Tucson Unified has aligned resources and programs dedicated to meeting the requirements of the Unitary Status Plan. The commitment of the district to the magnet project is evidenced by the enrollment trends over the last three years. Three years (2009-2012) of magnet enrollment data indicates that magnet schools are highly valued, both by the district and the community. Magnets have maintained an average growth of 2.9% while the district lost an average of 2.7% as illustrated in Figure 22.

Figure22: Magnet Enrollment Compared To Non Magnet Schools In The District



Tucson Unified has adopted a project management system to meet the requirements of the Unitary Status Plan. This includes providing a Director of Magnet Programs who is charged with improving the magnet application process for the Tucson Unified School District.

The Unitary Status Plan states,

> *The District shall hire or designate a director-level employee who shall supervise the implementation of all student assignment strategies set forth in this Order. This employee shall coordinate all student assignment activities, working with the desegregation department and all other relevant departments and schools, including but not limited to those involved with magnet schools and programs, open enrollment, transportation and facilities. (USP pg.7)*

The district is also dedicated to providing high quality, experienced staff to manage the magnet programs. Before the Unitary Status Plan was approved, the district responded to the need to create an infrastructure to support magnets by hiring a Director of Magnet Programs. The Unitary Status Plan requires the hiring of support staff to assist in sustaining the success of current magnet programs, revising and re-energizing programs that do not meet magnet criteria, and creating the new magnet programs proposed in this application:

> *The District shall also hire or designate an individual or individuals to assist in the effective implementation and operation of the magnet schools and programs, including working with school-based personnel and developing and administering an admissions process to ensure integration of magnet schools and programs.*
>
> (USP pgs. 7-8)

Tucson Unified's commitment to the success and sustainability of its magnet schools is evidenced by a variety of actions and strategies. The district has assumed financial

responsibility for transportation, a majority of staffing in revised and new magnets, the majority of supplies, textbooks, food service, and equipment. As well, the district has reviewed and redrawn attendance boundaries for schools approved for closure by the courts, doing so through the lens of integration and the impact on magnet schools. When considering the new boundaries for magnet schools, the district included projected enrollment, race and ethnicity, socio-economic status, school capacity, and the effects these new boundaries will have on magnet schools.

(ii) Tucson Unified School District has identified resources to continue support for the magnet school activities when the MSAP is not longer available.

The Tucson Unified School District Governing Board recognizes the responsibility for sustaining the revised and new magnets, in accordance with the court ordered Unitary Status Plan. The choices made in the requested funding through MSAP are intentional and deliberate in order to build both capacity and sustainability. The majority of funding is for professional development in order to build instructional capacity. Funding will be used to purchase equipment and supplies that are necessary for the start up of the revised and new programs. The high quality equipment and spaces for the Fine Arts programs and STEM programs will attract a wide range of students and is a key contributor to successful marketing. The district will assume the cost of maintaining and upgrading equipment as necessary and will assume the cost of supplies after the grant period ends. The district has an additional resource of state desegregation funding that will be used to help sustain the programs.

The district Magnet Office has a qualified staff with the expertise to successfully recruit students from diverse backgrounds. As a result of the 2009 MSAP grant award, three Tucson Unified magnet schools increased enrollment by over 200 students, an increase of 15.5%. In a

district where school populations have decreased by 7.6% since the 2009-10 school year, this shows that the marketing and recruitment efforts of these schools has proven quite successful.

The facilities in all five schools included in this grant application are in good condition. The district uses a facility index, which rates schools using an assessment of nine areas of facility and grounds conditions, to provide a relative index factor of the overall condition of the facility on a scale of 1 to 5 ; 1 being poor condition and 5 being excellent condition. The schools purposed in this application rated higher than the district average of 2.2: Utterback 2.8, Cragin 2.4, Mansfeld 2.4 Tully 2.5 , Cholla 2.8. Through a recent bond, Cragin (Fine and Performing Arts) received a new stage floor, Tully (STEM) received funding to enhance a student nutrition and activity education center, and Utterback (Fine and Performing Arts :Communication Arts) renovated their auditorium, performing and visual arts classrooms, sound system, recording system, and lighting.

The initial start up costs for these sites will be funded by the MSAP grant. After the three year grant period, state desegregation funding will be available for personnel to continue to advance their training in instructional delivery and theme. This funding will also be available to provide training books, materials, and supplies needed to continue the site operations. In collaboration with the Magnet Office, Tucson Unified Grants and Partnerships Division will actively seek out grants, both governmental and private/foundational. All partnerships developed within each theme and each school will continue beyond the grant cycle. Transportation routes will be continually adjusted as required to meet district commitments. Parents and community are expected to continue to support each program through active and intentional participation.

The curriculum plays a key role in program sustainability. A viable, marketable curriculum is a living document; always being assessed and revised. All proposed magnet schools will have the magnet theme integrated into all curriculum areas and align with the Common Core. Using the Theme Integration Course designed by the Magnet Schools Assistance Program Technical Assistance Center will guide magnet coordinators and curriculum specialists in working with teachers to create a comprehensive, viable and sustainable magnet program.

The STEM Immersion Matrix, developed by The Arizona STEM Network and widely used in schools across Arizona, clearly outlines stages of development towards effective STEM education, starting with an exploratory model and building towards a non-traditional full immersion model. This matrix will be adapted and used as a program guide for the incremental implementation of all magnet school themes included in this grant proposal: STEM, Fine and Performing Arts, and International Baccalaureate.

Professional development is another key factor in ensuring the successful interlacing of magnet theme, curriculum, and instruction within each school. Planning and development of high quality instructional programs that align with Common Core, high expectations, cultural responsiveness, and intentional and deliberate interaction will be emphasized within the three programmatic themes. These processes are an integral part of the Unitary Status Plan and the Tucson Unified magnet proposal and will continue when the funding is no longer available through MSAP.

Tucson Unified is committed to sustaining the proposed magnet programs. By providing a well developed project management system, maintaining high standards for pedagogical leadership, maintaining and upgrading equipment and facilities, seeking additional grant funding, and providing the necessary supplies and materials, the district will ensure that these magnets

will not only continue, but thrive. Tucson Unified believes in the power of magnet schools to lead by example in embracing diversity and innovation. Magnet schools in Tucson Unified will transform our community by offering first-rate school options and unsurpassed quality educational programs.

QUALITY OF PERSONNEL

The new and revised magnet school programs will utilize experienced, high quality, specially selected leadership staff. Each person considered for hire will undergo a rigorous hiring process to demonstrate expertise and commitment to innovative ideas and the use of best practices. Personnel employed by the project will have to demonstrate expertise in their field, understand and support the intent of magnet schools and knowledge of MSAP requirements. A summary of key project personnel and time commitments are shown in Figure 12 below.

Figure 12. Proposed Personnel Resources

PERSONNEL		NUMBER		DISTRICT FTE	MSAP FTE	TOTAL FTE
		Current	To Be Hired			
District Support	Superintendent	1		1		1
	Deputy Superintendent	1		1		1
	Project Director	1		.75	.25	1
	Admin. Assistant	1	.50		1.5	1.5
	Project Specialist		1		1	1
	Instructional Data Intervention Specialist		1		1	1
	Budget Technician	1		.75	.25	1
	Internal Evaluator	1		.75	.25	1
	Marketing/ Recruitment	1		.25	.75	1
Site Personnel	Magnet Coordinators	2	4	1	5	6
	Curriculum Coaches		5		5	5
	IB MYP Teachers		6		6	6
	Fine Arts Teachers		8		8	8
	STEM Specialists		4		4	4
	Teacher-Librarian, STEM Materials Specialist		1		1	1
TOTAL		**9**	**30.5**	**5.5**	**34**	**39.5**

(i) The project director for the Tucson Unified Magnet Assistance Program is qualified to manage the project.

Project Director - Dr. Victoria Callison, Magnet Director

Dr. Victoria Callison, Tucson Unified School District's Magnet Director, has more than 30 years of experience in education working with diverse populations. She has 15 years of experience in school administration, and has been the Magnet Director for Tucson Unified for three years. As a turn-around principal in Arizona, she has an in-depth understanding of educational reform. She has done private consulting with a variety of Local Education Agencies around the country. Her driving passion lies in bringing about change through professional development and innovative instruction. She consults with schools and educational organizations in implementing reform practices and transitional management. An adjunct professor at several colleges and universities and a Tucson native, she believes in the power of magnet programs to contribute to the educational prosperity of the community.

TUSD Required Professional Qualifications for the Project Director

- Master's Degree in Education, Educational Administration, K-12 Curriculum & Instruction or closely related field(s).
- Valid Supervisor PreK-12 Certificate, Arizona Administrative Certificate, or Principal Certificate
- Three (3) years teaching experience
- Five years program management and/or supervisory experience.
- Experience developing and managing budgets.
- Experience in writing successful local, state and federal grants.
- Previous work experience with magnet schools/programs.
- Knowledge of federal and state rules and regulations pertaining to the funding and implementation of grants.

- Knowledge and ability to use word processing, database, and spreadsheet programs.
- Excellent, and effective, verbal and written communication skills in English.
- Experience in working with diverse constituencies/populations.

Essential Functions of the Project Director-

- Coordinates central and site efforts to strengthen magnet programs; includes ensuring the continuity of specific magnet themes K-12.
- Develops a yearly magnet timeline plan of tasks including a five year/minimum 5-6 program rotating evaluation plan of existing magnet school programs.
- Identifies, investigates, and pursues all applicable federal, state, local and business assistance grants and/or relationship opportunities, including but not limited to the Magnet Schools Assistance Program Grant.
- Provides in-services and leadership to staff on district integration needs and magnet school policies and procedures.
- Takes leadership in directing, coordinating, planning, and implementing professional development related to magnet themes and shares research related to the themes and student learning.
- Directs curriculum specialists in the development of standards-aligned magnet curriculum at individual sites, directs development of new instructional strategies, directs the implementation and evaluation of new alternative programs including technology integration, and directs development of unique and distinctive curricular course offerings, etc.

- Facilitates principal and resource teacher meetings, collaborates with principals and teachers to develop course descriptions, syllabi, units of study, and instructional strategies.
- Directs the preparation of media and promotional items to publicize magnet school programs.
- Communicates, markets, and promotes magnet schools to the public.
- Represents the district at meetings, workshops, and in-service programs that support the magnet school program including, but not limited to magnet fairs, Governing Board meetings, and other events.
- Visits, along with specific magnet school site staff, targeted community areas to inform parents and students of program availability and opportunities, including letter/phone call follow-up.
- Ensures continuing communication with parents, students, and community regarding magnet school opportunities.
- Coordinates with magnet school sites in the analysis, evaluation, and improvement of student achievement.
- Directs the evaluation of magnet program activities, and progress and ensures that state and federal requirements are followed.
- Serves as liaison between transportation department and parents.

(ii) Other key personnel qualified to manage the project

District Level Support – Superintendent Dr. John Pedicone

Dr. John Pedicone is the Superintendent of Tucson Unified School District. Prior to this appointment, he was a Senior Faculty Fellow in the Educational Leadership Program at the

University Of Arizona College Of Education, and the Vice-president of the Southern Arizona Leadership Council. Dr. Pedicone retired from Flowing Wells School District, where he served as an administrator for 22 years. His administrative leadership in the district included serving as junior high school assistant principal, high school principal (during which time the high school was selected as the #1 school in the State of Arizona A+ program and received the U.S. Department of Education Blue Ribbon School award), assistant superintendent and superintendent.

Dr. Pedicone earned a Ph.D. in Educational Administration from the University of Wisconsin, Madison. He has has received numerous awards and recognitions including Arizona Superintendent of the Year in 2002 and the Arizona Representative to the AASA National Superintendent of the Year Program in 2003.

TUSD Required Professional Qualifications for the Superintendent

- Arizona Administrative Superintendents Certificate
- Seven years progressively responsible administrative experience in a school district with diverse cultural and economic groups
- Doctorate of Education (EdD) or Doctorate of Philosophy (PhD) in a related field
- Prior experience as a Superintendent in a large district

Essential Functions of the position of the Superintendent-

- Supervises a staff tasked with developing District-wide programs in conformance with established policy.
- Formulates District policy, in conjunction with the Governing Board, for the conduct of all business within TUSD.

- Administers the policies of the Governing Board, statutes of Arizona and federal mandates.
- Organizes District programs for effective teaching and learning.
- Directs the activities and operations of district-wide business operations.
- Represents the District to legislative bodies, the news media, state, county, and city agencies and civic organizations.
- Represents the District to the public.

District Level Support - Deputy Superintendent Dr. Maria Menconi

Dr. Maria Menconi, Deputy Superintendent of Curriculum, Instruction, and Professional Development has been with Tucson Unified for two years. She has earned her Doctorate Degree in Educational Leadership. She came to Tucson Unified from the Arizona Department of Education, AZ LEADS. In her capacity as director, she worked training leadership coaching for principals and superintendents statewide. She has held two superintendent positions in Arizona along with being an adjunct professor for the University of Arizona and Arizona State University. She has numerous publications and holds the honor of Adjunct Faculty of the Year by Arizona School Administrator's Association. Dr. Menconi has had a profound impact on Tucson Unified School District, changing the culture of professional development by creating a common language and expectation around instruction. Her amazing leadership has touched the lives of every administrator, teacher, student, and community member.

This Deputy Superintendent is responsible for developing, managing and controlling all components of teaching and learning, such as curriculum and instruction and professional development. This position works collaboratively with staff and administration throughout the organization to support teaching and learning activities.

TUSD Required Professional Qualifications for the Deputy Superintendent-

- Ph.D. or Ed.D. Degree in Education, Educational Administration, Curriculum or related educational field.
- Experience as an Assistant Superintendent, Associate Superintendent, Deputy Superintendent, or Superintendent of Schools.
- Experience with desegregation/integration, multicultural/non-sexist education, bilingual education, and exceptional education.
- Experience working with schools under court ordered desegregation.

Essential Functions of the position of Deputy Superintendent-

- Monitors on-going educational programs. Determines the effectiveness of teaching methods, collaborates with the Assistant Superintendents to analyze and recommend/initiate program changes.
- Analyzes results of overall test scores as they apply to particular programs. Reviews the appropriate program content. Evaluates the actual results with the planned results. Interprets their meaning, and then collaborates with other members of the staff to initiate appropriate changes and/or modifications.
- Monitors special programs that are being conducted at designated school sites such as magnet, desegregation, bilingual target, and/or Special Education, and ensures compliance with established Board Policy.
- Oversees the site-council program across the district.
- Evaluates the recommendation of special District Staff for the implementation of new programs.

- Forecasts the needs within the District, and decides which programs are appropriate at selected sites.
- Plans and develops Curriculum and Instruction and Professional Development budget requirements.
- Participates as a member of the Superintendent's Cabinet.
- Serves as the Superintendent's designee.
- Represents the District to local community and civic organizations. Works with the Superintendent to develop rapport with business and community organizations for such purposes as establishing partnerships.
- Conducts site visits to monitor and provide feedback on the effectiveness of instructional programs.

District Level Project Specialist - Dr. Adelle McNiece

Dr. Adelle McNiece has earned her Ph.D. in Educational Leadership. She has spent twenty years as a public educator and governmental and educational consultant. In the field of education, Dr. McNiece has extensive experience in coordinating and evaluating grant funded programs. She is knowledgeable regarding building successful leadership and teaching teams and experienced in data and survey collection and reporting, research and analysis associated with various policies and issues, and document and content analysis. Dr. McNiece has developed and published teacher manuals, lesson plans, curriculum guides, student guides, and non-fiction science-based texts. She has published a book on integrating service learning within the language arts curriculum and another on the development of student leadership in service learning classrooms. She has also had experience in participating on a team charged with the development of state level content standards. Dr. McNiece has served as a mentor teacher and is

a member of the Clinical Faculty at George Mason University. As well, Dr. McNiece has worked as a government consultant in the areas of benchmarking, business process reengineering, and the development and implementation of surveys and evaluations. In addition, she has provided government agencies with reviews of internal controls and security and redrafted high security manuals.

The position of Project Specialist supports targeted programs and/or groups for a specified project typically in the areas of designated plan development, implementation, and monitoring to ensure the smooth operation and compliance with project requirements. This position provides and conducts training. This position monitors project operations for alignment with funding source requirements, approved budget, and plan compliance.

TUSD Required Professional Qualifications for the Project Specialist-

- Master's degree in Education, or a related field.
- Valid Arizona Teaching Certificate with Structured English Immersion (SEI) endorsement
- Arizona IVP Fingerprint Clearance Card
- Knowledge of effective curriculum, instruction, and assessment practices
- Three (3) years Teaching Experience
- Experience working with administering grants, or managing projects that include, budgeting, evaluating/measuring, and coordinating services and personnel.
- Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instruction.
- Knowledge of magnet schools and magnet programs.

Essential Functions of the Project Specialist-

- Develop and implement a comprehensive program for the specified project that is aligned to federal, state, funding source and/or district requirements.
- Assist schools with the development and implementation of plans as required by the specified project.
- Assist schools in complying with guidelines that identify students and/or staff in need of assistance services as specified by the project.
- Establishes a record keeping system to collect and capture data to be used in monitoring and evaluating performance indicators the specified project.
- Monitors and gathers data regarding the specified project, and prepares routine and ad hoc reports as requested.
- Identify, coordinate, and prepare all critical activities for federal and state audits.
- Assist schools with support in budget management, reallocation of resources, and coordinates with the appropriate departments regarding grant applications pertaining to the project.
- Develop, implement, and improve parent involvement programs specific to the project to support parents in helping their children meet state academic standards.
- Using current research, creates reports that inform the district of the best methods and policies that will ensure an equitable educational experience for students.
- Assist and facilitate school leaders' and instructional staff's use of student achievement data to determine effectiveness of the project and recommend project adjustments.
- Collaborate with district content area specialists to support project initiatives.
- Attend required meetings, workshops and conferences as requested by supervisor.

District Level Instructional Data and Intervention Specialist - Laurie Westfall

Laurie Westfall has worked in the field of education for over 20 years. She has a Masters Degree in Educational Leadership, maintains a Principal Certification and Standard K-8 Teacher Certification in the state of Arizona. She is highly qualified in elementary education and holds an SEI endorsement. Laurie has extensive experience as an elementary, middle school and specialist teacher. She has worked with educators on the Navajo Reservation to design environmental education lessons that were culturally sensitive and aligned with state and district reading and language standards. As Assistant Principal for a high risk district on the Arizona-Mexico border, she worked closely with teachers to develop rubrics and authentic assessments for integrated units of study as well as coaching teachers on instructional practices.

Ms. Laurie Westfall works with the Magnet Department as an Instructional Data Intervention Specialist. She works with schools under the MSAP grant to help principals and teachers develop data collection models and tools to track student growth. She provides professional development on using ATI as an instructional tool and analyzing data from formal and informal assessments. She has also helped teachers create crosswalks linking the old Arizona State Academic Standards to the new Arizona Common Core Standards and creating assessments that align with the Common Core Standards. She assists teachers and leadership teams in identifying students who are not making progress, and designing interventions.

This position requires extensive work with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Instructional Data and Intervention Specialist is committed to improving staff assessment skills as well as data analysis and data collection skills to ensure that students meet state and district academic standards.

TUSD Required Professional Qualifications of the Instructional Data and Intervention Specialist-

- Master's Degree in Education or a related field
- Arizona Teaching Certification in elementary or secondary education.
- Valid Arizona Teaching Certificate with Structured English Immersion (SEI) endorsement
- Arizona IVP Fingerprint clearance card
- Three (3) years teaching experience
- Knowledge of classroom assessment models and rubric formation and uses
- One (1) year experience providing instructional data analysis.
- Understands the antecedents of school reform.
- Knowledge of research on best practices, specific models to improve student achievement, and whole school reform.
- Experience working with diverse student populations.
- Experience with Word Processing/Database/Spreadsheet programs
- Knowledge of magnets and magnet programs

Essential Functions of the Instructional Data and Intervention Specialist-

- Works with staff to identify students who are not making adequate academic progress.
- Assists in the design of effective research based interventions.
- Assist sites in the development of data collection models and tools to capture benchmark student achievement
- Provides professional development to staff on how to create various assessments including formative, summative, project-based, inquiry-based, rubric, and portfolio data.

- Tracks student progress through monitoring benchmark and other assessments.
- .Collaborates with site personnel for data collection and analysis.
- Assists with Federal, State and District report preparation and data collection.

District Level Internal Evaluator – Dr. Juliet King

Dr. Juliet King has been a Project Manager for TUSD since 2006. She holds a Ph.D in Sociology and a Masters Degree in Economics. In her current position, she conducts a variety of data and research projects involving student, teacher, and school performance. She is actively involved in a multitude of grant related projects and works collaboratively with entities, both within and outside the district. As a research specialist, she designs and implements evaluation systems and supports staff in analyzing the data. Ms. King has the unique ability to make data easily understood. She has over twenty years of research-based work and is an asset to any program.

The Research Project Manager designs and initiates research and evaluation projects. This position also conducts evaluation of instructional programs and research of educational issues important to Tucson Unified School District.

TUSD Required Professional Qualifications for the Internal Evaluator-

- Masters Degree or higher in Social Science or related research field.
- Five years experience in an educational or social science program evaluation and/or research, including experience in quantitative and/or qualitative research, analysis, statistical methods and computer applications.
- Ability to identify and initiate a research and/or evaluative project that meets a district or departmental need and improves educational services and/or student learning.
- Ability to use relational databases and structured query language.

- Ability to use advanced statistical techniques, such as multivariate analysis, causal modeling, or item response theory.
- Ability to use statistical and web applications, such as ArcGIS, SPSS, ASP.net
- Ability to work with diverse constituents, including administrators, site staff and parents.
- Ability to communicate research findings to diverse audiences in the form of written reports, oral presentations and the web.
- Knowledge of magnet schools and magnet programs

Essential Functions of the Internal Evaluator -

- Identifies, initiates, and/or recommends research and evaluation projects that address a district or departmental need.
- Identifies business processes and data needs, designs, creates, modifies and maintains databases, presents the information to a wide range of audience.
- Supports the Director of Accountability & Research in updating school administrators on the latest federal and state educational standards and requirements.
- Develops and implements appropriate research and evaluation projects to determine instructional program effectiveness and assess alternatives. Tasks include designing evaluation instruments, collecting data, analysis and preparing reports.
- Fulfills internally and externally generated requests for research, statistical analyses and reports utilizing departmental software.
- Prepares and disseminates research findings and recommendations to the TUSD Governing Board, administrators, teachers, staff, parents and/or local, state and federal agencies. Collaborates with superintendent's cabinet and program administrators to

facilitate the use of research findings and recommendations in strategic analysis of immediate and long range planning and decision-making.

- Collaborates with site administrators and staff, program coordinators, and district personnel on determining site and district educational and instructional needs.
- Manages research and evaluation activities for externally funded grant projects to ensure compliance.
- Implements and coordinates testing and other assessments for the district.
- Attends and makes presentations at professional meetings.

District Level Media Marketing and Recruitment Specialist - Sally Jacunsky

Ms. Jacunsky has worked with the Magnet Office during the 2010 grant cycle. She has worked to create one of the most successful recruitment and marketing campaigns in the history of the district for the 2010 MSAP grant. Through television, radio, internet, print, and community events, she helped increase attendance in the three new magnet schools by over 200 students. With experience in web-design and digital imaging, she has been an integral part of the success of the 2010 MSAP programs. Ms. Jacunsky will work with magnet coordinators and magnet teams in designing marketing materials, media campaigns, and hosting and attending community events. She will create brochures, videos, web design, displays for outdoor advertising, displays for events, and created logos. For this grant cycle, her job responsibilities will include training teachers how to update web sites, training cadres of parents and site level volunteers to form and implement active recruitment teams for each site, assisting district staff at community events and informational meetings; and preparing Magnet Leadership Teams to recruit for programs after the grant funding has ended.

The Media Marketing and Recruitment Specialist performs a broad range of duties related to visual, print, and electronic communications including video recording and post production, audio recording and post production, multi-media presentation setups and operation, graphic design and layout for print and outdoor media, still photography, and Web site development. The position works directly with schools to actively recruit students through multi-media.

TUSD Required Professional Qualifications for the Media Marketing and Recruitment Specialist-

- Associate's Degree in Media Arts, Visual Arts, or related field, and one-year of related experience required
- Three-years of media or visual arts experience.
- Experience working with Adobe suite video editing, graphics, and audio software, MS Office software, and HTML web page programming.
- One year experience setting up and operating complex multi-media presentations.
- Knowledge about magnet schools and magnet programs

Essential Functions of the Media Specialist-

- Produces broadcast-quality HD/SD videos from camera to final product.
- Designs, develops, and uploads electronic files for print, outdoor, and specialty advertising.
- Coordinates with outside vendors, publishers and broadcast media for mechanicals for various media projects.
- Sets up and operates complex multi-media systems in District and outside venues.
- Assists with production, equipment scheduling and facility coordination at the television facility.

- Catalogs, distributes and maintains files of video programs.
- Creates and publishes Web pages and sites using various software elements and HTML programming.
- Produces magazine-format print publications in coordination with news writer and photographer.
- Shoots, processes and prints electronic still photographs to specification. Electronically manipulates images, creating composite and collage graphic images.
- Works with schools to actively recruit students through the use of multi-media

A summary of Central Support Personnel, including years of experience, may be found in Figure 13 below.

Figure 13. Central Support Personnel with Years of Experience

Central Support	Position	Resume	Experience
Dr. John Pedicone	Superintendent	X	41 Yrs.
Dr. Maria Menconi	Deputy Superintendent	X	37 Yrs.
Dr. Victoria Callison	Project Director	X	31 Yrs.
Dr. Adelle McNiece	Project Specialist	X	20 Yrs.
Laurie Westfall	Instructional Data Interventionist Specialist	X	25 Yrs.
Dr. Juliet King	Internal Evaluator	X	21 Yrs.
Sally Jacunsky	Media; Marketing and Recruitment	X	3 Yrs.

School Level Magnet Coordinator-

Each school in this proposal will have a magnet coordinator. The person in this position will analyze, evaluate and ensure that the goals and objectives for the magnet program are

accomplished according to established priorities, time and funding limitations and MSAP requirements.

TUSD Required Professional Requirements for Magnet Coordinators-

- Masters Degree or higher
- Four years of experience administering or coordinating programs.
- Knowledge of federal and state legislative requirements related to specific program.

Essential Functions of the Magnet Coordinator-

- Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools.
- Provides training, organize conferences and chair committees related to program.
- Develops and recommends new or revised program goals and objectives. Develop and implement action plans.
- Develops and schedules program work plans based upon established priorities, time and funding limitations or other specifications. Monitors timesheets and submits correct documentation.
- Monitors and approves program expenditures. Prepares or assists with funding or budget proposals and submits requisitions to the Magnet Office.
- Confers with and advises staff, students, community members, or others of program goals and objectives, and of the means to achieving those goals and objectives. Collaborates with community, governmental and/or social service agencies as needed.
- Maintains necessary documents to comply with MSAP measures and monitoring indicators.

School Level Support – Cragin Principal - Theresa Harvey

Ms. Harvey came to Tucson Unified in 2012. Since her time with the district, Ms. Harvey has made an astonishing impact on the school culture and on student achievement. Her background in Exceptional Education contributes to her belief that every child can and will succeed. Her wide range of experience, from an Exceptional Education classroom teacher, to a Director charged with managing district level programs, to being a principal, Ms. Harvey brings enthusiasm and vision to this position.

Cragin will have a Magnet Leadership Team responsible for the implementation of grant objectives at the site level. A breakdown of this Leadership Team is found in Figure 14.

Figure 14. Cragin Magnet Leadership Team

Staff	Position	Resume	Experience
Baudelina Amezcuma, MA	Exceptional Education Teacher	X	12 Yrs.
Kimberly Dessenn, MA	Teacher, 5th Grade	X	12 Yrs.
Kimberly Comey	Reading Specialist	X	15 Yrs.
Jeremy Chambers	Teacher-ELD	X	16 Yrs.
Caitlin Reddington	Teacher 3rd Grade ELD	X	7 Yrs.
TBA	Magnet Coordinator	N/A	

School Level Support – Mansfeld Principal - Paul DeWeerdt

Mr. DeWeerdt has been the principal at Mansfeld Middle School since June, 2009. As an instructional leader, Mr.DeWeerdt uses data driven decision making to drive student achievement. He promotes Professional Learning Communities and is a champion for his community. He has established various community partnerships which support the staff and students at Mansfeld. Mr. DeWeerdt has administrative high school experience where he

supervised the College and Career Center. He brings this unique perspective to the magnet program, which supports the vision of district vertical articulation.

A breakdown of Mansfeld's Magnet Leadership Team is found in Figure 15.

Figure 15. Mansfeld Magnet Leadership Team

Staff	Position	Resume	Experience
Kristin Bittel, M.Ed.	Teacher, 8th Grade	X	15 Yrs.
Adnia Kehl Welsh M.Ed.	Teacher, 6th Grade	X	15 Yrs.
TBA	Magnet Coordinator	TBA	TBA
Michelle Honeyman	Teacher, 7th Grade	X	13 Yrs.
Richardo Sanchez, MA	Assistant Principal	X	16 Yrs.

School Level Support – Utterback Principal - Cindy Mady

Ms. Mady has been with Tucson Unified since 2011. She has ten years of administrative experience; all in high-poverty, high needs schools. Ms. Mady specializes in start-ups. Since her time at Utterback, Ms. Mady has changed the culture of the school. When Ms. Mady came to Utterback, the magnet was substantially diminished and student achievement had plummeted.

As Utterback's principal, Ms. Mady assists and supports the professional development and growth of staff members to work toward a highly performing school focusing on critical thinking and inquiry. Ms. Mady has created a culture of data-driven instruction. She is excited to facilitate shared leadership to create and manage data-driven magnet school.

Utterback's Magnet Leadership Team is outlined in Figure 16 below.

Figure 16. Utterback Magnet Leadership Team:

Staff	Position	Resume	Experience
Melissa Molina-Garcia	Magnet Coordinator	X	11Yrs.

Laura Caucci	Teacher- Graphic Design	X	4 Yrs.
Chirstine Snodgrass	Teacher, Math	X	21 Yrs.

School Level Support – Tully Principal - Roman Soltero

Dr. Soltero has been a Tucson Unified administrator for 12 years. He holds a Superintendent's certificate and has been at Tully since 2005. His doctorate is in Educational Leadership with a minor in Law. Dr. Soltero is an enthusiastic leader with the ability to rally support from his staff and school community.

Figure 17. Tully Magnet Leadership Team:

Staff	Position	Resume	Experience
Abbi Watchman	Math/Science Coordinator	X	11 Yrs.
Patricia Ludovici	Magnet Coordinator	X	38 Yrs.
Shawn Blair	Curriculum Specialist	X	19 Yrs.

School Level Support – Cholla Principal - Frank Armenta

Mr. Armenta has been the principal at Cholla Magnet High School since 2009. In this time, Mr. Armenta has been a champion for the once struggling International Baccalaureate Diploma Programme. With over eight years of experience as a high school administrator, Mr. Armenta has the background knowledge necessary to move Cholla Magnet High School forward with implementing Middle Years Programme as part of a revised magnet.

Cholla's Leadership Team has the added benefit of having the IB Diploma Programme Coordinator involved. Ms. Conti has led a successful DP program for the last 4 years. See Figure 18 shows Cholla's Magnet Leadership Team.

Figure 18. Cholla Magnet Leadership Team

Staff	Position	Resume	Experience
Natasha Conti, BS	IB Diploma Programme Coordinator	X	4 Yrs.
Katheryn Jensen, M.Ed.	Magnet Coordinator	X	11 Yrs.

(iii) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools.

Every teacher who participates in the project will receive professional development in the magnet theme throughout the project period. All of the teachers are highly qualified for the subject that they are teaching. However, during year one and two of the grant cycle, teachers will be learning new content and innovative instructional delivery strategies. Teachers will receive support from Instructional Coaches, Curriculum Coordinator and Instructional Data Intervention Specialist. Any newly hired teachers will be chosen for their knowledge and commitment to the magnet theme and will agree to participate in further professional development. The hiring process will include questions that pertain to the magnet theme, instructional methodology, integrated curriculum, and assessment.

(iv)Tucson Unified personnel are selected for employment without regard to race, religion, color, national origin, sex, age or disability.

According to the District's court mandated Unitary Status Plan, recruitment for all employment vacancies will be conducted on a nondiscriminatory basis. Tucson Unified will seek to enhance the racial and ethnic diversity of its administrators and certificated staff through its recruitment, hiring, assignment, promotion, pay, demotion, and dismissal practices and

procedures. An active pool of certificated staff and administrator pool is maintained at the District level which serves to encourage applicants to apply for individual positions and to apply for the pool. All applicants in the pool shall be considered for all available vacancies for which they qualify.

Tucson Unified School District strictly adheres to governing board policy GBA adopted in January 18, 2005, and revised August 23, 2011:

> *Discrimination against an otherwise qualified individual with a disability or any individual by reason of race, color, religion, sex, sexual orientation, age, or national origin is prohibited. Efforts will be made in recruitment and employment to ensure equal opportunity in employment for all qualified persons.*

Policy regarding non-discrimination will be strictly adhered to regarding all MSAP grant employees.

QUALITY OF PROJECT DESIGN

The Magnet Schools Assistance Program will help in transforming Cholla, Cragin, Mansfeld, Tully and Utterback into highly performing magnet schools through continuous, focused professional development. A summary of the proposed new and revised magnet schools and their themes is found in Figure 19 below.

Figure 19. MSAP School Themes

School	Grades	Year of Magnet Implementation	Magnet Theme	Status
Cholla	9-12	1995	International Baccalaureate Middle Years Programme (Grades 9-10)	Revised
Cragin	K-5	2013	Fine and Performing Arts	New
Mansfeld	6-8	2013	STEM	New
Tully	K-5	1992	STEM	Revised
Utterback	6-8	1983	Fine and Performing Arts	Revised

i. Tucson Unified will promote desegregation and will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

There are two primary objectives associated with the goal of promoting desegregation by reducing minority isolation. The first is to create schools that are "racially integrated" as defined by the Unitary Status Plan by increasing the enrollment of non-minority students at each site through aggressive recruitment and marketing strategies.

The second objective to reduce minority isolation is to offer opportunities for students from diverse backgrounds to interact and engage with each other. Performance measures include the extent to which instructional strategies promote student interaction and engagement in the

classroom as well as opportunities outside of classroom settings. Steps to increasing positive interaction among students of different social, economic, ethnic, and racial groups must be intentional and deliberate. Promoting positive interaction is a philosophy embraced by all magnet program stakeholders. Opportunities for interaction must be embedded within instructional practice throughout the school day. All magnet schools will utilize core strategies to increase positive interaction among students in the classroom and community.

Increasing Interaction with Student Grouping

Within all sites, grouping and regrouping of students for instruction is a fluid process, with groups changing according to the learning outcomes and student need for differentiated instruction. Students will be grouped for project teams and interdisciplinary teams where content learning takes place across grade levels. Schools will explore restructuring the school day to include student teaming for project based learning, cross age grouping and tutoring. Teachers will receive training in how to group students so that extended and frequent opportunities for contact with those from different racial and ethnic backgrounds will be available.

Increasing Interaction with Cooperative Learning

Not all groups are cooperative groups. Putting groups together in a room does not mean cooperative learning is taking place (Johnson & Johnson, 1995). In cooperative learning, students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal.

Interaction is increased in classrooms where cooperative learning is embraced. In studies comparing cooperative learning versus traditional classrooms, achievement levels of the highest performing students are comparable. However, the achievement gap is significantly reduced

between different ethnic populations in cooperative learning classrooms, regardless of the academic content taught or grade level of the student (Kagan, 2009).

All magnet school classrooms will implement cooperative learning strategies into lesson design and delivery. The cooperative design will be intentionally and deliberately planned and assessed. Teachers will embed cooperative learning elements into planned inquiries or lessons including positive interdependence, face-to-face interaction, individual accountability, social skill development, and group processing. Cooperative learning is used as the primary vehicle to address language skills, reading, writing, speaking, and listening. Just as important are the interpersonal skills that students develop as they actively engage in discussions, sharing ideas, brainstorming, and problem solving. Cooperative learning fosters the four C's of 21st Century learning: collaboration, communication, critical thinking, and creativity. The development of these skills will allow low performing students to raise their achievement level and drastically lessen the gap between minority and non-minority students.

Reducing Minority Group Isolation and Improving Academic Achievement with Multicultural Curriculum Reform

There are several perceptions as to what constitutes multicultural curriculum reform. All magnet schools will be responsible for the development of curriculum that includes social awareness and action conceptualizations. Based on the work of Banks (1993) and McIntosh (2000), the voices, ideas, and perspectives of the students regarding these and all other topics are brought to the forefront in the learning experience - the students themselves becoming yet another multicultural classroom resource. The textbook is viewed as a single perspective among many, and the relevance of its limitations, along with those of other educational media, are explored and discussed. This approach can be easily integrated into the magnet theme areas.

Students will gain a greater understanding of differing viewpoints as they study other cultures, the arts, and participate in community service learning projects. Using this transformational approach, students will take action and make decisions related to the concepts, issues, or problems related to the inquiry-based pedagogy. Cultural competency is the ability to work effectively across cultures. For individuals, it is an approach to learning, communicating and working respectfully with people different from themselves. Culture can refer to an individual's race, class, gender, sexual orientation, religion, immigration status and age, among other things. For organizations, cultural competency means creating the practices and policies that will make services more accessible to diverse populations and that provide for appropriate and effective services in cross-cultural situations. The court ordered Unitary Status Plan charges the district to develop and train teachers and administrators in cultural competency. The Unitary Status Plan states: "The trainings shall focus on learner-based approaches that emphasize students' cultural assets, backgrounds, and individual strengths." (USP pg.36)

All magnet schools in this proposal will participate in this training. In addition, each magnet school will participate in a school wide study using C.A.R.E. Guide: Strategies for Closing Achievement Gaps (NEA Guide for Educators). The 2011 edition of the C.A.R.E. Guide contains student activities, lesson plans, teaching strategies, educator reflection opportunities, and video clips of experts sharing research and practice tips for educating culturally diverse students and students from low-income families. C.A.R.E.: Strategies for Closing the Achievement Gaps offers strategies for improving the learning experiences of diverse students, especially those who are struggling to achieve at high levels. It focuses on four factors that affect student achievement: Culture, Abilities, Resilience, and Effort (C.A.R.E.).

ii. Tucson Unified will improve student academic achievement for all students attending each magnet school program.

There are two primary objectives associated the goal of increasing student achievement. Objective 3 of the project is to provide rigorous, challenging and engaging curricula with high quality instruction in the chosen magnet theme, while Objective 4 is to increase the proficiency of students in core content subjects. This includes not only increasing student mastery as measured by the state standardized assessment, but providing student support services that allow students to address learning gaps. These intervention support services will be monitored and assessed with respect to their effectiveness in improving students' academic skills. The internal evaluator will meet with the site level Magnet Team to review student academic data and develop intervention supports.

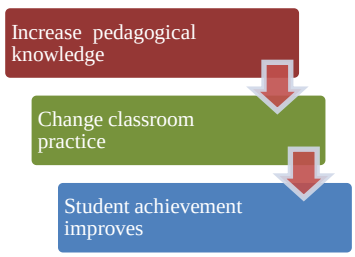
The performance measures in determining academic achievement success for the schools involved in this grant include increased achievement in reading and math, increased achievement in science, and students will earn the requisite number of core class credits to graduate.

Indicators for success include an annual increase of 10% in the number of 3rd – 8th grade students who are proficient on state assessments in the core subjects of reading and math. For the STEM pipeline schools, 75% of students will be expected to be proficient in science when tested at the 4th and 8th grade levels by the end of the grant period. At the high school level, every student (100%) who participates in Cholla's International Baccalaureate Middle Years Programme will be expected to meet or exceed the state standards in reading, writing, and math at the end of 10th grade by the end of the grant period. Every (100%) Cholla IB Diploma Programme student will be expected to earn the requisite number of core class credits needed for graduation the end of each year.

Years of research clearly shows that what happens between teachers and students in our nation's classrooms has the greatest impact on how well students learn. In the educational arena, we have tried virtually every initiative available. We have adopted new programs, restructured schools, realigned organizational charts and spent millions of dollars on quick fixes. In many cases, we have made the solution much more complicated than it needs to be. At the end of the day, the element that must change in order to consistently increase student achievement is instruction. Instruction must be guided by rigorous, research-based curriculum that is engaging and exciting, assessed continuously to guide instruction and tailored through flexible groups.

We know that students placed with highly performing teachers progress three times as fast as those placed with low performing teachers (McKinsey 2007). Professional development in MSAP schools will focus on improving and building teacher skills that contribute to outstanding classroom practice (see Figure 20). An indicator of student success will be the delivery of a rigorous, challenging and engaging curriculum provided to students through high quality instruction.

Figure 20. Effective Teacher Training



The teacher training within the magnet schools will include five essential ideals: 1) Teachers will demonstrate they are committed to students and their learning; 2) Teachers will know the subjects they teach and how to teach those subjects with challenging and engaging curriculum; 3) Teachers will be responsible for managing and monitoring student learning; 4) Teachers will think systematically about their practice and learn from experience; and 5) Teachers will be full participants in Professional Learning Communities.

Teacher training will be accomplished by providing each magnet core teacher with at least 45 hours of professional development in core content related to the magnet theme each year. Every magnet core content teacher will be expected to have reached the required level of proficiency in their core standard by the end of the third year of the grant. Success will be measured as indicated in the Evaluation section of this MSAP grant application.

Improving Academic Achievement with Curriculum and Assessment

All magnet schools will develop curriculum utilizing vertical and horizontal teaming. The Magnet Office will work with schools to articulate the curriculum within the theme pipeline. The curriculum developed will align to the Common Core Standards and will include formative assessments to drive instruction and meaningful summative assessments that accurately reflect all levels of student learning. All magnet programs will use Galileo/ATI to create assessments and track students' progress toward meeting the Common Core Standards. Data will be reviewed teacher to student, teacher to teacher (both vertically and horizontally), and teacher to parent. Data will be analyzed school-wide to detect trends and to revise or adjust instruction and intervention. Using the Tri State Quality Review Rubric, teachers in teams, professional learning communities and study groups will analyze the tasks, lessons, units and modules. Thereby, all learning will be documented, taught, assessed and revised to keep the content of theme viable, fresh, and relevant. At the core of each proposed magnet theme is the implementation of rigorous academic programs for all students, providing the opportunity to take advanced-level courses including accelerated and enriched learning programs in all curricular areas.

Magnet schools in this proposal will utilize a variety of assessment tools. Varied assessment techniques will be used to determine if students are meeting the intended outcomes of intentionally designed lessons. Portfolios may be used as one assessment tool. Learning logs

where students reflect on learning, criterion based assessments, and standardized assessments are also options. The teachers will determine which type of assessment best suits both the content and the methodology. To gain a broader understanding of a student's academic achievement, a variety of records of student work will be maintained. This work will allow students to reflect on their growth as well as provide a record of increased abilities and skills.

Improving Academic Achievement with Instructional Practice

All magnet teachers will utilize the Essential Elements of Instructional (EEI) decision making model. This is a model required for use by all teachers within the Tucson Unified School District that focuses on the delivery of high quality instruction as well as content and curriculum knowledge.

Teachers who deliver instruction specifically in the theme content areas will be trained in the Renzulli Enrichment Model for instruction. This model provides high-end learning with advanced level enrichment opportunities for all students. All magnet schools will utilize a co-teaching model for students receiving exceptional education services and services for gifted and talented.

Teachers at each of the five magnet schools will receive a minimum of forty-five hours of theme related training in a specific content area. Through MSAP support, each magnet school will have magnet teams. These school level magnet teams will help support classroom implementation of magnet themes and training with walk-throughs and modeling opportunities.

Improving Academic Achievement with Professional Learning Communities

In the mid eighties, Rosenholtz (1989) linked the notion of teachers' workplace factors with the discussion of teaching quality, maintaining that teachers who felt supported in their own ongoing learning and classroom practices were more committed and effective than those who did

not receive such confirmation. Support by means of teacher networks, cooperation among colleagues, and expanded professional roles increased teacher efficacy in meeting students' needs. Further, Rosenholtz found that teachers with a high sense of their own efficacy were more likely to adopt new classroom behaviors and also more likely to stay in the profession. McLaughlin and Talbert (1993) confirmed Rosenholtz's findings, suggesting that when teachers had opportunities for collaborative inquiry and the learning related to it, they were able to develop and share a body of wisdom gleaned from their experience. Adding to the discussion, Darling-Hammond (1996) cited shared decision making as a factor in curriculum reform and the transformation of teaching roles in some schools. In such schools, structured time was provided for teachers to work together in planning instruction, observing each other's classrooms, and sharing feedback. These are the very attributes that characterize professional learning communities – collaborative inquiry, shared decision making, and joint planning of instruction. Teachers will receive training in the attributes of a Professional Learning Community: supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practice. Professional Learning Communities will be used in all magnet schools as part of a comprehensive method of delivering professional development.

Improving Academic Achievement by Offering High Quality Enrichment Activities

Each magnet will offer extended day programs which will offer both academic intervention and academic enrichment. Using peer-tutoring, student mentors, and academic tutors, students' who are not meeting the challenging Common Core Standards will receive targeted intervention. The proposed magnets will provide developmental supports that create a personalized learning environment and community for every student. In addition, all students will have access to clubs and extracurricular activities that relate to the magnet theme. Clubs will also be formed to

address students' special interests. All clubs and extra curricular activities will be structured to be multiage and monitored to ensure diversity. To ensure that all students have **equal access** to extracurricular activities and clubs, these programs will be scheduled during the school day so that all students have an opportunity to attend.

Improving Academic Achievement with Academic Intervention Opportunities

Rigorous implementation of Response to Intervention (RtI) includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RtI implementation will contribute to more meaningful identification of learning and behavioral problems. This will improve instructional quality and delivery by providing all students with the best opportunities to succeed in school.

All proposed magnet programs will implement a Response to Intervention model (RtI) to address achievement gaps. RtI is a multi-level prevention system that includes screening, progress monitoring, and making culturally responsive, evidenced based decision making. Based on classroom data, teams of teachers, counselors, and administrators will design and implement a comprehensive individualized intervention plan for each student who is not meeting the Common Core standards or who has significant achievement gaps. As part of the intervention plan, teachers will utilize at least one technology-driven intervention system: Waterford Early Learning Programs (K-2), SuccessMaker (K-8) or ALEKS (6-8 Math). Interventions will be conduced both during the school day and during extended day opportunities. All students needing academic intervention will have access to these programs.

Waterford Early Learning Program's engaging digital curriculum provides an individualized experience from introduction to mastery of critical concepts in reading, mathematics and science. With curriculum aligned to the Common Core State Standards for both mathematics and

language arts, K-2 students will engage in learning with full-motion video, brilliant animation, entertaining songs and interactive activities. Waterford can be used either as a supplement to theme-based curriculum, as a targeted intervention, or for English Language Learners.

SuccessMaker offers a strong focus on developing critical skills for reading, speaking and mathematics, SuccessMaker provides real world problems to help activate the link between accessing prior knowledge and acquiring new abilities to strongly develop and improve comprehension. SuccessMaker provides individualized learning for elementary and middle school students. The program's dynamic presentation of content focuses instruction on areas where each learner's skills need to be strengthened.

Assessment and Learning in Knowledge Spaces (ALEKS) is a Web-based, artificially intelligent assessment and learning system developed for middle school students. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics students are most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions.

Improving Academic Achievement with Individual Education Plans for Exceptional Education Students

Working collaboratively with school staff and families, all students receiving exceptional education services will have an Individualized Education Plan. The team will meet with each family to determine current skill and knowledge levels, health concerns, and student interests. This information will be compiled and used to design a learning plan that meets the student at their level and moves them forward by setting specific performance goals. The plan is reviewed

and updated as students progress through educational programs. Exceptional Education students will participate in all rigorous academic coursework and will be held to high standards of academic achievement.

Improving Academic Achievement for students in the Fine and Performing Arts Pipeline

Cragin Elementary Visual and Performing Arts Exploratory School will integrate the fine arts into core academic areas. For example, students studying the history of Arizona in 4th grade will engage in a study of the music and art of a particular time period as a reflection of the culture and society of that era. Reading and technology skills will be enhanced by the arts and continue to develop through interdisciplinary strategies that are research-based and employ best instructional practices. Using the Understanding by Design (UbD) model, teachers and stakeholders will create a profile of a student upon successful completion of the program. They will then develop a profile for students as they develop through each grade. As students progress through each grade level they will learn how to apply knowledge and skills in the visual arts to the world beyond school. Through carefully developed, vertically articulated and integrated units of study, students will develop their skills of observation and reflection. They will make connections as they examine objects and events in their own lives and grow in their ability to describe, interpret, evaluate, and respond to works of art. Through examination of their own work and that of other people, times, and places, students will begin to understand the meaning and impact of the visual world around them. Collaborations with the Tucson Pima Arts Council, the Community Foundation of Southern Arizona, and the University of Arizona will ensure unified support from the Tucson arts community and families for a successful arts program.

Utterback Magnet Middle School of the Arts will focus on exploration while including all the requisites of Common Core Standards. Courses in dance, music, theater and the visual arts will

be designed to refine students' knowledge and skills beyond those learned at the elementary level in order to make personal connections to the world, their community and themselves. Specialist teachers in each of the arts disciplines will provide students with a more in-depth study of each discipline while embedding the Common Core Standards into their courses. Specialists and core teachers will work collaboratively, using the UbD Model to develop a rigorous, integrated curriculum that encourages students to develop a firm foundation in a particular arts discipline and prepare them for more focused study at Tucson High.

Improving Academic Achievement for Students in the International Baccalaureate Pipeline

Tucson Unified will complete the vertical articulation for its current International Baccalaureate (IB) program to include the Middle Years Programme (MYP) for 9th and 10th graders. Tucson Unified currently offers the Primary Years Programme (PYP), a Middle Years Programme (MYP) for grades six through eight, and a Diploma Programme (DP) for 11th and 12th graders.

Currently there is no continuous vertical articulation available for International Baccalaureate students. A gap exists for students in 9th and 10th grades. Students who wish to continue to the Diploma Programme in order to attain the highly desired IB Diploma instead enter into two years of general studies in 9th and 10th grade. In the past, students who have entered the DP courses have struggled with the sudden increase in rigor and academic expectations. The International Baccalaureate Middle Years Programme will be designed to develop the individual talents and academic proclivities of 9th and 10th grade students at Cholla High School. This will assist in preparing them for the high demands of the Diploma Programme. The intent of IB is to teach students to relate classroom experiences to the realities of the outside world. Beyond intellectual rigor and high academic standards, strong emphasis will be placed on the ideals of international

mindedness and responsible citizenship. Students will become critical thinkers and life-long learners as well as informed participants in local and international affairs. The ultimate goal for students participating in an IB programme is to develop the conscience of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

Improving Academic Achievement for Students in the STEM Pipeline

Following the STEM Immersion Matrix, curriculum at the elementary level will progress over the three year period from discreet stand alone units to a fully integrated curriculum. To build this bridge, Tully will begin the Introductory Model by implementing STEM curriculum designed by Engineering is Elementary (EiE). EiE is supported by the National Science Foundation, the National Institute of Standards and Technology and industries such as Raytheon, Intel, and Cisco Systems, all companies with locations in Tucson. The EiE project has developed curriculum that is research-based and driven by common core standards which integrate engineering and technology concepts and skills with elementary science topics. The lessons promote STEM learning while making real-world connections through literacy and social studies. Literature features children from a variety of cultures and backgrounds and present an engineering problem. Students then work in teams to apply their knowledge of science and mathematics, use inquiry and problem-solving skills in order to design, create and improve possible solutions. These units address science topics such as wind and weather, water, earth material and energy. These are all areas that are of concern for Tucson and the Southwest as climate change and the ever-increasing need for mining materials challenges the preservation of the areas cultural and natural history. Units are linked to FOSS, the current curriculum used in the Tucson Unified School District. These links will allow for a smoother transition for teachers

because they can incorporate units they are familiar with as they develop into facilitators of open-ended inquiry.

As Tully implements the Partial Immersion Model and the Full Immersion Model in years two and three, teachers will participate in workshops and training in order to develop the skills and tools they need to use EiE and FOSS as resources to supplement student driven learning.

When students transition from Tully to Mansfeld Middle School, they will be ready for the rigors of in-depth STEM coursework. This will be accomplished through the by the implementation of training and curriculum created by the STEM academy, a national not-for-profit organization dedicated to improving STEM literacy for all students. This curriculum was selected because it is specifically designed to improve under-represented minority and low-income student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates and improve teacher and principal effectiveness.

The STEM academy curriculum begins with Discovering STEM for 6th graders. This transitional course of study will introduce new STEM students to basic program components and provide students coming from Tully with the ability to build on STEM concepts and skills learned in elementary school. Six units of study will lay the groundwork for future grades. These units of study include: Manufacturing by Design, Design Drafting, Long Distance Flyer, Electronics, Floating Above the Rest and Robotics Orientation. The curriculum spirals in 7th grade through Designing with STEM. The units of study are Problem Solving Techniques and Applications, Defining the Problem, Determining and Defining the Criteria, Developing Ideas, Creating Solutions, and Testing and Evaluating. Investigating STEM Skills, the 8th grade course of study, integrates the design skills and introductory STEM ideas from the 6th and 7th grade courses. Units include Introduction to Robotics, Introduction to Material Science, Packaging

Design, Robotics Design, Environmental Engineering, Sustainable Energy, and Mechanical Engineering. All courses include a presentation of products developed by student teams and the opportunity for ongoing, meaningful family integration activities within the school and the greater Tucson community.

iii. Tucson Unified will encourage greater parental decision-making and involvement.

Tucson Unified magnet programs have a long history of successful parental involvement. With the Unitary Status Plan initiative of creating comprehensive Family Centers to disseminate information and the implementation of two new magnets and three revised magnets, parents will have multiple options for their child's education. With the development of an articulated continuum of magnet themes, parents' options for middle and high school have doubled. With the implementation of the court ordered Family Centers, parents in the proposed magnets will have multiple opportunities to be involved in their child's education. In keeping with actively engaging parents, other strategies that the proposed magnets will utilize will include:

- Parents will receive multiple communications about community events through web-sites, Twitter, mailers, letters, and auto-phone calls.
- Parents will be encouraged to volunteer in classrooms, attend field trips, and attend presentations and exhibitions.
- Parents will be sought out as resident experts in specific skills or talents and trained to give presentations and workshops to other parents.
- Parents will be encouraged to hold home-based study groups with the support of the parent liaison.
- Parents will be encouraged to recruit other parents by participating in public presentations and provide testimonials as to the successes of the magnet.

- Parent liaisons will work with parents to help them explore school choice options.
- Parents will be encouraged to attend teacher professional development opportunities in order to stay informed as to new strategies and idea for support their child's academic achievement.

Each school will create a magnet advisory committee that will include parents, teachers and community members in order to review the progress and implementation of the magnet and provide recommendations. As well, every school in this proposal will utilize an adapted version of the Academic Parent Teacher Teams a program developed by WestEd. The Magnet Parent Teacher Teams (MPTT) program is an innovative, research-based method to increase parent involvement and raise student achievement in math and reading. The purpose of the program is to develop, support, and sustain effective parent engagement. The magnet coordinator or parent liaison in each school will coordinate and implement the MPTT at the site level.

The MPTT replaces the traditional Parent-Teacher conference in favor of systematic communication of standards-based achievement data coupled with home-based instructional strategies. Teachers will keep class data binders and students keep individual data binders. After formative assessments or benchmarking periods, teachers will present class-wide data and trends to parents. Together, teachers and parents will reflect on student-specific information. The teacher will explain the data in a meaningful and relevant manner and provides the parents with strategies to help parents increase student achievement on specific standards or outcomes.

During the first semester, there will a one-on-one meeting with the teacher, parent and student to work on goal setting and analyzing student data. All parents will be sent personal invitations in addition to personal phone calls inviting them to participate. MSAP will support this effort in providing an Instructional Data Intervention Specialist. This Specialist will work

with each magnet school in accessing and analyzing data, and creating innovative strategies parents can use at home. The Instructional Data Intervention Specialist will also provide teacher-level professional development in development of assessments and different strategies for tracking student progress.

The Unitary Status Plan requires that Tucson Unified to develop a plan to expand its existing Family Centers and develop new ones. Section C of the Unitary Status Plan outlines in detail the responsibilities of the district: The District Family Center ("DFC") Plan indicates that:

- The District shall indicate where the Family Centers shall be located, including whether existing Family Centers or other related resources should be consolidated or relocated.
- The District shall provide for the creation and distribution of new or revised materials to provide families with information regarding enrollment options regarding the availability of transportation.
- The District shall provide for the creation and distribution of new or revised materials to provide families with detailed information regarding Advanced Learning Experiences.
- The District shall provide for the creation and distribution of new or revised materials to provide families with detailed information regarding student discipline policies and procedures, including the revised GSRR.
- The District shall provide for the creation and distribution of new or revised materials to provide families with detailed information regarding the curricular and student support services including information on Academic and Behavioral Support, dropout prevention services, African American and Latino Student Support Services, culturally relevant courses and policies related to inclusion and non-discrimination.

- The District shall provide for the creation and distribution of new or revised materials to provide families with information regarding educational options for their ELL children, including the availability of dual language programs and other programs designed for ELLs.
- The District shall include strategies for how teachers and principals can learn from families regarding how to meet the needs of their children.
- The District shall detail how the Family Center(s) will be staffed, including language requirements for all staff.
- The District shall develop and implement a plan to track data on family engagement, and the District shall make necessary revisions to Mojave to allow such data to be tracked by student.
- The District shall develop and implement a plan to reorganize or increase family engagement resources, including consolidating additional resources at the Family Center(s), to both ensure equitable access to programs and services and to concentrate resources on school site(s) and in areas where data indicates the greatest need.
- The District shall collaborate with local colleges and universities to provide parents with information about the college enrollment process and to disseminate such information at the Family Centers.
- The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online.
- The District shall disseminate the information identified above in all major languages on the district's web-site and through other locations and media as appropriate.

These guidelines strengthen the role of Family Centers in the educational process for these magnet schools. With the implementation of the proposed magnet themes and the innovative delivery of exceptional curriculum, parents will have increased school choice options.

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	149	3.4	61	1.4	208	4.8	2756	63.4	13	0.3	902	20.8	256	5.9	4345
1	147	3.5	61	1.4	195	4.6	2677	63.0	22	0.5	895	21.0	255	6.0	4252
2	177	4.3	63	1.5	183	4.4	2610	62.9	19	0.5	867	20.9	233	5.6	4152
3	178	4.3	53	1.3	176	4.3	2589	62.8	21	0.5	888	21.5	217	5.3	4122
4	164	4.0	67	1.6	212	5.1	2636	63.8	10	0.2	816	19.7	228	5.5	4133
5	155	3.9	58	1.4	242	6.0	2537	63.1	12	0.3	822	20.5	192	4.8	4018
6	167	4.4	71	1.9	195	5.2	2400	63.6	14	0.4	756	20.0	169	4.5	3772
7	166	4.5	62	1.7	194	5.2	2420	65.0	15	0.4	697	18.7	170	4.6	3724
8	149	4.0	66	1.8	218	5.8	2333	62.0	17	0.5	800	21.3	181	4.8	3764
9	146	3.6	86	2.1	270	6.7	2309	57.4	8	0.2	1003	24.9	202	5.0	4024
10	99	2.6	95	2.5	203	5.3	2187	56.7	12	0.3	1077	27.9	183	4.7	3856
11	113	3.1	102	2.8	234	6.4	1983	54.0	22	0.6	1075	29.3	145	3.9	3674
12	90	2.6	111	3.3	220	6.5	1775	52.2	25	0.7	1073	31.6	105	3.1	3399
Total	1900	3.7	956	1.9	2750	5.4	31212	60.9	210	0.4	11671	22.8	2536	4.9	51235

Projected Enrollment
(Year 1 of Project - October 1, 2013)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
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9															
10															
11															
12															
Total															

Projected Enrollment
(Year 2 of Project- October 1, 2014)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	143	3.4	59	1.4	199	4.8	2643	63.4	12	.3	865	20.8	246	5.9	4167
1	144	3.5	60	1.4	191	4.6	2620	63.0	22	.5	876	21.	250	6.	4162
2	176	4.3	63	1.5	182	4.4	2590	62.9	19	.5	860	20.9	231	5.6	4120
3	170	4.3	51	1.3	168	4.3	2477	62.8	20	.5	850	21.5	208	5.3	3944
4	153	4.0	62	1.6	198	5.1	2456	63.8	9	.2	760	19.7	212	5.5	3851
5	147	3.9	55	1.4	230	6.0	2409	63.1	11	.3	780	20.5	182	4.8	3815
6	164	4.4	70	1.9	192	5.2	2358	63.6	14	.4	743	20.	166	4.5	3706
7	159	4.5	60	1.7	186	5.2	2323	65	14	.4	669	18.7	163	4.6	3575
8	142	4.0	63	1.8	208	5.8	2228	62	16	.5	764	21.3	173	4.8	3594
9	143	3.6	85	2.1	265	6.7	2269	57.4	8	.2	986	24.9	198	5	3954
10	96	2.6	92	2.5	197	5.3	2119	56.7	12	.3	1043	27.9	177	4.7	3736
11	100	3.1	91	2.8	208	6.4	1762	54.	20	.6	955	29.3	129	3.9	3264
12	84	2.6	104	3.3	206	6.5	1660	52.2	23	.7	1004	31.6	98	3.1	3179
Total	1822	3.7	912	1.8	2629	5.3	29991	60.9	200	.4	11155	22.7	2434	4.9	49067

School Name	1. Cholla Magnet High School	2. Cragin Elementary Visual and Performing	3. Mansfeld Magnet Middle School	4. Tully Magnet Elementary School
First Year as a Magnet School	1. 1995	2. 2013	3. 2013	4. 1992
School Name	5. Utterback Middle School of the ARts	6.	7.	8.
First Year as a Magnet School	5. 1983	6.	7.	8.

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	**Tucson Unified School District**
School Name	**Cholla**

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	37	8.1%	1	0.2%	21	4.6%	356	77.7%	0	0%	28	6.1%	15	3.3%	458
10	26	6.6%	1	0.3%	15	3.8%	303	76.9%	0	0%	32	8.1%	17	4.3%	394
11	29	6.5%	3	0.7%	13	2.9%	337	75.6%	1	0.2%	48	10.8%	15	3.4%	446
12	12	3.9%	1	0.3%	13	4.2%	237	76.7%	1	0.3%	40	13.0%	5	1.6%	309
Total	104	6.5%	6	0.3%	62	3.9%	1233	76.7%	2	0.1%	148	9.2%	52	3.2%	1607

Projected Enrollment
(Year 1 of Project - October 1, 2013)

Grade Level															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	39	8.3	2	.4	21	4.4	339	71.7	0	0	57	12.1	15	3.2	473
10	29	6.6	1	.2	17	3.9	310	70.9	0	0	62	14.1	19	4.3	437
11	26	6.8	1	.3	11	2.9	267	69.6	0	0	65	16.8	14	3.6	384
12	12	4.0	1	.3	12	4.0	214	70.7	0	0	57	18.9	5	1.7	301
Total	106	6.6	5	.3	61	3.8	1128	70.7	0	0	242	15.2	53	3.3	1595

Projected Enrollment (Year 3 of Project - October 1, 2015)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	220	67.7	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	**Tucson Unified School District**
School Name	**Cragin**

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	1	1.3%	0	0%	8	10.3	34	43.6	0	0%	25	32.1%	10	12.8	78
1	0	0%	0	0%	10	15.9%	31	49.2	0	0%	16	25.4%	6	9.5	63
2	3	5.5	1	1.8%	3	5.5	28	50.9	0	0%	15	27.3	5	9.1	55
3	1	2.3	0	0%	3	7.	22	51.2%	0	0%	13	30.2	4	9.3	43
4	2	3.5%	1	1.8%	10	17.5%	31	54.4%	0	0%	10	17.5%	3	5.3	57
5	1	1.9	1	1.9%	5	9.6	33	63.5	0	0%	8	15.4	4	7.7	52
6															
7															
8															
9															
10															
11															
12															
Total	8	2.3%	3	0.9%	39	11.2%	179	51.4	0	0%	87	25.0	32	9.2	348

Projected Enrollment
(Year 1 of Project - October 1, 2013)

Grade Level															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project - October 1, 2014)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	1	1.3	0	0	9	10.3	38	43.6	0	0	28	32.1	11	12.8	82
1	0	0	0	0	11	15.9	35	49.2	0	0	18	25.4	7	9.5	76
2	3	5.5	1	1.8	3	5.5	29	50.9	0	0	15	27.3	6	9.1	64
3	1	2.3	0	0	3	7.0	25	51.2	0	0	15	30.2	4	9.3	48
4	2	3.5	1	1.8	7	17.5	23	54.4	0	0	7	17.5	2	5.3	47
5	1	1.9	1	1.9	5	9.6	31	63.5	0	0	8	15.4	3	7.7	35
6															
7															
8															
9															
10															
11															
12															
Total	8	2.3	3	.9	39	11.2	181	51.4	0	0	88	25	32	9.2	352

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	**Tucson Unified School District**
School Name	**Mansfeld**

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6	10	4.4%	5	2.2%	7	3.0%	172	75.4%	0	0%	25	11.0%	9	4.0%	228
7	7	3.0%	2	0.9%	10	4.3%	175	75.4%	0	0%	28	12.1%	10	4.3%	232
8	4	1.9%	6	2.8%	13	6.1%	171	79.5%	0	0%	18	8.4%	3	1.4%	215
9															
10															
11															
12															
Total	21	3.1	13	1.9%	30	4.4%	518	76.7%	0	0%	71	10.5%	22	3.3%	675

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project - October 1, 2014)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6	13	5.5	8	3.4	10	4.2	166	70.0	0	0	28	11.8	12	5.1	237
7	8	3.4	13	5.5	11	4.6	167	70.1	0	0	28	11.7	11	4.6	238
8	11	3.4	12	3.7	19	5.9	239	73.8	0	0	32	9.9	10	3.1	324
9															
10															
11															
12															
Total	32	4.0	33	4.1	40	5.0	571	71.5	0	0	88	11	33	4.1	799

Projected Enrollment
(Year 3 of Project - [illegible])

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.7	158	67.1	[illegible]	[illegible]	[illegible]	12.8	[illegible]	5.5	235
7	[illegible]	[illegible]	16	6.1	[illegible]	[illegible]	176	[illegible]	[illegible]	[illegible]	[illegible]	11.9	14	5.3	262
8	[illegible]	[illegible]	[illegible]	2.1	17	7.1	[illegible]	70.8	0	[illegible]	[illegible]	12.6	8	3.4	238
9															
10															
11															
12															
Total	34	4.8	30	4.8	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	91	12.4	35	[illegible]	[illegible]

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	
School Name	**Tully**

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	5	6.8%	0	0%	13	17.6%	48	64.9%	0	0%	5	6.8%	3	4.1%	74
1	2	3.2%	0	0%	6	9.5%	47	74.6%	0	0%	3	4.8%	5	7.9%	63
2	0	0%	2	3.5%	6	10.3%	41	70.7%	0	0%	6	10.3%	3	5.2%	58
3	4	6.5%	1	1.6%	4	6.5%	46	74.2%	1	1.6%	3	4.8	3	4.8%	62
4	3	4.1%	2	2.7%	3	4.1%	47	64.4	0	0%	12	16.4	6	8.2%	73
5	1	1.3%	3	3.8%	6	7.5%	52	65.0%	0	0%	11	13.8%	7	8.8%	80
6															
7															
8															
9															
10															
11															
12															
Total	15	3.7%	8	2%	38	9.3%	281	68.5%	1	0.2%	40	10.0%	27	6.6%	410

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project - October 1, 2014)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	3	3.8	3	3.8	8	10.1	42	53.2	1	1.3	13	16.5	9	11.4	79
1	3	3.8	1	1.3	6	7.7	53	67.9	0	0	8	10.3	7	9	78
2	5	6.3	0	0	10	12.5	48	60.	0	0	11	13.8	6	7.5	80
3	5	6.9	2	2.8	9	12.5	41	56.9	0	0	13	18.1	2	2.8	72
4	0	0	1	1.7	6	10	41	68.3	0	0	9	15.	3	5	60
5	1	1.7	2	3.3	4	6.7	45	75	0	0	6	10.	2	3.3	60
6															
7															
8															
9															
10															
11															
12															
Total	17	4.	9	2.0	42	9.8	270	63.1	1	.2	60	14	29	6.8	428

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name	**Tucson Unified School District**
School Name	**Utterback**

Actual Enrollment
(Current School Year - October 1, 2012)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6	11	5.3%	0	0%	18	8.7%	158	76.7%	0	0%	17	8.2%	4	1.9%	208
7	8	3.7%	0	0%	20	9.3%	170	78.7%	0	0%	11	5.1%	7	3.2%	216
8	8	3.2	1	0.4%	28	11.1%	165	65.2%	0	0%	17	6.7%	34	13.4%	253
9															
10															
11															
12															
Total	27	4.0%	1	0.2%	66	9.8%	493	72.8%	0	0%	45	6.7%	45	6.7%	677

Projected Enrollment
Year ____

Grade Level															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 2 of Project - October 1, 2014)

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6	14	5.5	2	.8	21	8.2	179	70.3	0	0	33	13.1	7	2.7	256
7	11	4.2	1	.4	22	8.5	189	73.1	0	0	26	10.	11	4.2	260
8	9	3.4	2	.8	28	10.6	164	62.6	0	0	29	11.1	33	12.5	265
9															
10															
11															
12															
Total	34	4.4	5	.6	71	9.1	532	68.1	0	0	88	11.3	51	6.5	781

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Nature of Revision or Change to the Magnet School:

Cholla Magnet High School will expand the current International Baccalaureate DP program to include Middle Years Program for grades 9-10. This will increase program offerings for students who want to complete the IB continuum K-12.

Explanation of How or Why the Revision is Significant:

Cholla Magnet High School has offered an International Baccalaureate DP program since 2007. However, DP program at Cholla has suffered because there has never been a 9-10 MYP feeder. Although 100% of the students in the DP program graduate, there are few that have received the DP diploma. One of the reasons is that student who enter the DP program in grade 11 have had no exposure to IB pedagogy or content. In 2010, Tucson Unified received an MSAP grant that created a K-8 IB pipeline. Now, Students leaving Safford after 8th grade have no way of continuing in IB until the 11th grade. By increasing MYP course offerings at Cholla, students will participate in a complete continuum of IB. It is anticipated that at least 300 students will participate in the MYP program at Cholla- with 200 of those students continuing IB from Safford K-8 Magnet. It is also anticipated that more students will graduate with a DP diploma as a result of expanding the IB program at Cholla Magnet High School to include MYP.

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Nature of Revision or Change to the Magnet School:

Cragin Visual and Performing Arts Exploratory School- New Magnet

Explanation of How or Why the Revision is Significant:

New Magnet-
*Racially concentrated school population
* Under performing "D" school with significant student achievement gaps
* Excellent location to attract students to the district
* Only elementary Visual and Performing Arts Magnet in the district
* Creates a vertically articulated Arts theme in the district by feeding to Utterback
* Very supportive administration, staff, and community

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

LEA Name: [illegible] Unified School District

Magnet School(s) Name and STEM Middle Magnet School

Nature of Revision or Change to the Magnet School:

Mansfeld STEM Middle Magnet School

Explanation of How or Why the Revision is Significant:

New Magnet-
*Racially concentrated school population
* Under performing "D" school with significant student achievement gaps
* Excellent location to attract students to the district
* Excellent opportunities to create relationships with the University of Arizona STEM Academy
* Only 6-8 STEM school in the district
* Creates a vertically articulated STEM theme in the district by feeding to Palo Verde or Tucson High
* Very supportive administration, staff, and community

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Nature of Revision or Change to the Magnet School:

Tully was first named an Accelerated Magnet in 1983. This magnet them was selected because of the passion of the leadership and the relative simplified process of implementation, because it was a vendor purchased program. During the first few year, some teachers attained Practitioner Level Certification- but the program never really got off the ground. When the principal left in 1995, the program was completely diminished. A series of principals came and went from 1995-2003. Mr. Soltero came on board in 2003 and understood the idea of magnets and the importance of theme related teaching. Using the district wide Opening Minds Through The Arts, the school elected to be an OMA Gold School, which means it was fully implementing the OMA program. However, OMA is not a unique program within the district, and now Tully has no theme. The staff has spent 20129-13 exploring various avenues for magnet themes; STEM was the most favored and would have been pursued without MSAP opportunities. The magnet office could not decide if this was a new magnet or revised. The theme is going to be a catalyst for school reform- but they were once a magnet.

Explanation of How or Why the Revision is Significant:

The USP requires that the Magnet Office look at Magnet schools with a critical eye to determine which magnets will remain with magnet status or which magnets will be dissolved Based on location, facilities, quality of staff, and a supportive and active community, Tully will remain a magnet. It has such great potential. The implementation of STEM at Tully is a complete revision from what was first a poorly implemented Accelerated Magnet, to an adoption of a district wide fine arts initiate, OMA Tully has had a gradual decline in enrollment and student achievement. The decline in student achievement and increase in racial concentration are partly because of a decreasing self contained GATE program. In 2013-14, only one small 5th grade GATE class will remain. Tully will find itself with even lower enrollment and declining test scores. The most exciting aspect of the magnet revision for Tully is the staff. The staff at Tully are enthusiastic and eager to learn. There is a tipping point that happens in schools, that either the staff moves forward with new ideas and a new mission, or they become stale and mediocre. Tully reached that tipping point this year and overwhelmingly decided to move forward. This revision has pumped new life into the staff and community at Tully. Students are even talking about the changes that will take place! The magnet revision to Tully will change this school to a high quality, highly sought after magnet school.

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Nature of Revision or Change to the Magnet School:

Cragin Visual and Performing Arts Exploratory School- New Magnet

Explanation of How or Why the Revision is Significant:

New Magnet-
*Racially concentrated school population
* Under performing "D" school with significant student achievement gaps
* Excellent location to attract students to the district
* Only elementary Visual and Performing Arts Magnet in the district
* Creates a vertically articulated Arts theme in the district by feeding to Utterback
* Very supportive administration, staff, and community

Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

[redacted]

Nature of Revision or Change to the Magnet School:

Utterback will be reviving out-dated Fine and Performing Arts curriculum and pedagogy and will be expanding course offerings to include Communication Arts. The choice to expand that program came from needs of the Tucson community, as part of the plan to create vertically articulated themes within the district, and from coursework students desire. By revising out-date programs and expanding programs using state-of-the art technology, Utterback will once again, be an award winning magnet schools.

Explanation of How or Why the Revision is Significant:

Utterback was once a premier magnet school, winning numerous awards and accolades in the Tucson community. However, Utterback was about to be hit by the perfect storm, and they were unprepared for the multiple changes that would take place. Operating as a complete immersion Fine and Performing Arts magnet, Utterback had no boundaries and was an application only magnet. Utterback had waiting lists of students that wanted to enter, and the school was racially balanced. When the accountability of No Child Left Behind came to schools, Utterback was unprepared for the onslaught of assessments and the call for data-driven instruction. At the same time, parents in the neighborhood were demanding a quality school for their children, as middle schools in the area did not fare will in the age of accountability. The Governing Board decided to allow open enrollment and neighborhood students to attend tUtterback Not only were staff unprepared for assessment driven curriculum, but now the school was a minority-majority school with a significant increase in student poverty rates. The teachers did not have the instructional pedagogy to be successful did not have the resources needed to support this shift in thinking, The principal of 23 years retired, and new principal was hired in 2011. That same year 37% of teachers left, unable to cope with the changes. This revision through MSAP funding is significant: The revision will give new staff an opportunity to develop relevant integrated curriculum aligned with the Common Core that includes on-going assessments to drive innovative teaching. This upgrade in thematic curriculum will increase program attractiveness. Teachers will receive the training necessary implement a full range of fine and performing arts course offerings, and by adding

Table 5: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

Magnet School(s):Cragin Visual and Performing Arts Exploratory School, Tully STEM Magnet, Mansfeld STEM Middle Magnet School, Utterback Fine and Performing Arts Magnet, Cholla Magnet High School.

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

XX Academic examination is not a criterion in the magnet school student selection process.

The District shall continue to assign students to schools based on the attendance area in which the parents of the student reside. Parents may apply to a District school other than their child's attendance area school by completing a magnet or open enrollment application. Magnet applications must be received prior to January 1 to be included the lottery. The lottery will be weighted so that priority will be given to students currently enrolled in a magnet school or magnet program, resident siblings of students currently enrolled at the requested school, students applying for entrance into a magnet school or program who are coming from a racially concentrated schools whose enrollment will enhance integration at a magnet school, and students who currently do not attend TUSD schools. For oversubscribed magnet programs, students residing with the attendance area will only retain 50% of the seats.

Please note, that the Unitary Status Plan requires the Magnet Office, by April 1, to provide to the courts a Magnet School Plan that (i) consider how, whether, and where to add new sites to replicate successful programs and/or add new magnet themes and additional dual language programs,2 focusing on which geographic area(s) of the District are best suited for new programs to assist the District in meeting its desegregation obligations; (ii) improve existing magnet schools and programs that are not promoting integration and/or educational quality; (iii) consider changes to magnet schools or programs that are not promoting integration and/or educational quality, including withdrawal of magnet status; (iv) **determine if each magnet school or school with a magnet program shall have an attendance boundary;** (v)determine admissions priorities/criteria for each magnet school or program and a process for review of those criteria. The plan, currently in draft form would include eliminating the boundaries for Cragin, Utterback, and Mansfeld so that all students would be by application/weighted lottery only.

GRANTS.GOV

Grant Application Package

Opportunity Title:	Office of Innovation and Improvement (OII): Magnet Scho
Offering Agency:	U.S. Department of Education
CFDA Number:	84.165
CFDA Description:	Magnet Schools Assistance
Opportunity Number:	ED-GRANTS-123112-001
Competition ID:	84-165A2013-1
Opportunity Open Date:	12/31/2012
Opportunity Close Date:	03/01/2013
Agency Contact:	Rosie Kelley MSAP Team Lead E-mail: Rosie.Kelley@ed.gov Phone: 202-260-0823

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

*** Application Filing Name:**

Mandatory Documents

- Application for Federal Assistance (SF-424)
- U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION
- Other Attachments Form
- Assurances for Non-Construction Programs (SF-42
- Disclosure of Lobbying Activities (SF-LLL)
- Dept of Education Supplemental Information for
- ED Abstract Form

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

Optional Documents

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

Instructions

1 Enter a name for the application in the Application Filing Name field.

- This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
- You can save your application at any time by clicking the "Save" button at the top of your screen.
- The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.

2 Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

- It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.

- The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".

- To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.

- All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.

3 Click the "Save & Submit" button to submit your application to Grants.gov.

- Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
- Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
- The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
- You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

OMB Number: 1894-0005
Expiration Date: 03/31/2014

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Governing Board Policy EEO.pdf | Add Attachment | Delete Attachment | View Attachment