Community Forums: Comprehensive Magnet Plan

You are invited to attend one of three scheduled community forums to provide feedback on the TUSD Comprehensive Magnet Plan.

May 28,  6:00 PM - 7:00 PM  
    Booth Fickett Math & Science Magnet School
May 29,  6:00 PM - 7:00 PM  
    Cragin Performing Arts Magnet School
May 30,  6:00 PM - 7:00 PM  
    Pueblo Magnet High School

Babysitting will be available on-site.

Spanish Language translation will be available at all sites.
Excelencia Educativa, Cada Día

**Foros Comunitarios:**
**Plan Comprensivo del Programa Magnet**

Usted ha sido invitado para asistir a uno de tres foros comunitarios programados para que nos dé su opinión acerca del Plan Comprensivo del Programa Magnet de TUSD.

**28 de mayo de 6:00 PM - 7:00 PM**
Booth Fickett Math & Science Magnet School

**29 de mayo de 6:00 PM - 7:00 PM**
Cragin Performing Arts Magnet School

**30 de mayo de 6:00 PM - 7:00 PM**
Pueblo Magnet High School

Se proporcionará el cuidado de niños en cada lugar.

Se proporcionaran los servicios de interpretación en español en cada lugar.
Comprehensive Magnet Plan Update

June 10, 2014
Steve Holmes
Vicki Callison
1. Development Timeline

2. Plan Outline

3. Preliminary Feedback
   - Community Forums
   - Plaintiff and Special Master
   - Boundary Review Committee
   - Expert

Comprehensive Magnet Plan Update
<table>
<thead>
<tr>
<th>DATES</th>
<th>ACTIONS</th>
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<tbody>
<tr>
<td>May 14</td>
<td>Submit draft Comprehensive Magnet Plan (CMP) to Special Master and Plaintiffs (SMP)</td>
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<tr>
<td>May 21</td>
<td>Share SMP feedback with the Boundary Review Committee</td>
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<tr>
<td>May 28 – 30</td>
<td>Conduct Community Magnet Forums</td>
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<tr>
<td>Tues May 27</td>
<td>Governing Board update on CMP and Boundary Review</td>
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<tr>
<td>Tues June 10</td>
<td>Governing Board update on CMP outline and preliminary feedback</td>
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<tr>
<td>May 15 – June 11</td>
<td>Boundary Review Committee evaluates/refines CMP-related options</td>
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<tr>
<td>May 15 – June 13</td>
<td>Review and consider SMP comments</td>
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<tr>
<td>June 17 – 26</td>
<td>Develop the revised CMP (including meeting w/SMP on June 18)</td>
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<tr>
<td><strong>Tues June 24</strong></td>
<td><strong>Governing Board presentation of the Revised CMP</strong></td>
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<tr>
<td>Friday June 27</td>
<td>Submit Revised CMP to the Governing Board, the SMP, and the Boundary Review Committee</td>
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<tr>
<td><strong>Tues July 8</strong></td>
<td><strong>Present revised CMP to the Governing Board for study/action</strong></td>
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<tr>
<td><strong>Tues July 15</strong></td>
<td><strong>Present revised CMP to the Governing Board for approval</strong></td>
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<tr>
<td>July 16 – Aug 1</td>
<td>Report and Recommendation from the Special Master (if necessary)</td>
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Development Timeline
Communicating With Our Community

- Magnet Committee
- Boundary Committee
- Magnet Coordinators
- Principals
- Superintendent’s Leadership Team

Our Greater Community

- Mailer
- Flyers in Report Cards
- Postings
- District-Web Site
- Robo-Calls (2)
- Public Service Messages
Access To The Comprehensive Magnet Plan

1. Plan posted on-line in English and Spanish
2. Hard copies available an hour before each forum
3. Copies given out from the Magnet Department (e-mail and hard copy)
Recap and Review

- **Interim Plan**
  - Proposed a strategy to geographically locate magnet schools

- Created an evaluation system

- Created 5 year improvement cycles (Successful, Approaches, Improvement, Elimination)

- Named new magnets for 2015-16 and 2016-17

- Created a professional development plan

- Individual school improvement strategies
Comprehensive Magnet Plan

Organizational Structure

* Criteria

* Guidelines

* Timelines

* Decision Making Strategies

* Processes

Action Plan

* District actions, year to year

* Site specific actions

* Professional Development

* Research

* Implementation Plans

* Sustainability Plans

Appendix II-11 p.
Specific Criteria

* Adding New Magnets (Page 21)
* Revising Magnets (Page 21)
* Relocating Magnets (Page 22)
* Improving Magnets (Page 16)
* Eliminating Magnets (Page 23)
Evaluating Magnet Programs

- 3 year evaluation for district trends
- Annual evaluation for each site
  - Integration
  - Standards Rubrics
  - Student Test Scores
- Formalized Improvement Plans
- Checks and Balances
- Monthly Reports
• Excelling-

• Meets-

• Improvement- 2 enrollment cycles

• Falls Far Below- 1 enrollment cycle
Preliminary Labels

* **Excelling**- Dodge

* **Meets**- Cragin, Drachman, Tucson High Science, Booth-Fickett, Palo Verde, Borton

* **Improvement**- Roskruge, Davis, Cholla, Mansfeld, Bonillas, Carrillo, **Holladay**, Safford, THMS Fine Arts, Tully

* **Falls Far Below**- Pueblo, Ochoa, Robison, Utterback
Action Plan for 2014-15

- TUSD will not consider new magnets for 2014-2015
- Drachman will remain a K-6 for 2014-2015
- Carrillo will research Communication Arts as a theme
- Pueblo will research Dual Language as a theme
Preliminary Feedback

* Genevieve Siegel-Hawley (Expert)

  * Consider magnets without a preference area
  * Consider new programs with geographic locations in mind, but should be racially concentrated schools
  * Reconsider the 50% rule for oversubscribed schools
  * Reconsider continuing a program until the highest grade is attained
  * Include more specific information about:
    * Magnet application process
    * Weighted lottery
    * Out-of district applications
Preliminary Feedback

* **Special Master**
  - Keeps the status quo in not eliminating magnets
  - Integration and student achievement should be the only factors considered (reference to the standards)
  - The standards should be weighted
  - The plan does not detail how themes are going to support the Common Core
  - Culturally responsive pedagogy needs have more emphasis
  - Clearer explanation of the role of central office in recruitment and marketing
Preliminary Feedback

- Fisher Plaintiffs
- The CMP does not challenge the status quo
- Model schools after successful programs
- Tailor programs to the demographics that need to be attracted
- CMP should establish new magnets with a central location
- CMP should address the optimum number of magnets
Preliminary Feedback

- **Mendoza Plaintiffs**
- Revise the goals (more inclusive of district)
- Evaluation should include achievement levels compared by ethnicity
- Academic support for students in racially concentrated magnet schools
- Designate more magnet schools to have no boundary
- Look more closely at the retention of enrolled students
- CMP does not address increasing Dual Language offerings
Preliminary Feedback

* **Community Feedback**
  * More explicit descriptions of job responsibilities
  * Increase the time for improvement to five years
  * Parents should be included in the decision making process
  * The enrollment cycle needs to be more clearly defined
  * Consider adding criteria that includes leadership commitment to the theme
  * Consider doing a bi-annual survey to determine
  * Marketing and recruitment should be the responsibility of the Magnet Department and should include multiple methods of communication
  * Babysitting, Interpreters, Locations