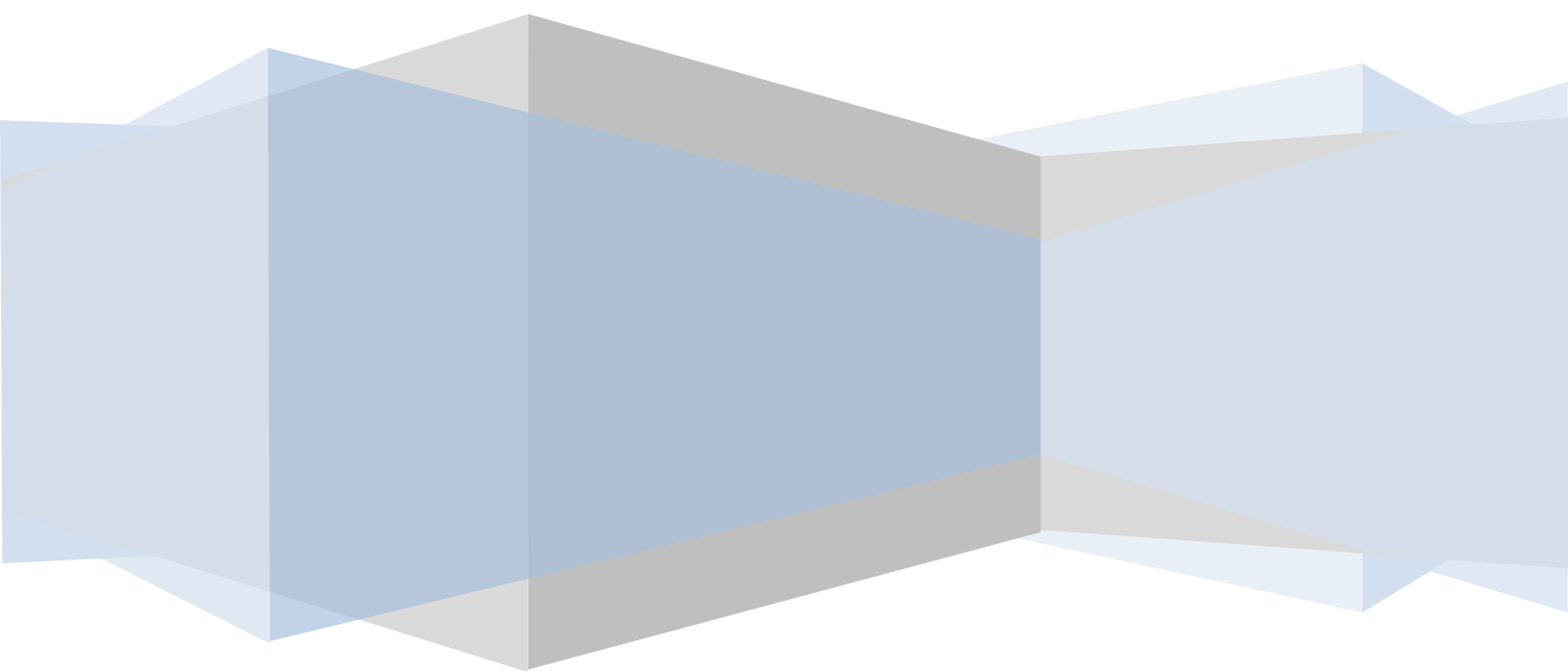




**Tucson Unified School District**

# **Comprehensive Magnet Plan Revised 7.15.14**



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## Attachments

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Attachment	Title
A.	Summary of 2011 Magnet Study Findings
B.	Job Descriptions
C.	Magnet Review
D.	Theme Immersion Matrix
E.	Magnet Plan Improvement Template
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G.	Magnet Programs Annual Evaluation Flow Chart
H.	Magnet Standards Evaluation Rubric
I.	School Labels 2014-15
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# Background

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On June 5, 1978, a federal district court approved a settlement agreement between Tucson Unified School District (TUSD) and parents of African American and Hispanic students who had filed a claim against TUSD for failing to eliminate the vestiges of the previously-segregated dual school system. The agreement included provisions for the desegregation of nine schools in the district in a three-phase program, including the introduction of magnet schools to TUSD.

In May 1979, the District Court approved a three-phase magnet school plan. Phases I and II included busing, race-based admissions priorities, additional funding to sites to refurbish facilities and to provide new instructional equipment, and additional programming, such as afterschool care. These incentives attracted Anglo students to the primarily Latino communities that comprise the Westside schools, but minority students in Westside neighborhoods had less incentives to leave their neighborhood schools to attend the primarily White Eastside schools. Phase III included the creation of additional magnets – all on the Westside.

In the ensuing years, TUSD added more schools to its magnet program – including the addition of programs in response to the Office of Civil Rights complaints concerning the lack of equal educational opportunities at TUSD high schools. This resulted in a dual-purpose magnet system in TUSD. Starting in the mid-1980s, TUSD magnet programs were used as a mechanism to attract non-neighborhood, non-minority students to Westside schools, and to provide equal educational opportunities to minority neighborhood students attending Westside schools. In the late 1980s and early 1990s, magnet programs were added which included more centralized and traditionally desegregated schools. Beginning in 2000, TUSD developed some magnet programs that were successful in improving the racial/ethnic balances in some schools' student populations. Although these magnets were less successful at attracting a diverse population, were successful at providing specialized educational opportunities for their concentrated minority populations. From the early 1980s through 2011, the demographics of TUSD changed. Through a Magnet Schools Assistance Grant two new magnets were created and one revised in 2010.

## **Findings of the 2011 Magnet Study**

This Comprehensive Magnet Plan takes into account the findings of the 2011 Magnet Study [USP Section (II)(E)(3) and Attachment A: Summary of 2011 Magnet Study Findings]. Tucson Unified School District (TUSD) contracted with Education Consulting Services to conduct a Comprehensive Magnet Review. The review assessed TUSD's magnet programs to determine the extent to which magnets supported student

integration and positively affected student achievement. The processes and schedules in Magnet Operations are designed to mitigate the findings of the Comprehensive Magnet Review. The 2011 study found TUSD's magnet programs were lacking in several areas including:

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

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

## Executive Summary

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

The Comprehensive Magnet Plan:

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

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

# Magnet Operations

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

**Definition: What is a Magnet Program?**

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

Magnet programs provide families with ways to meet the individual learning styles and interests of their children. Using theme or pedagogical pipelines, students receive an integrated, rigorous, congruent, and contiguous curriculum which will lead to post-secondary education and productive employment opportunities. Magnet programs are identified by the USP as an essential strategy of TUSD's efforts to support integration through student assignment [USP(II)(A)(1)]. Magnet programs also seek to increase academic achievement, increase graduation rates, increase school attendance, and increase parent engagement.

**B. Goals of the Comprehensive Magnet Plan**

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

- 1. Ensure that all magnet schools and programs show measureable progress toward achieving the definition of an integrated school as set forth in the USP [USP Section (II)(B)(2)].**

GOAL: TUSD magnet schools will achieve the definition of integration to the extent possible as set forth in the USP through an admissions process.

- 2. Recruit and retain a racially and ethnically diverse student body in TUSD magnet schools and programs [USP Section (II)(E)(2)].**

GOAL: By implementing the Marketing, Outreach and Recruitment Plan, the District will track the number of students entering magnet programs at the lowest entry grade in order determine if the plan is attracting a racially and ethnically diverse student body.

**3. Enhance the educational quality and social capitol of TUSD magnet schools and programs.**

GOAL: By implementing rigorous programs and quality instruction, students attending a magnet school will score higher than the district average for that grade configuration (K-5, K-8, 6-8, 9-12).

GOAL: For each year, magnet students participation in Advanced Learning Experiences will increase.

GOAL: The achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs.

### **C. Magnet Organizational Structure**

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

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



# Magnet Schools: Strategies and Processes for Integration

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## A. Magnet School Strategies for Integration

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

### 1. Boundaries

Attendance boundaries will be reviewed to determine how the District can utilize boundaries to promote integration [USP Section (II)(D)(1-5)]. The boundary review process includes all stakeholders: parents, community, teachers, administration, magnet programs, and ultimately the Governing Board. Considering recommendations from the cross-departmental team, the Boundary Review Committee determines which schools are: total school magnet without a preference area; total school magnet with a preference area; magnet program without a preference area; magnet program with a preference area, and the integrative impact of pairing or clustering [USP Section (II)(E)(3)(iv)]. At present, all students participating in the magnet outside the neighborhood boundary must apply for and be accepted in the program through the lottery process. Students living in the attendance boundary are guaranteed a seat in the magnet program unless the program is oversubscribed. If a magnet program is oversubscribed, then no more than 50% of the seats will be made available for neighborhood students and the district will implement an admissions process (preferential lottery)

**Total School Magnet**

A total school magnet is a school that implements a magnet theme, themes or instructional pedagogy across all grades and does not have a defined attendance boundary, but may have a preference area. All students who wish to attend the school must apply for and be accepted in the school through the magnet lottery process. All students enrolled in the school must participate in the magnet programs offered by that school. The District, through the boundary review process, shall determine whether a total school magnet should have a preference area or whether it should have no preference area, and will incorporate this decision into the review of boundaries required by the USP.

## **2. Total School Magnet and Magnet Programs with a Preference Area**

After careful review of attendance, mobility, and application data, the Boundary Committee will make recommendations to district administration. The district administration determines if a total school magnet should have a preference area. The Boundary Committee will recommend a designated geographic area or a preference area to District administration. The size of the preference area will depend on a range of factors, including the capacity of the school, the density of students living in the geographic area around the school and the demographics of the students in the geographic area. If a total school magnet has a preference area, those students living within the preference area will be automatically enrolled if seats are available. If the school should become oversubscribed, no more than 50% of the available seats will be allocated to students from the preference area and the district will implement an admissions process.

### **B. Magnet Applications and Processes**

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

#### **1. Schedule for Magnet Enrollment Applications**

November- Priority Window opens for applications.

December- Priority Window closes and on-time applications are entered into the system

January- Principals provide the number of projected seats available per grade level

January- First lottery run. Letters sent to parents via U.S. mail offering placements and the offer is entered into the system. Two weeks after the letters are sent, parents must return the letter with a signature indicating acceptance. The acceptance, decline, or no response is entered into the system.

February-Second lottery run. For this and subsequent lotteries, the application window closes ten days before the lottery and process for parent notification are the same as in the first lottery.

Monthly-After the second lottery run, lotteries will run monthly until each grade is filled to extent there are applications for that school and grade.

### **C. Alignment with Other Recruitment Efforts**

#### **1. Title I and Student Equity**

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

#### **2. Family Engagement Centers**

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

**a. Welcome all families into the school community**

Measureable strategies for developing a welcoming atmosphere within a magnet program include, but are not limited to:

- (1) Acknowledge, greet and assist all visitors
- (2) Provide staff with customer service training
- (3) Create a welcoming appearance by attractive parking, signs, with displays of student work
- (4) Offer a variety of opportunities to volunteer at the school site
- (5) Create a place within the school that parents can call their own and check out materials
- (6) Continuous celebration of families with relevance to their culture

**b. Communicate with all stakeholders**

Measurable strategies for communication include, but are not limited to:

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

**c. Develop a magnet school community**

Measurable strategies to develop a school community include, but are not limited to:

- (1) Share Magnet Plan with the entire school

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

**d. Develop student advocacy**

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

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

**e. Collaborating with the community**

Measureable Strategies for community collaboration include but are not limited to:

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

**3. District-Wide Marketing and Recruitment**

The District has developed an extensive Marketing and Recruitment Plan that will provide support to school sites. Magnet programs placed in the IMPROVEMENT or FALLS FAR BELOW categories on the annual Magnet Program Review, will receive intensive recruitment and marketing resources. The Magnet Department will maintain all data generated by the recruitment and marketing efforts, and this data will be included in the

annual report. This campaign includes the implementation and documentation of specific strategies that support the requirements of the USP, such as:

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

#### **4. Magnet Department Marketing and Recruitment:**

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

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

Each site will work with the Media and Communications Department to create a recognized and respected brand then help promote that brand. In addition each site will educate prospective families and community partners about specific magnet programs available at their site and the other sites within their magnet pipeline. The site level strategy for recruitment includes reviewing and evaluating the results of the previous year's campaigns conducted by the site. This data is used to document plans for the coming year in site based Magnet Improvement Plans. The results of the efforts outlined in the plan are documented in monthly reports to be completed by magnet coordinators or designated individuals at the school.

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

- a. **Media:** The Magnet Department may work through the Media and Communications Department to television, radio and internet advertising and outreach as deemed appropriate and cost effective.
- b. **Print:** The Magnet Department may work through the Media and Communications Department to print media as necessary and if cost effective. Print materials include but are not limited to, newspaper and magazine ads and articles, billboards, bus shelters, mailers, flyers, and brochures.
- c. **Community events:** The Magnet Department may work through the Media and Communications Department to coordinate attendance at community events providing a central point of contact for the community event planners and the involved magnet schools. These events may include but not be limited to Beyond 2015, Celebrate Schools, 4th Avenue Street Fair, Festival of Books, and the Pima County Fair.
- d. **Magnet celebrations:** The Magnet Department may plan and execute district level magnet events to include Magnet Mania, magnet open houses, magnet student recognition, and an Magnet Alumni Gala.
- e. **Magnet informational opportunities:** The Magnet Department will pursue all available resources for promoting informational opportunities including magnet conferences and workshops for community and staff, magnet showcases, and magnet parent nights.
- f. **Communication:** At least two Magnet Department newsletters per year will be provided to all magnet school families, district administration, and local business partners. In addition presentations to civic organizations and parent groups will be provided by department personnel. Press releases, the Magnet Event Calendar, and district and site internet will be used to document department and site events and successes.

## **5. Site Level Recruitment Support**

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



# Processes to Make Changes to Magnet Programs

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## **A. Strategies and Schedules to Evaluate Magnet Programs**

The District will implement a continuous improvement cycle using data from evaluations to drive both programmatic and academic improvement. Using a three-tier process, the District will conduct both formative and summative evaluations of magnet programs. A summative annual report will be completed by July 15<sup>th</sup>. The District has conducted four studies: 1. Demographic Study, 2. Curriculum Audit, 3. Efficiency Audit, and 4. Magnet School Evaluation (see Attachment C: Magnet School Review) as well as a series of Community Forums. The Demographic Study provides ongoing information on the current and projected demographics of the district and surrounding districts. This information will be part of the annual review to evaluate possible changes in magnet programs and changes in boundaries. The Curriculum Audit provides information on magnet theme, curriculum, assessment, and instructional delivery. Each contributes to the processes and schedules in considering changes to magnet schools.

## **B. Magnet Program Evaluation Cycle**

The Magnet Evaluation Cycle [USP Section (II)(E)(3)(ii)] will afford magnet schools the opportunity to analyze data, set goals, plan, implement, and evaluate program effectiveness [USP Section (II)(C)(2)].

**Tier 1 Evaluation:** The Magnet Department will evaluate magnet programs at the district level every three years using the Comprehensive Magnet Review. The purpose of a three year evaluation is to analyze trends that occur across the District. For example, the pilot three year evaluation indicated lower teacher retention rates in International Baccalaureate Schools. The information from the three year evaluation will be used to make programmatic adjustments at the district level. This evaluation will be conducted in August of 2015 and every three years thereafter.

**Tier 2 Evaluation:** The Magnet Department will facilitate an annual evaluation using the Magnet Evaluation Metric (See Attachment J). The Metric uses the data from the Magnet Evaluation Rubric to determine magnet school labels: EXCELLING, MEETS, IMPROVEMENT, and FALLS FAR BELOW. In 2013-14, the Magnet Department will conduct this evaluation. In subsequent years, a cross-departmental team will work with school teams to complete the annual evaluation. Magnet schools, with support from the Magnet Department, will complete either a Three Year Sustainability Plan if the school is determined to be EXCELLING, or an annual Governing Board Approved 7/15/14. Revised as per Governing Board Recommendations

Magnet Improvement Plan using the Standards Rubric Indicators and the Theme Immersion Matrix to determine specific goals. Magnet program evaluations are a collaborative effort between the Magnet Department, cross-department teams, school sites, and the Superintendent's Leadership Team.

Tier 3 Evaluation: Each school will submit Monthly Magnet Report documenting steps taken toward reaching annual goals that were identified in the Sustainability Plan or Magnet Improvement Plan.

### **C. Cross-Departmental Evaluation**

1. The District will create cross-departmental teams that will evaluate magnet programs on an annual basis, at the end of each school year (May or June depending on state assessment results). The teams will use the Magnet Standards Evaluation Rubric to determine progress toward integration and improvement in student achievement. The District will use data from enrollment projections using applications accepted from January through March for the next year, and compare by ethnicity the 40<sup>th</sup> day student count for the current year to determine progress toward integration. For the review of 2013-14 school year, the Magnet Department will use the 2013-14 Metric (See Attachment J) which includes weighted integration measures and student achievement measures.

### **D. Magnet Evaluation Metric**

Magnet schools will be identified as EXCELLING, MEETS, IMPROVEMENT, or FALLS FAR BELOW using rubric rating from five key Pillars: Diversity, Innovative Curriculum, Academic Excellence, High Quality Instructional Systems, and Family and Community Partnerships. Each pillar has defined standards with measurable indicators. Each indicator is defined using a rubric scale of zero to five. Indicators that measure integration and student achievement and theme definition are weighted. Pillar I, Diversity, has four indicators for a total of 35 points. All indicators in this pillar are not weighted equally. Pillar II, Innovative Curriculum, has two indicators, for a total of 10 points. Pillar 3, Academic Excellence, has four indicators in which total school achievement and closing achievement gaps are weighted, for a total of 30 points. The four indicators in Pillar 4, High Quality Instructional Systems total 15 points. Finally, Pillar 5 has two indicators which are not weighted for a total of 10 points. In total, there are 100 possible points. (See Attachments H and J)

### **Strategies to Improve Magnet Programs**

The District will use the results from the Magnet Standards Evaluation to determine what areas of the magnet program need to be improved. All schools must continuously evaluate their programs by providing professional development in the given theme and implement a comprehensive recruitment, sustainability, and marketing plan

in conjunction with TUSDs Outreach Marketing and Recruitment Plan that was developed pursuant to the USP. Schools in MEETS, IMPROVEMENT or FALLS FAR BELOW categories will create a Magnet Improvement Plan that addresses the areas of deficiency; including measureable goals, action steps and time-lines. [USP Section (II)(3)(ii)] For schools labeled IMPROVEMENT and FALLS FAR BELOW, the District will work with the school to create an Improvement Plan that includes cross-departmental support. The Magnet Department will support the school by providing professional development opportunities to strengthen the magnet program, support in structuring the program to offer academic interventions, increase marketing and recruitment opportunities, and work with the school site to analyze data and make programmatic changes.

## **E. Instruments Used in the Magnet Review Cycle**

### **1. Comprehensive Magnet Review**

The Comprehensive Magnet Review is an instrument that gathers data in six component areas: integration, curriculum, staff retention, leadership, organizational management, and marketing/recruitment. The comprehensive review allows the district to identify trends, highlights programs that need the most support. Results will drive the ongoing magnet improvement process. A comprehensive review of magnet programs will occur every three years. Data will be analyzed and a written report will be provided to SLT. Should any recommendations come from the three year review; the Superintendent will bring those recommendations to the Governing Board.

### **2. Magnet Standards Evaluation Rubric**

The District and programs will use the Magnet Standards Evaluation Rubric to assess magnet programs annually. The Magnet Department in conjunction with the school site will conduct site-based professional development on the process and rubric. This instrument is aligned with Magnet Schools of America National Standards and was vetted through the Magnet Committee, magnet schools, and District leadership. (See Attachment H: Magnet Standards Evaluation Rubric)

### **3. The Theme Immersion Matrix**

The District will support schools in analyzing the Theme Immersion Matrix to determine the level of program implementation and theme fidelity. (See Attachment D: Theme Immersion Matrix) The Theme Immersion Matrix outlines how programs are developed over time and provides important information and guidance in theme development. This Matrix defines attributes of both fledgling programs and programs in full implementation. Information from the Theme Immersion Matrix and the annual review

will be used to create a Magnet Improvement Plan that bridges the discrepancies between where schools should be and where they are currently. (See Attachment E: Magnet Improvement Plan Template)

#### **4. The Magnet Sustainability Plan**

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

- a) Primary reasons for sustaining the program
- b) Include team member roles and responsibilities
- c) Clear priorities
- d) Reasonable and measurable goals and objectives
- e) Specific timeline and actions.

Once the plan is developed, individual and collective training will be provided to help staff effectively communicate the magnet program's mission and theme to the community. The Magnet Department will ensure that staff and members and key supporters have materials, such as brochures, event flyers, and newsletters that will help communicate the program's message and successes. The school community will meet at least quarterly to discuss the status of activities and potential challenges in achieving the sustainability goals. The information shared in the meetings can be used to adjust plans as needed to sustain the program's continued success. Sustaining a magnet program requires time and effort by a number of dedicated individuals and organizations; therefore it is important to reward their efforts by observing milestones.

#### **5. Magnet Improvement Plan**

Schools that score MEETS, IMPROVEMENT or FALLS FAR BELOW will complete an annual Magnet Improvement Plan in collaboration with a site magnet team and the Magnet Department.

A school that MEETS will continue to complete and implement an annual Magnet Improvement Plan in an effort to become an EXCELLING program. Magnet Improvement Plans will be revised as needed. Monthly reports will be used to evaluate programs and make adjustments in order to improve the quality of services provided to students. These schools will be expected to continuously reflect and adjust their programs by providing professional development in the given theme and implement a comprehensive recruitment, sustainability, and marketing plan in conjunction with TUSD's marketing and recruitment plan. The plan must include key partnerships and how these partnerships will be garnered.

IMPROVEMENT schools will create and implement a revised Magnet Improvement Plan using the prior years' monthly reports to evaluate programs and make adjustments in order to improve the quality of services provided to students. The District will provide additional support including: Data reviews, increased marketing and recruitment opportunities, monitoring of interventions, and support in meeting the Magnet Standards. [USP(II)(E)(3)(iii)]

FALLS FAR BELOW schools will create and implement a revised Magnet Improvement Plan using the prior years' monthly reports to evaluate programs and make adjustments in order to improve the quality of services provided to students. The District will provide additional support including: Data reviews, increased marketing and recruitment opportunities, monitoring of interventions, and support in meeting the Magnet Standards. [USP (II)(E)(3)(iii)] Schools in FALLS FAR BELOW will have priority in specialized marketing events, training and professional development, and additional support from the Magnet Department. The Magnet Department will work with the school community through public forums to garner support, increase public understanding of the magnet evaluation process, and to build community support of the improvement process.

## **6. Monthly Magnet Site Reports**

A monthly report template was created to report on progress in meeting the goals of the Magnet Improvement Plan, (See Attachment F: Monthly Magnet Report) thus creating a process by which magnet schools can track month to month progress. (See Attachment G: Magnet Program Annual Evaluation Flow Chart). Monthly reports are generated by the site coordinator and submitted to the Magnet Department each month and reviewed. The data from these reports will be used to create a cumulative annual report that evaluates each magnet program.

The Magnet Department has created a multi-tiered assessment system to:

- A. Inform the District and schools on progress toward increasing the number of TUSD students attending integrated magnet schools.
- B. Inform the District and schools on progress toward all magnet schools meeting the definition of integration as set forth in the USP.
- C. Inform the District and schools on the effectiveness of curriculum and instruction in closing the achievement gaps and providing all students with relevant and rigorous learning experiences.
- D. Inform the District and schools as to the impact that outreach to families, particularly African American and Latino families, has had on the school and the students.

# Strategies and Schedules for Adding, Relocating, or Replicating Magnets

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

By dividing the District into quadrants (Northeast, Northwest, Southeast, Southwest) magnet program locations can be strategically identified to maximize integration opportunities. By locating magnets in key areas of the Tucson community, the District will not only integrate magnet schools, but will support the integration of all schools throughout the District. By providing a continuum of programs, students may have the option of continuing a specific area of study or attending other magnets that best meet their interests. Innovative stand-alone programs that do not have a continuum will be used to supplement traditional magnet offerings and will be created as the District expands the magnet plan. Research indicates that robust and successful magnet program themes are typically created and developed by the school community. Although pipeline themes offer continuous and contiguous curriculum, there is a risk in assigning a theme to a school for the sake of creating a pipeline without first developing support for the theme within the school community (administration, staff, students and families). Research clearly shows that community and staff buy-in are essential for successful program implementation.

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

TUSD will consider sites for adding or replicating a magnet program based on an assessment of four key criteria: racial/ethnic composition; academic achievement; facility condition/capacity; and geographic location [USP Section (II)(E)(3)(i)]. A cross- departmental team will conduct research based on these criteria and

complete the *Rubric For Adding, Relocating Or Replicating A Magnet Program* (See Attachment K) and bring the findings to the Superintendents Leadership Team (SLT) for review and consideration:

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

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

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

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

4. What is the capacity/condition of surrounding schools to accept students who do not apply? \*Consider whether the facility can support increased student enrollment and support the theme.

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

\*Consider the location in proximity to other magnets.

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

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

- Research and rationale in choosing the magnet theme/pedagogy
- Data that indicates the school's potential for integration, or how the magnet will increase a TUSD students opportunity to attend an integrated school
- Plans to address cultural competency
- At least two letters of support from community partners
- Strategies to attract African American and Native American families
- Projected budget for year one as a planning year, and year two as partial implementation
- Surveys that indicate 85% of the families are in support of the magnet and the theme
- Surveys that indicate 90% of the total staff are in support of the magnet and the theme



Invitations for Requests for Proposal will be released in July 2015, and will be submitted to the Magnet Department no later than January of the same school year. The proposal will be reviewed by a cross-departmental team. Schools will be notified by February if the proposal was accepted so as to be included in the budgeting process. The proposal will be taken to the Governing Board for approval. If accepted, the school will spend at least one year in a planning phase.

## **B. Strategies and Processes for Relocating a Magnet Program**

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

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

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

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

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

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

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

4. What is the capacity/condition of surrounding schools to accept students who do not apply?

\*Consider whether the facility can support increased student enrollment and support the theme.

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

6. Does the District have budget and staff capacity to sustain a relocated magnet program?

If a magnet school has been labeled FALLS FAR BELOW and faces possible magnet relocation, the cross-functional team will determine if the program would best serve students at another location. The cross-functional team will employ the above criteria; consult with experts, District administration, and the community to make a recommendation to the Superintendents Leadership Team. Parents and students at the identified receiving school will be informed of the requirements of a magnet school. The Magnet Department will

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conduct a survey of parents, teachers, and students to determine the level of commitment to the change. At least two community forums will be conducted to gather feedback. A proposal will be submitted for public review and comment at least 30 days before the Comprehensive Magnet Plan is amended to include the relocation of the magnet program.

### **C. Process and Strategies for Revising a Magnet Program**

If a magnet school has been labeled FALLS FAR BELOW and faces a possible magnet status change, the cross-functional team will determine if the program needs revising either theme, pedagogy, or both. The cross-functional team will employ the above criteria for Adding, Relocating, or Replicating a Magnet Program, consult with District administration and the community, and may consult with experts to make a recommendation to the Superintendents Leadership Team. In this process, staff, parents and students at the identified school will be guided in researching revised themes and provided explicit timelines for a magnet school revision. The Magnet Department will support the school in conducting surveys of parents, teachers, and students to determine possible theme ideas and the level of commitment to the change. At least two community forums will be conducted to gather feedback. A proposal will be submitted for public review and comment at least 30 days before the theme revision is submitted to SLT for possible amendment.

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

TUSD will consider withdrawing magnet status after assessing the following key criteria: racial/ethnic composition and progress toward integration; academic achievement; and progress in meeting Magnet Standards. The cross-departmental team will consider the following:

1. Has the school been identified as FALLS FAR BELOW for at least one enrollment cycle?
2. Has the school made progress in attracting students that contribute to the integration of the incoming grades?
3. How has the school done academically for the last three enrollment cycles compared to other TUSD schools across all ethnic categories?
4. Has the school fully participated in the Magnet Improvement Process?
5. Has the school made progress toward meeting the Magnet Standards?

In 2013-14, schools were placed on a continuous plan of improvement that included either a two year enrollment cycle or a three year enrollment cycle to show progress toward integration and increase student achievement. Some schools were given two enrollment cycles and others were given three, depending upon the percentage of racial concentration. This Comprehensive Magnet Plan continues to support that process, as defined in the “Interim Plan” approved October, 2013. Starting in 2015-16, the District will implement a continuous cycle of improvement as defined by EXCELLING, MEETS, IMPROVEMENT or FALLS FAR BELOW. If after completing three enrollment cycles the school has not demonstrated progress toward integration as measured by the ethnic composition of accepted application in incoming grades, the school will be considered for elimination. A cross-departmental team and SLT will consider academic achievement and results from the annual evaluation before recommending withdrawing magnet status.

#### **E. Assurances for Currently Enrolled Students**

TUSD will ensure that, in the event that a magnet program or school is withdrawn or relocated, students currently enrolled in the magnet school or program will be permitted to remain in that school until they complete the highest grade offered by that school. [USP Section (II)(E)(1)] If or when magnet status at a site is eliminated, subject to minimum enrollment guidelines to be determined by the Governing Board, students currently enrolled in a magnet program will be provided the opportunity to complete that program to the extent possible through the highest grade in that school. Students receiving transportation will continue to receive transportation as long as they are continuously enrolled at the school.

# District Collaboration and Support

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

## **A. Collaborating with Human Resources**

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

## **B. Partnering with Curriculum and Instruction to:**

1. Support Unit Development
  - a. Scope and Sequence
  - b. Alignment with District Developed Curriculum
    - (1) Documentation of the units
  - c. Assessment
2. Support the development of interventions
3. Support the teacher training and supplemental materials to allow for differentiated instruction.

**C. Other District Departments and Schools:** The Magnet Department will consult with all departments as well as non-magnet schools on an as-needed basis in order to provide magnet staff with high quality professional development.

# Magnet Expertise and Training: District-Wide

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

- Magnets and Student Assignment
- Purpose of Magnet Programs, Student Lottery Process
- How Magnet Programs are Evaluated
- Strategies for Culturally Responsive Pedagogy
- Magnet Theme Development for Creating Capacity
- Magnet Theme Integration
- Marketing and Recruitment
- Engaging Families and the Community In Meaningful Partnerships
- Theme Visibility
- Sustainability
- Magnet 101 (All new administrators and new coordinators )

This series of professional development is focused on creating a baseline and foundation of expertise and understanding across all magnets, district-wide. From this foundational level of expertise, individual site leadership teams will be empowered to build, strengthen, and/or otherwise improve their magnet programs to meet the goals of the USP. The Magnet Director will coordinate the development, implementation, and monitoring of this training through the Magnet Department, and in conjunction with the Department of Curriculum, Instruction, and Professional Development. Resources from Magnet Schools of America and

Magnet School Assistance Program (Technical Assistance) will be used to create training opportunities for all coordinators and certificated staff.

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

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

Value their own cultures and experiences.

Value the uniqueness of cultural groups other than their own.

Value the richness of cultural diversity and commonality.

Build awareness and sensitivity to individual differences within cultural groups.

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

The Magnet Department will be working with the Director of Culturally Responsive Pedagogy to create and deliver specific training in Cultural Responsiveness. By doing so, teachers will have a wealth of strategies from which to create deep, rich, and meaningful lessons that meet the needs of a diverse population and moves beyond cultural celebrations, foods, costumes, and holidays.

# Magnet Plan of Action

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

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

The approach described above guided the direction and development of the following recommendations for addition, relocation, and/or replication. The new magnets proposed will be phased in as other magnets are eliminated or phased out through the evaluation process. (See Attachment D: Chart of Magnet Additions) One of the strategies for identifying potential new magnets takes into account travel time. Research shows that White students, from the north-east and south east quadrant and Latino students from the north-west and south-west quadrants are not likely to travel more than 20-30 minutes to attend a magnet school.

The primary goals of the plan are two-fold: (1) ensure that students of all races and ethnicities have the opportunity to attend an integrated school (*see* USP Section II.A.1); and (2) ensure that all magnet schools and programs achieve the definition of an integrated school as set forth in the USP (*see* USP Section II.B.2) (See above, pg. 2). Thus, the goal is not simply to increase the number of integrated magnet schools, the goal is also to increase the number of students with an opportunity to attend an integrated school. Adding or replicating magnet schools in the center of town (within a 8 mile radius from the center of the District) affords the greatest opportunity for the greatest number of students to attend an integrated school, with the added incentive of free transportation. For sites that are already integrated (e.g., Cragin, Dietz, Hudlow), additional seats will open for integrative transfers once attendance boundaries and/or preference areas are limited or abolished, meaning that presently integrated sites will still have the capacity to increase integration. The District intends to expand the number of students served at these school sites so more students have the opportunity to attend an integrated school.

#### 1. Add/Replicate a Performing Arts Magnet at Cragin Elementary

Cragin was selected as a Performing Arts Magnet because of its integrated population, its location in the north-central quadrant of TUSD, and facility capacity. Being located in the north-central part of TUSD, Cragin can draw from both the west and east sides, and has potential to attract students from outside TUSD as it is located near a border with another district. In the past, the racial/ethnic make-up of Cragin has fluctuated, and Cragin's mobility is significantly higher than the TUSD average. Because magnets offer students the added incentives of

free transportation and admissions priority (in cases where the school is oversubscribed), creating a new magnet at a centrally-located, integrated school is a key strategy to ensure that students of all races and ethnicities from across TUSD have increased opportunities to attend an integrated school. Additionally, within the pipeline, Cragin's integrated population will feed into Utterback middle school to help integrate Utterback. The 2013-14 budget for this program provides for a program coordinator to work with the Magnet Department and the Fine Arts department to begin the planning process. Cragin was included in TUSD's recent federal MSAP Grant application. If TUSD receives the Grant, development and implementation will be accelerated.

## **2. Add/Replicate a STEM Magnet at Mansfeld Middle School**

Mansfeld was selected as a Science, Technology, Engineering and Math (STEM) Magnet because it is centrally located and creating a magnet here has the potential of turning the school from "racially concentrated" to "integrated" within a matter of years. STEM programs have proven across the nation to be successful magnet themes, and replicating successful STEM practices at Mansfeld is promising. Mansfeld's location (across the street from the University of Arizona) is perfect for partnerships with the University and is easily accessible to professionals working at the University and in the downtown areas. Mansfeld was included in the 2013 MSAP Grant. The 2013-14 budget includes a coordinator and additional staff in math, science, and technology. A master schedule has been developed to provide additional team planning, both vertically and horizontally. Funding was set aside for instructional materials for the Engineering component. The Magnet Department will work with TUSD's Science Department and the staff of Race to the Top STEM Program to provide quality professional development to teachers, staff, and families. If the District receives the MSAP Grant, development and implementation will be accelerated.

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

The following strategies are included for consideration only but, if adopted, may be initiated during SY 2013-14 in order to give adequate time to phase in programs to be in place by SY 2015-16. These strategies are, at this stage, only ideas that require more research, development, and community dialogue. These strategies will be more fully developed, eliminated, or changed in the Comprehensive Magnet Plan. (See Attachment D: Chart of Magnet Additions). The following sites scored high on the four-criteria assessment (See Section III.B.1):

<b>North East Quadrant</b>	<b>South East Quadrant</b>	<b>North West Quadrant</b>	<b>South West Quadrant</b>



Hudlow ES	Dietz K8	Cragin ES	
Catalina HS	Roberts Naylor K8	Mansfeld MS	
	Santa Rita HS	Roskruge K-8	

### **1. Add/Replicate an Int'l Business and Dual Language (IBDL) Studies Magnet at Catalina High School**

Catalina Magnet High is currently phasing out its former magnet strands: Aviation, Health Care and, to a lesser extent, the Terra Firma program as a magnet theme (because it was never Governing Board approved). International and Dual Language magnets have proven success in other districts and should be replicated in TUSD. Catalina was selected because of its integrated population which includes TUSD's highest concentration of refugee students (including an incredibly diverse and multilingual student population), its location in the north-central quadrant of TUSD, and facility capacity. Because magnet schools offer students the added incentives of free transportation and (potentially) admissions priority, creating a new magnet at a centrally-located, already-integrated school is a key strategy to ensure that students of all races and ethnicities from across TUSD have increased opportunities to attend an integrated school.

### **2. Add/Replicate Expeditionary Learning and Dual Language at Hudlow Elementary**

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

See Appendix N: Application of Criteria for New Magnets

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

Dietz K-8 could serve as a receiver for Hudlow, and a feeder into Catalina's IBDL program (see III.C.3, above). Dietz is approximately 5 miles from the center of the District (about a 16 minute drive), and approximately 11 miles from south-central Tucson (about a 23 minute drive). Dietz is at the far eastern edge of where the District would seek to place any elementary, K-8, or middle school magnets (our research shows that parents of elementary and middle school students prefer not to send their students more than 22-28 minutes away from their home location). Also, Dietz is the only non-magnet school serving grades 6-8 that has capacity to become

a dual-language magnet on the eastside (within the preferred geographic area) to serve students in grades 6-8 in the Dual Language Pipeline into Catalina.

#### **4. Add/Replicate International Business and Dual Language (IBDL) Studies at Roskruge K8**

Roskruge's current status, teacher capability, and reputation as a destination bilingual magnet program, in addition to its proximity to the University of Arizona and the revitalization of the downtown area, are positive attributes that should be explored. An IBDL program at Roskruge could serve as a feeder for the IBDL program at Catalina High School. In order for this school to integrate, the school must transition to Total Magnet, employing a weighted lottery. The estimated time for this school to become integrated is six years.

#### **5. Add/Replicate Integrated Technology at Roberts-Naylor K8**

Roberts-Naylor has capacity and a strong technology infrastructure and its location, in the South East Quadrant, is a targeted area for magnet placement to maximize integration (the school is currently integrated but, at 67.4% Hispanic, is in danger of becoming Racially Concentrated by exceeding the 70% threshold). Roberts-Naylor is a prime candidate for the federal magnet grant (MSAP) 2017 grant cycle. Roberts-Naylor staff will research, design and implement a technology-driven magnet theme that meets the National Educational Technology Standards (NETS) for learning and teaching. These world-wide standards will be the framework from which Roberts-Naylor develops this unique theme. The NETS sets a standard of excellence in best practices in teaching, learning, and leading with technology in education. The advantage to using NETS includes several overarching enduring understandings:

- Improving higher-order thinking skills, such as problem solving, critical thinking, and creativity
- Preparing students for their future in a competitive global job market
- Designing student-centered, project-based, and online learning environments
- Guiding systemic change in our schools to create digital places of learning
- Inspiring digital age professional models for working, collaborating, and decision making

#### **6. Add/Replicate Early Middle College/Medical Sciences at Santa Rita High School**

The Early Middle College (EMC) model has been successful in magnets around the nation. EMC programs are five year programs, tied to a local university and/or community college, where students graduate with an Associate Degree (or equivalent credits). Students graduating from EMC programs may go directly from high school to careers in various fields, or directly into college as sophomores or juniors. Santa Rita's proximity to

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Pima Community College, its current Dual-Credit program, and its location on the Southeast side (approx. 20-25 minutes by bus from Tucson's south side), are positive attributes that should be explored. An EMC program at Santa Rita could serve as a receiver for the middle school program at Dodge.

## **I. Strategies to Improve Magnet Programs**

### **Magnets Schools: "MEETS"**

#### **A. Borton Magnet: Project-Based Systems Thinking**

Systems Thinking offers a powerful perspective, a specialized language, and a set of tools that can be used to address the most stubborn problems in your everyday life and work. Systems Thinking is a vantage point from which you see a whole, a web of relationships, rather than focusing only on the details of any particular piece. Events are seen in the larger context of a pattern that is unfolding over time. Systems Thinking is a way of understanding reality that emphasizes the relationships among a system's parts, rather than the parts themselves.

This approach to learning is project driven with Common Core Standards embedded into the projects. Borton will work on the following indicators:

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

#### **B. Booth-Fickett- Math Science**

Booth-Fickett will work on the following indicators:

- The curriculum at Booth-Fickett needs significant revision K-8
- Teachers need substantial training in unit development and theme integration
- Curriculum needs to be mapped and aligned to assessment

#### **C. Dodge MS – Traditional Academics**

Dodge is in the process of defining what it means to offer traditional teaching methodology and curriculum. Dodge will work on the following indicators:

- Curriculum Documentation
- Assessment Alignment
- The community will define “Traditional Academics” as part of assessing the school culture

#### **D. Palo Verde HS – Science, Technology, Engineering, Arts, and Math (STEAM)**

Palo Verde will be completing the SIG cycle in FY13-14. They will be phasing in a STEAM (Science, Technology, Engineering, Art, Math) program for freshmen in FY 15.

### **Magnet Schools: APPROACHES**

#### **A. Bonillas: revise and strengthen the Traditional Academics theme**

- Bonillas is in need of a total revision starting with theme, curriculum, school culture, professional development and family engagement. In SY 2014-15 Bonillas curriculum will be aligned with Common Core with traditional instructional delivery, and teachers will receive targeted professional development centered around:
- Training in systematic reading methodology including screeners, assessments, and benchmarks
- Implement curriculum aligned with Common Core (Open Court, Daily 5/Café, Envisions, Foss)
- Training for **Character Counts**
- To impact school culture, the school community will define “Traditional Academics”

Bonillas will revise its theme, curriculum, school culture, professional development and family engagement. Traditional Academics is a theme that speaks to a highly defined and structured school culture, curriculum, and pedagogy. Theme visibility through school culture is the foundation for Traditional Academics. In the era of project-based learning and problem-based learning, Traditional Academics offers a unique pedagogy that has proven successful at other District magnets. Funding has been allocated for a Magnet Coordinator who will coordinate: Recruitment and Marketing; Curriculum Alignment and Documentation; Theme Integration; Assessment Alignment; and Professional Development. The school magnet team will visit two traditional magnet-themed schools in Phoenix: Benjamin Franklin Elementary School in Mesa, and Magnet Traditional Governing Board Approved 7/15/14. Revised as per Governing Board Recommendations

School in Phoenix. The revised program would offer students a Traditional Academic program. This program would offer a solid foundation of fundamental and higher level thinking skills primarily through direct instruction. The Language Arts Curriculum would utilize a phonics-based reading program. The school would also explore the use of

Envisions Math focusing on basic skills and higher order thinking, and will focus on scientific method using FOSS kits. Bonillas is committed to providing a safe, structured learning environment where expectations for academic success are high and pride is evident. The program would also emphasize the development of respect for others and personal responsibility. Bonillas students would continue to follow a uniform dress code to help in maintaining an orderly environment, free from distractions. The improvements to this magnet align with the successful theme at Dodge, and would serve as a feeder into Dodge within the Traditional Academics pipeline.

**B. Drachman Montessori: increase scope of program**

Drachman will improve the professional development opportunities for all staff. By the end of the 2013-14 school year, at least one teacher will receive Montessori Certification. They will increase recruitment and marketing efforts. Teachers in 2014-15 will have access to additional training via on-line and in partnership with local Montessori schools. Drachman will remain a K-6 configuration.

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

In the past, Holladay has depended upon the after-school and sports programs to attract students. Instead, Holladay will begin to focus on integration of Fine and Performing Arts into the classroom curriculum. Holladay will participate in a strategic recruitment effort with the support of the Magnet Department.

**D. Tully: develop a STEM theme**

Tully has significant potential to achieve Integration and to improve student achievement if resources are dedicated to revising the program to STEM. Magnet staff, and external consultant(s), will work with Tully to create curriculum and provide professional development resources. The Magnet Department will support Tully in seeking and forming community partnerships. Funding has been allocated for a Magnet Coordinator who will coordinate: Curriculum Development; Curriculum Alignment and Documentation; Theme Integration; Assessment Alignment; and Professional Development.

**E. Roskrige K8: Dual Language**

Roskrug's current status, teacher capability, and reputation as a destination bilingual magnet program, in addition to its proximity to the University of Arizona and the revitalization of the downtown area, are positive attributes that should be explored.

**F. Safford K-8: International Baccalaureate Training/Programme of Inquiry refinement**

Safford K-8 staff will receive training through International Baccalaureate World Schools whereby every teacher will complete at least two levels of training. The MYP will add a physical modality course option to comply with IB requirements. The staff will work with local consultants to refine the Programme of Inquiry and develop rubrics to assess student work. Safford K-8 will develop a recruitment plan that includes measurable goals and strategies.

**G. Cholla: add IB Middle Years Program (MYP)**

This improvement is necessary because of the need to complete the International Baccalaureate pipeline. Currently, Cholla offers an International Baccalaureate program for students in grades 11 and 12. The addition of the 9<sup>th</sup> and 10<sup>th</sup> grade MYP creates a complete K-12 continuum, starting with Robison's Primary Years Programme (K-5), Safford's Primary Years and Middle Years Program (K-8) and continuing with grades 9 – 12 at Cholla. . The budget for the 2014-15 year provides for coordinators for the MYP and DP, for additional staff for specialized IB coursework, funding for student assessments, and funding for professional development.

**H. Tucson High: revise and enhance Performing Arts Curriculum**

Tucson High will be revising and enhancing the Performing Arts Curriculum so that magnet students receive continuous and unique coursework that will prepare them for college-level performing arts classes. This coursework could include performance admission criteria for advanced magnet coursework.

**Magnet Schools: IMPROVEMENT 2013-14 (Year One)**

**A. Carrillo: New Theme, Communication Arts**

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

**B. Davis: Recruitment and marketing**

Davis has a well established curriculum and extensive community support. Davis, in conjunction with the Magnet Department, will create an extensive two year recruitment and marketing plan.

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**C. Ochoa:**

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

**D. Robison: International Baccalaureate Training/ Programme of Inquiry refinement**

Robison staff will received training through International Baccalaureate World Schools whereby every teacher will complete at least two levels of training. The staff will work with local consultants to refine the Programme of Inquiry and develop rubrics to assess student work. Robison will develop a recruitment plan that includes measureable goals and strategies.

**E. Utterback: Improve the Fine and Performing Arts theme**

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

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

Tucson High’s Science Department will revision the Science Strand to reflect a “Natural Science” focus that utilizes curriculum unique to this school. Palo Verde would develop its science strand around engineering sciences. This would eliminate duplicate science themes (Tucson High and Palo Verde). Funding has been allocated for a Magnet Coordinator who will coordinate: Curriculum Alignment and Documentation; Theme Integration; and Assessment Alignment.

**G. Pueblo High: Revise Communication Arts**

Pueblo High will revise the Communication Arts magnet theme to include course work that in continuous and contiguous. As new coursework is developed, magnet students will be tracked to this coursework and teachers will be trained in coursework content. The idea is if a key teacher(s) should leave, the programs would continue. Pueblo will create a two year comprehensive marketing and recruitment plan.

**Eliminating Magnet Programs/Themes**

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

- Tucson High School (Math and Technology Strand)

## **II. Processes and Schedules to Make Changes**

### **Attendance Boundaries**

TUSD must determine if each magnet school, or school with a magnet program, shall have an attendance boundary. Each magnet will fall into one of three categories: Total School Magnet (no boundary), Total School Magnet with a Preference Area (limited neighborhood boundary), or Magnet Program (neighborhood boundary). (See above, Section II.A.1) The District will conduct a boundary review in 2014. Below are the recommendations:

#### **Total School Magnet (no attendance boundary)**

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

#### **Total School Magnet with Neighborhood Preference Area**

- Bonillas ES
- Borton ES
- Holladay ES
- Ochoa ES
- Tully ES
- Robison ES

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- Davis
- Booth-Fickett K8
- Utterback MS
- \*Roberts Naylor K8
- \*Dietz K8

**Magnet Program (neighborhood boundary)**

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

**III. 2013-14 Process and Schedule for Implementing Family Engagement Strategies**

TUSD must develop a process and schedule for including strategies to specifically engage African American and Latino families. Magnet schools will be expected to continuously rejuvenate their programs by providing opportunities for families to be engaged in the given theme. Each school will implement a comprehensive recruitment, sustainability, and marketing plan in conjunction with the District's marketing and recruitment plan to be developed pursuant to the USP. The Magnet Department will facilitate three city-wide events: ***Celebrate Magnet Schools*** show cases magnet programs at two of the city's largest shopping malls (in partnership with Donors Choose), ***Magnet Mania School Choice Expo*** is a magnet fair, and ***Festival of Books*** where magnet schools are showcased. At each event, students will perform, projects will be exhibited, and multi-media presentations will highlight school themes. Individual schools will participate in city-wide events, each showcasing for theme visibility and recruitment. The Magnet Department will conduct walk-through evaluations focusing on theme implementation and integration into curriculum, quality of instruction, and school culture/environment.

Recruitment is a key component of the Annual Evaluation. By August 1, 2013, each magnet program will designate a leadership team. Teams will reflect on past recruitment efforts, best practices utilized at other magnets in TUSD and in other districts. By August 1, 2013, in conjunction with Title I School-wide and Governing Board Approved 7/15/14. Revised as per Governing Board Recommendations

Targeted Assistance Plans, magnet schools will create at least one measureable Family Engagement goal which must include specifically engaging African American families and Latino Families, including the families of English Language learner (“ELL”) students, including:

- at least three strategies to achieve the goal;
- an action plan
- timeline for implementation.

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

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

The District Magnet Department will collaborate with district departments and will use local and national resources to market and recruit students for magnet schools. Strategies to achieve this include:

- Public Service Announcements
- Family Centers
- Community Events
- Participation in local, state, and national organizations and boards
- Public speaking (businesses, organizations, governmental agencies)
- Supporting schools in garnering organizational partnerships
- Creation of magnet theme-specific brochures
- Development of an Annual Magnet Fair
- Planning for Magnet School Site Visits
- Formation of DVDs about Magnets in the District

- Establishment of a Speakers Bureau (this strategy includes identifying TUSD “Ambassadors” to present TUSD’s magnet vision and magnet plan to community groups, civic organizations, and at community events)

#### **IV. 2013-14 Process and Schedule for Identifying Goals to Further Integration**

TUSD must develop a process and schedule for identifying goals for further integration of magnets. The student assignment goal for all magnet schools and programs shall be to achieve the definition of an integrated school. (See USP Section (II)(E)(2))

The five pillars defined in the TUSD Standards work together to strengthen magnet programs. A strong magnet program will further integration by attracting a diverse population. Based on the Magnet Standard Evaluation, magnet schools will identify specific and measureable goals they will use the data collected from 2012-2013 magnet evaluation or for the first year of implementation as a baseline for each of the following components:

- A. Integration
- B. Curriculum and Assessment
- C. Professional Development
- D. Key Personnel
- E. Leadership
- F. Marketing and Recruitment
- G. Stable and Successful Staff
- H. Family Engagement

For each goal, there will be at least three strategies to meet the goal. For each strategy, there will be an action plan and timeline. These plans are currently under development. The Magnet Department is working with Title I to create one plan for both programs, with magnets being part of the required reform strategy. Plans will be completed by October 1. Magnet Monthly reports will be reviewed by the Magnet Department and feedback will be given to the schools.

# Magnet Plan of Action 2014-2015

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

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

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

## **B. Strategies to Improve Magnet Programs**

### **1. Programmatic Evaluation**

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

The Magnet Department conducted three community forums to solicit input on the Comprehensive Magnet Plan. The community recommended that the Comprehensive Magnet Plan have more explicit descriptions of job responsibilities. The community recommends that the district consider increasing the time for improvement to five years. At all forums, it was recommended that parents should be included in the decision making process and consider adding criteria that includes leadership commitment to the theme. Above all, the community recommends increasing the marketing and recruitment and that the responsibility should be that of the Magnet Department and should include multiple methods of communication. The results of the community forums helped to establish the indicators in Pillar 5: Family and Community Partnerships.

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

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

In order to determine the data needed for Pillar I Diversity: Standard 1.2 (The ethnic composition needed to integrate the school during the magnet recruitment window met the USP definition of integration) the District compared projected enrollment plus applications accepted, to the 40<sup>th</sup> day of 2013-14. Some schools saw substantial progress toward integration. If schools made gains, they are moving closer to integration as defined by the USP. If school had net losses, they moved further away from integration. Looking at Kindergarten entry, the average percentage points moving closer to integration was 6.3%. Drachman saw the most percentage points moving toward integration (20%), and the entry grade is integrated. Holladay saw the least (-12%). Looking at entry level for middle schools, the average was a net loss (.8%). The school that saw the most gain was Mansfeld (7%). Two schools, Utterback and Safford, both had a net loss (6% each). High schools saw a gain of 6% with Palo Verde making the most gains (17%) and Tucson High making the least gains (3%). The Magnet Department will be providing additional marketing and recruitment support for Governing Board Approved 7/15/14. Revised as per Governing Board Recommendations

Robison, Ochoa, Pueblo and Utterback in order to increase opportunities for integration by increasing the application pool.

**How to Read The Chart-** The top line of each school is the projected enrollment including magnet applications received through March, 2014, disaggregated by ethnicity. The second line of each school is the 40<sup>th</sup> day enrollment for the current year, disaggregated by ethnicity. This table is comparing incoming students with current students. In the far right hand column indicates if the incoming grade is integrated, and did the school make progress toward meeting the definition of integration. Schools that are integrated are green, schools that made significant progress are yellow, and schools that experienced significant losses are in pink.

	W	AA	H	NA	AS	MR	
Borton	34	6	53	2	2	2	YES
40TH DAY 2014 GR K	30	3	52	3	0	11	PROGRESS
Bonillas	19	5	72	0	0	4	NO
40TH DAY 2014 GR K	15	1	67	0	0	0.02	NO PROGRESS
Carrillo	17	5	76	2	0	0	NO
40TH DAY 2014 GR K	2	6	89	0.5	0	0	PROGRESS
Cragin	27	8	59	2	0	4	YES
40TH DAY 2014 GR K	27	5	61	0	1	7	NEUTRAL
Davis	23	0	72	0	0	5	NO
40TH DAY 2014 GR K	13	1	83	0	0	1	PROGRESS
Drachman	28	6	64	0	0	3	YES
40TH DAY 2014 GR K	3	9	84	0	0	3	PROGRESS
Holladay	0	6	88	6	0	0	NO
40TH DAY 2014 GR K	0	18	76	0.5	0	0	NO PROGRESS
Ochoa	11	0	78	6	0	6	NO
40TH DAY 2014 GR K	0.9	0	81	1	0	0	PROGRESS
Robison	10	5	78	2	2	2	NO
40TH DAY 2014 GR K	0.8	0.3	84	0	0.3	0	PROGRESS
Tully	13	8	75	4	0	0	NO
40TH DAY 2014 GR K	11	0.5	73	3	0.2	0.2	NO PROGRESS
Dodge	26	5	59	1	3	6	YES
40TH DAY 2014 GR 6	25	4	63	1	2	3	NEUTRAL
Mansfeld	15	4	75	3	1	2	NO
40 <sup>th</sup> DAY 2014 GR 6	6	1	82	2	1	1	PROGRESS
Utterback	5	4	83	6	1	1	NO
40 <sup>th</sup> DAY 2014 GR 6	6	9	77	3	0	2	NO PROGRESS
Roskrige K	13	0	71	10	0	6	NO
40 <sup>th</sup> DAY 2014 GR K	2	0	88	8	1	2	PROGRESS
Roskrige 6	8	3	83	5	1	0	NO
40 <sup>th</sup> DAY 2014 GR 6	2	3	87	6	1	1	PROGRESS
Safford K	4	4	88	4	0	0	NO
40 <sup>th</sup> DAY 2014 GR K	0.5	0.5	77	0.5	0.5	1	NO PROGRESS

Safford 6	6	6	80	7	1	1	NO
40 <sup>TH</sup> DAY 2014 GR 6	7	4	74	13	0	0	NO PROGRESS
Booth K	29	5	55	2	2	7	YES
40 <sup>TH</sup> DAY GR K	21	12	59	0.1	0.1	0.1	NEUTRAL
Booth 6	30	7	52	3	3	5	YES
40 <sup>TH</sup> DAY GR 6	27	1	53	2	2	6	NEUTRAL
Palo Verde	31	8	50	4	2	5	YES
40 <sup>TH</sup> DAY FRESHMEN	22	13	67	3	4	9	PROGRESS
Tucson High	14	6	73	4	1	2	NO
40 <sup>TH</sup> DAY FRESHMEN	43	22	76	4	1	2	PROGRESS
Pueblo	5	2	87	5	1	1	NO
40 <sup>TH</sup> DAY FRESHMEN	3	1	91	1	0.5	0.02	PROGRESS
Cholla	10	3	78	7	1	1	NO
40 <sup>TH</sup> DAY FRESHMEN	7	4	78	8	0.3	1	NO PROGRESS

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

#### **Determining School Labels for 2014-15:**

Because AIMS data has not been disaggregated, Pillar 3: Academic Excellence, Standard 3.9 (Comparing total school achievement data of magnet students to the test score average of non magnet students in the same grade configuration) could not be included in the calculations. Therefore, the total score possible on the Metric is 90. However, student achievement is still part of the Metric. Pillar 3: Standard 3.10 (Student achievement in all ethnic categories exceeded the district average comparing ethnic categories and grade levels) is calculated into the total. Schools scored significantly lower than expected. It should be noted that the standards are new to schools and they have not had an opportunity to focus improvement efforts. Therefore, the data generated in 2014-15 is baseline data from which to compare next year's evaluation to determine progress. Below are the results of the Magnet Evaluation Rubric Metric:

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<u>Bonillas</u> <u>40% (36 points)</u>	<u>Cragin</u> <u>44% (40 points)</u>	<u>Mansfeld</u> <u>54% (49 points)</u>	<u>Roskruge</u> <u>58% (52 points)</u>
<u>Booth-Fickett</u> <u>80% (72 points)</u>	<u>Davis</u> <u>74% (67 points)</u>	<u>Ochoa</u> <u>38% (35 points)</u>	<u>Safford</u> <u>63% (57 points)</u>
<u>Borton</u> <u>71% (64 points)</u>	<u>Dodge</u> <u>80% (72 points)</u>	<u>Palo Verde</u> <u>53% (48 points)</u>	<u>Tucson High</u> <u>76% (68 points)</u>
<u>Carrillo</u> <u>46% (42 points)</u>	<u>Drachman</u> <u>71% (64 points)</u>	<u>Pueblo</u> <u>37% (34 points)</u>	<u>Tully</u> <u>59% (53 points)</u>
<u>Cholla</u> <u>50% (45 points)</u>	<u>Holladay</u> <u>34% (31 points)</u>	<u>Robison</u> <u>50% (45 points)</u>	<u>Utterback</u> <u>39% (35 points)</u>

The preliminary labels based on progress toward integration as submitted in the Comprehensive Plan in May, 2014 will remain the magnet label for 2014-15.

**EXCELLING-** This is a new category designed to create exemplar programs within the district. An EXCELLING magnet will develop a Sustainability Plan to insure progress in maintaining EXCELLING status. Dodge is an EXCELLING school.

**MEETS-** Three schools moved into this category: Cragin, Drachman, and Tucson High Science. Drachman saw the most improvement, moving from “IMPROVEMENT”. Borton, Booth-Fickett and Palo Verde maintained their label from 2013-14. The schools will develop a Magnet Improvement Plan targeting specific measures that will move the school to EXCELLING status.

**IMPROVEMENT-** Seven schools moved from “APPROACHES” (a label used in 2012-13 Magnet Plan) to “IMPROVEMENT”. Tucson High Fine Arts, Tully, Holladay, Safford, and Bonillas did not have enough progress to move to “MEETS”. Two schools saw gains above the average for magnet schools and therefore maintained their “IMPROVEMENT” label: Roskruge and Davis. Cholla saw a significant increase in applications and was given a second year in “IMPROVEMENT. Carrillo will be exploring a Communication Arts theme and will have two years in IMPROVEMENT. This was Mansfeld’s first year accepting magnet applications. Although there were gains, it was not enough to move them to MEETS. IMPROVEMENT schools have two enrollment cycles to move to MEETS. The school will develop a Magnet Improvement Plan targeting specific measures that will move the school to MEETS



status. The Magnet Department in collaboration with other district departments will provide additional resources in marketing, recruitment, curriculum and instructional support.

**FALLS FAR BELOW-** These schools did not make large enough gains to maintain “IMPROVEMENT”. These schools will be notified that they have an Elimination Warning. Pueblo, Ochoa, Robison, and Utterback have one enrollment cycle to meet the criteria for incoming grades. FALLS FAR BELOW schools will have one enrollment cycle to move to IMPROVEMENT. If after one enrollment cycle the school makes progress toward integration, increases student achievement in reading and math, and at least two other areas on the Magnet Evaluation Rubric, they will move to IMPROVEMENT. If the school does not move to IMPROVEMENT, it will be considered for withdrawal of magnet status. A school can only fall into the FALLS FAR BELOW once in a three year cycle. If the school does not attain MEETS within that three year cycle, it will be considered for withdrawal of magnet status.

### **Magnet Improvement Strategies**

#### **Magnet Schools: EXCELLING**

##### Dodge MS – Traditional Academics

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

#### **Magnet Schools: MEETS**

##### Booth-Fickett- Math Science: increase academic rigor and theme visibility

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

##### Borton Magnet: Project-Based Systems Thinking

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

##### Cragin- Continue to develop theme

- Cragin needs to significantly improve student achievement
- Train new magnet coordinator

Drachman Montessori: Increase scope of program through professional development

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

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

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

Tucson High: Continue to revise the Science theme to “Natural Sciences”

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

**Magnet Schools: IMPROVEMENT**

Bonillas: revise and strengthen the Traditional Academics Theme (Year One 2014-15)

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

Carrillo: New Theme, Communication Arts (Year One)

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

Davis: Recruitment and marketing (Year Two 2014-15)

- Davis made significant progress toward integration. Davis has a well established curriculum and extensive community support. Davis, in conjunction with the Magnet Department, will create an extensive two year recruitment and marketing plan
- Train new magnet coordinator

Cholla: add IB Middle Years Program (MYP) and create course continuum for Law (Year Two 2014-15)

- Cholla is experiencing a revival of the Law program with a significant gain in student participation for 2014-15 school year
- Cholla will to continue to develop the MYP programme to complete the International Baccalaureate pipeline. Currently, Cholla offers an International Baccalaureate program for students in grades 11 and 12. The addition of the 9<sup>th</sup> and 10<sup>th</sup> grade MYP creates a complete K-12 continuum, starting with Robison's Primary Years Programme (K-5), Safford's Primary Years and Middle Years Program (K-8) and continuing with grades 9 – 12 at Cholla
- Develop targeted family engagement strategies

Holladay Fine and Performing Arts: increase academic achievement and theme integration (Year One 2014-15)

- In the past, Holladay has depended upon the after-school and sports programs to attract students. Instead, Holladay will begin to focus on integration of Fine and Performing Arts into the classroom curriculum. Holladay will participate in a strategic recruitment effort with the support of the Magnet Department

- Increase recruitment and marketing
- Improve student achievement through targeted and purposeful interventions
- Develop targeted family engagement strategies
- Holladay will have a full time magnet coordinator for 2014-15

Tucson High Fine and Performing Arts: revise and enhance Performing Arts Curriculum (Year Two 2014-15)

- Tucson High will be revising and enhancing the Performing Arts Curriculum so that magnet students received continuous and unique coursework that will prepare them for college-level performing arts classes. This course work could include performance admission criteria for advanced magnet coursework
- Train new principal
- Full time magnet coordinator
- Develop targeted family engagement strategies

Roskrige K8: Dual Language (Year One 2014-15)

- Roskrige's current status, teacher capability, and reputation as a destination bilingual magnet program, in addition to its proximity to the University of Arizona and the revitalization of the downtown area, are positive attributes that should be explored
- Increase recruitment for 6<sup>th</sup> grade entry
- Improve student achievement
- Develop targeted family engagement strategies

Safford K-8: International Baccalaureate Training/Programme of Inquiry refinement (Year Two 2014-15)

- Safford K-8 staff will received training through International Baccalaureate World Schools whereby every teacher will complete at least two levels of training. The MYP will add a physical modality course option to comply with IB requirements
- Develop targeted family engagement strategies

- Training for new principal

Tully: develop a STEM theme (Year Two 2014-15)

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

Mansfeld: Continue to develop STEM theme (Year One 2014-15)

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

**Magnet Schools: Elimination Warning**

Ochoa: Consider theme revision

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

Robison: International Baccalaureate Training /Consider theme revision

- It is recommended that the staff at Robison explore theme revision options

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

Utterback: Improve the Fine and Performing Arts theme (Score 20)

- Utterback Fine and Performing Arts
- Utterback will be participating in the University of Virginia Turn Around Program. The Magnet Department will work with the District Shepherd in improving theme integration and student achievement
- Increase recruitment opportunities
- Train new principal

Pueblo High: Revise Communication Arts / Consider Dual Language

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

**Processes and Schedules to Make Changes**

- A. In 2014-15 Drachman will phase out the 6<sup>th</sup> grade and return to a pre-K-5. District leadership and school administration felt that Drachman could not offer a full range of electives for middle school students.
- B. In 2014-15 Carrillo will explore a Communication Arts theme.
- C. Pueblo will explore revising the theme to Dual Language. The Magnet Department will implement the criteria to revise magnet theme beginning in March, 2015.
- D. Changes in boundaries are pending.
- E. The attendance areas for Drachman and Carrillo will change.

**Magnet Themes-** Program Pipelines will remain the same as defined in the Magnet Action Plan 2013-14Roskruge will continue to implement a Dual Language program.

Pueblo will explore a Dual Language theme.

Carrillo will explore a Communication Arts theme.

It is recommended that Ochoa explore other theme options.

## **Magnet School Strategies for Integration**

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

#### **Total School Magnet (no attendance boundary)**

- Dodge MS

#### **Total School Magnet with Neighborhood Preference Area**

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

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

- The Magnet Department will also support individual school's recruitment activities. The Magnet Department will conduct the following recruitment and marketing events to the extent possible:
- September- Magnets at Maynards, Radio and Media Releases
- October- Celebrate Schools and Local Malls, Parent University, Media Releases
- November- Magnet Fair, Radio, Outdoor Advertising, El Tour, Media Releases
- December- 4th Avenue Street Fair, Zoo Lights, Luminaria Nights, Media Releases

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- January- Beyond 2015, Media Releases
- February- Magnet Gala, Sci Tech Festival, Tucson Rodeo Parade, Media Releases
- March- Festival of Books, 4th Avenue Street Fair, Susan G. Komen Walk, Media Releases
- April: Multicultural Symposium, MS Walk, Magnet Student Awards
- May: Cradle to College
- June: World Refugee Celebration, Juneteenth

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The five pillars defined in the Magnet Standards Rubric work to strengthen magnet programs. A strong magnet program will further integration by attracting a diverse population. Based on the Magnet Standards Rubric, magnet schools will identify specific and measureable goals for integration, curriculum, student achievement, instructional systems, and family and community partnerships. By providing defined and clearly communicated high expectations for magnet school implementation and holding schools accountable through tiered evaluation process, magnet schools is TUSD will support the District's goal that every child to have the opportunity to experience learning in a diverse educational setting.



# ATTACHMENT A

## **ATTACHMENT B: SUMMARY OF 2011 MAGNET STUDY FINDINGS**

### **General District and Site-Level Findings**

1. Lack of district-level understanding regarding magnets (referring to magnet schools and programs).
2. Lack of site-level understanding of the Post-Unitary Status Plan (PUSP) enrollment process (especially school groupings by areas A, B, and C), and how the process effects transportation and recruitment.
3. Lack of understanding that magnets should be attractive to neighborhood/non-neighborhood families.
4. Lack of central office consideration and support, notably the absence of a single coordinator/director.
5. Lack of central office-supported marketing and recruitment to help schools with diversity issues.
6. Lack of focus on enrollment/diversity goals; diversity not reflected in many school enrollments.
7. Lack of a policy or process for creating new magnets or significantly revising existing magnets.
8. Lack of attention to magnet pipeline schools when creating new magnet schools/programs.
9. Lack of district-level processes for monitoring magnets' student enrollments or withdrawals
10. Lack of district-level processes for monitoring student achievement at a magnet school program.
11. Lack of appropriate/attractive signage clearly reflecting the theme and scope of the school's theme
12. Lack of professional development that is directly related to a school's magnet theme.
13. Lack of professional development in recent years related to cultural literacy.
14. Because neighborhood students are not required to submit a magnet application for program-within-a-school magnets, reviewers cannot appropriately ascertain magnet diversity, student achievement, or per student costs.
15. Issues with transportation are especially difficult for many schools, taking hours of staff time and resulting in students dropping from programs they had been attending for several weeks.
16. Magnet funding allocations vary significantly; desegregation funds used by schools in a variety of ways.

### **General Parent and Community-Level Findings**

17. Community at large is unaware of the high quality and variety of the magnet programs offered in TUSD.
18. The open enrollment and magnet enrollment processes (including applications) are confusing to parents.
19. The magnet application is confusing; the application process makes it difficult for some parents to apply.
20. Parents equate magnets to GATE programs or schools for smarter students; lack of clear definition.
21. The "Catalog of Schools" does not feature magnets as a group, causing parents to have to hunt for magnets they are interested in. The catalog makes magnets sound like any other district school.
22. Parents available for interviews appeared to be committed to the magnet program at the school.

**Specific Site-Level Findings and TUSD's Responsive Strategies**

<b>School</b>	<b>2011 Finding</b>	<b>Responsive Strategy</b>
1. <b>Borton ES</b>	Inconsistent implementation, academically weak (Internal review did not have this conclusion), Curriculum not documented.	Magnet Director will work with staff to strengthen implementation through professional development, classroom observations, and data analyses. By School Year (SY) 2013-14, curriculum will be developed, taught and reflected.
2. <b>Bonillas ES</b>	The Basic Curriculum Magnet at Bonillas was notable. Strong commitment to theme (although the review committee did not feel that back to basics is a theme). Internal review indicates a lack of curriculum congruency in math and science. In-house training of Open Court has diminished with no on-going professional development.	By SY 2013-14, Bonillas will revision their theme and align curriculum with Common Core. Teachers will receive targeted professional development centered around: "Reading First" model of instructional delivery to include LTrS training; training in up-dated "Open Court" implementation; creating an instructional committee to explore Saxon Math; and creating an instructional committee to research and locate a traditional science adoption aligned with Common Core. Strengthen/Build "No Excuses University" and defined Early College Prep.
3. <b>Dodge ES</b>	Dodge is a successful magnet program, but the review indicates that Back to Basics is not a theme. What makes Dodge successful is the strict level of application of traditional teaching methodology. Dodge needs a magnet coordinator.	In SY 2013-14, the Dodge community will explore "KIPP" as a possible programmatic framework. A Magnet Coordinator position has been budgeted.
4. <b>Drachman ES</b>	Teachers at Drachman need to be trained in Montessori methodology and how to use Montessori materials. Magnet Coordinator needed.	Funding has been allocated for: teachers to attend training (registration, travel), a Magnet Coordinator position, and substitute for classroom coverage for training during the contract day.
5. <b>Ochoa ES</b>	Ochoa has professional development related to theme. Ochoa is doing an impressive job of developing their curriculum. Teachers were observed using theme related strategies. Internal review indicates a lack of congruency in implementation across the grades.	Central magnet staff will work with the staff at Ochoa to document the curriculum and provide consistent professional development across all grades. Magnet staff will conduct instructional and theme related walk-through observations.
6. <b>Holladay ES</b>	Holladay should be commended for adding K-2 program. Magnet Coordinator needed.	A staff member has been designated as Magnet Coordinator. Magnet staff will work with Holladay to create integrated instructional units centered around the theme. Holladay will develop a recruitment plan that includes garnering community partnerships.

School	2011 Finding	Responsive Strategy
7. <b>Carrillo ES</b>	Carrillo is the only elementary with dual programs to prepare students for two different magnet continuums. Carrillo's science curriculum is not unique- there is not a documented science curriculum. Carrillo should work with Utterback to determine how to strengthen the art curriculum. Internal review indicates there is no technology curriculum, science curriculum is not unique or continuous and none of the themes are integrated with each other or core content areas.	Carrillo will have a Fine Arts teacher and a Music teacher to provide coursework for SY 2013-14. Carrillo's magnet will likely be eliminated in SY 2013-14.
8. <b>Davis ES</b>	School signage and classroom materials indicated dual language not immersion. The school should be marketed as a "Spanish Immersion" if that is what they are doing. Magnet Coordinator needed.	Funding for SY 2013-14 has been allocated for specialized staff to support the theme. Davis' magnet status will be eliminated in SY 2013-14.
9. <b>Robison ES</b>	Well implemented. Classroom strategies observed The school is very involved in professional development. They have potential of being a successful magnet. District must commit to continuing funding the program.	Robison received IB authorization in July of 2012. Funding as been allocated to continue the program.
10. <b>Tully ES</b>	At the time of the external review, Tully had claimed OMA as a magnet theme. The external evaluation indicates that OMA is not unique and therefore can be a magnet theme. Tully needs a Magnet Coordinator.	In SY 2013-14, Tully will revision the magnet and implement STEM theme. Magnet staff will work with Tully to create curriculum and provide professional development resources. The Magnet Office will support Tully in seeking and forming community partnerships. Funding has been allocated for a Magnet Coordinator.
11. <b>Utterback MS</b>	The art teachers have done a good job of embedding academic standards into the curriculum, but the core subject areas have not embedded the arts. Reduce the number of schools feeding to Utterback- give neighborhood students options other than attending an arts magnet. Internal review indicates that not all arts teachers are experts or highly qualified.	Magnet staff will work with Utterback to integrate curriculum in content areas. Utterback is under consideration for elimination in SY 2014-15 if new boundaries will not enhance integration. If Utterback's magnet status is eliminated, consideration will be made to relocate the program to central location.

School	2011 Finding	Responsive Strategy
<b>12. Booth-Fickett K-8</b>	The curriculum at Booth-Fickett needs to be significantly revised. There was no evidence of any specialized math or science curriculum in the elementary grades. The curriculum in the elementary is not unique and not taught by experts. At the middle school, students can participate in a “Habitat” course or “Exploring Engineering”. However, there are no specialized math/science teachers or continuity or congruency in the curriculum. Needs a Magnet Coordinator.	By SY 2013-14, Magnet staff will support the development of a continuous and congruent curriculum K-8 that is integrated and aligned with Common Core. Booth-Fickett staff will explore “Project Lead The Way” and “Gateway” in order to provide curricular framework. Funding is allocated for a Magnet Coordinator. Magnet staff will work with TUSD and University of Arizona in developing specialized math/science teachers.
<b>13. Roskrige K-8</b>	The magnet theme is only in grades 6-8, yet Roskrige is a K-8 school. The school should become a total school magnet. The district needs to get wireless access to students.	In SY 2013-14, funding was allocated for a Magnet Coordinator. Funding was set aside for support staff to implement the theme. Roskrige’s magnet status will be eliminated in SY 2104-15.
<b>14. Safford K-8</b>	The IB MYP Program is an internationally recognized quality program and has the capacity to make a significant difference at Safford. TUSD must commit to continue to fund them after grant funding ceases.	Safford received IB authorization (MYP) in July of 2013. Funding has been allocated to continue the program.
<b>15. Tucson High – Fine Arts Strand</b>	Courses within the Fine Arts strand progress from beginning to basic to advanced and are taught by expert teachers. Tucson High needs to define what it means to be a “Fine Arts” magnet student as compared to a student who is taking fine arts coursework.	Tucson High will document a contiguous and congruent curriculum for magnet students that are unique to specific programs.
<b>16. Tucson High – Math Strand</b>	While there were numerous math and science classes that are unique, there is no scope and sequence. THMS needs to define what it means to be a “Math/Science” magnet student. Endorsed magnet plans need to be finalized and communicated to parents and students.	For SY 2013-14, the magnet science curriculum will be revised to reflect a unique “Life Science” focus. The math magnet will be eliminated in SY 2014-15. Tucson High Magnet staff will develop a comprehensive magnet plan to share with the community by May of 2014.
<b>17. Pueblo</b>	College prep is not a theme. Communication Arts program at Pueblo is a strong magnet program. Teachers have worked hard to integrate core curriculum standards into the coursework. The coursework is not sequenced or congruent.	Funding has been allocated for SY 2013-14 to fund the Communication Arts coursework. Pueblo’s magnet status will be eliminated in SY 2014-15.
<b>18. Palo Verde HS</b>	Palo Verde has only one theme recognized by the governing board which is Engineering Technology.	Palo Verde has revised their theme to STEAM (Science, Technology, Engineering, Art, Math). The “Art” in STEAM will centered around engineering arts and must be unique to Palo Verde. The Magnet Office will support Palo Verde in developing the curriculum.

School	2011 Finding	Responsive Strategy
<b>19. Catalina HS</b>	The district should consider moving the JTED Certified Nursing Assistant program back to Catalina. It should also support adding the Emergency Medical Technician program to the Health Care Program and an Air Traffic Controller sequence to the Aviation Aerospace Program. It is difficult to implement, market, and recruit for programs with only one teacher in each program. Funding is needed to ensure adequate professional development for teachers in the two career related programs as well as for the Terra Firma (College Prep) program teachers. Like the traditional magnets at Bonillas and Dodge, Catalina's College Prep program is highly regarded by parents and students as a successful program. However, the team that visited this magnet believes that all high schools should be offering a college prep curriculum and support for students to be successful in higher education.	During SY 2013-14, the Catalina community will explore magnet themes. It is recommended that International Business and Dual Language be considered.
<b>20. Cholla HS</b>	The schools high quality and highly successful IB Diploma program at grades 11 and 12 should be expanded to include IB 9-10 Middle Year. Funding for required IB training is necessary to ensure students success in the program and on IB exams. The Law and Public Safety Program needs strengthening. The once highly regarded program with its courtroom and law library should be revamped and updated with the intent of applying for recently introduced IB Career/Tech Certification program.	Planning and funding has been allocated to ensure the continuance of IB Diploma and the development and implementation of IB Middle Years. Cholla will be making an application for MYP authorization in the Spring of 2014.

# ATTACHMENT B



**CODE: 34701**  
**UNIT: Teacher**  
**FLSA: Exempt**

**CLASSIFICATION**

Magnet Site Coordinator (Site Based)

**SUMMARY**

This position coordinates the activities and services to facilitate the Magnet Program at the assigned site. The Magnet Coordinator will conduct professional development related to both content and pedagogy of magnet theme, collect data, and work with appropriate personnel to provide Magnet site with relevant and up-to-date information regarding Magnet School Information.

**MINIMUM REQUIREMENTS**

Appropriate Arizona Teaching Certificate

Structured English Immersion (SEI) requirement

Arizona IVP Fingerprint Clearance Card

Experience Developing Thematic Units

Experience providing Professional Development

Five (5) years teaching experience

**PREFERRED QUALIFICATIONS**

Experience with Magnet School Plan

Knowledge of Magnet Evaluation System

Knowledge of Magnet School Standards and Measures as related to school themes

Knowledge of Unitary Status Plans

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Coordinates with appropriate personnel to develop, manage, and monitor the magnet curriculum at assigned site.

Coordinates with sites to develop and implement data collection models and tools as related to magnet theme to capture benchmark student achievement data

Provides instructional feedback to teachers and administration regarding magnet themes.

Provide all documentation of magnet activities

Conducts outreach, recruitment, and marketing to ensure students, parents, and public are aware of Magnet School programs.

Desegregates data including enrollment, grade, AIMS (or other state mandated assessments), ATI, DIBLES, and unit assessment to appropriate personnel.

Conducts professional development as related to both content and pedagogy of magnet theme.

In collaboration with appropriate TUSD personnel collaborates and researches outside resources for professional development



Uses Mohave for course designation.

Creates collaborative relationships with outside resources including but not limited to local and national businesses, charitable and professional resources, and community resources.

Works with appropriate district personnel to provide resources for teachers

Attends all district training required for teachers.

Coordinates with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum.

Coordinates with site level staff to identify students who are not making adequate academic progress.

Using current research creates informs the district of the best methods and policies that will ensure an equitable educational experience for Magnet School students.

Adheres to all state magnet school laws, regulations and guidelines. Serves as a resource to TUSD personnel regarding magnet school regulations, guidelines, governing board policies, and specialist rulings.

Assists TUSD personnel with planning and monitoring professional development related to magnet school curriculum implementation. Researches magnet school curriculum practices and applies knowledge of training best practices and instructional design principals.

Attends mandatory trainings from the Magnet office including webinars.

Coordinates federal, state, and district report preparation and data collection

#### **MARGINAL FUNCTIONS**

Order classroom supplies and instructional materials.

#### **MENTAL TASKS**

Communicates – verbally and in writing. Reads. Analyze and evaluate student progress and course curriculum. Develop, implement and evaluate plans. Perform functions from written and oral instructions and from observing and listening to others. Evaluate written materials to include written assignments and tests.

#### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

#### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

#### **WORKING CONDITIONS**

Indoor - classroom environment. Contact with the public, employees, children and parents.

#### **CONTROL, SUPERVISION**

None



CODE: 16250  
UNIT: ADM  
GRADE: 5-C  
FLSA: Exempt

**CLASSIFICATION TITLE**

Director of Magnet School Programs

**SUMMARY**

The Director of Magnet School Programs will be responsible for working with site and central staff on magnet curricula, curriculum integration, district-wide program continuity, program evaluation, marketing and recruitment, parent/community involvement, and developing community and business partnerships. Additionally, the Director will be responsible for developing and monitoring magnet policies and procedures, conducting all necessary professional development, grant writing and being a liaison to the TUSD community.

**MINIMUM REQUIREMENTS**

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.

**PREFERRED QUALIFICATIONS**

Demonstrated successful private fundraising experience.

Demonstrated successful partnership development experience.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Collaborates with central and site staff to develop, establish, and evaluate magnet school policy and procedures; ensures that state and federal requirements are followed.

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.

Performs all other duties as assigned.

#### **MENTAL TASKS**

Communicates, reads, and comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

#### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses office equipment such as telephone, computer, printer and copier.

**WORKING CONDITIONS**

Indoor, office environment. Contact with employees, students and the public.

**CONTROL, SUPERVISION**

Supervises assigned staff. Interviews, trains, directs, and appraises the work of others. Disciplines and handles employee complaints.

M: JOB16250

New: 1/12



**CODE: 92244**  
**UNIT: Exempt Coord (EXC)**  
**GRADE: 3**  
**FLSA: Exempt**

**CLASSIFICATION TITLE**

**SENIOR PROGRAM COORDINATOR**

**SUMMARY**

Coordinates the activities and functions of designated programs. Analyzes, evaluates and ensures that the goals and objectives for the program are accomplished according to established priorities, time and funding limitations or other specifications.

[A "program" refers to carrying out a specific service or specific activity within the district. This classification is differentiated from the program coordinator by the number of affected people, the greater impact on the district and the size of the program's budget, as determined by human resources.]

Note: Specific summary information relating to the program this position is being placed in will be provided by the department and approved by Human Resources.

**MINIMUM REQUIREMENTS**

Master's Degree.

**AND**

Two years of experience administering or coordinating programs

**OR**

Bachelor's Degree

**AND**

Five years of experience administering or coordinating programs

**OR**

Ten Years of progressive experience administering or coordinating programs.

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

Knowledge and ability to use word processing, database, and spreadsheet programs

Three (3) years Supervisory Experience

Any equivalent combination of experience, training, or education.

***Some positions within this classification may require some type of certification.***

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools.

Supervises and evaluates assigned personnel.

Provides training, organize conferences and chair committees related to program.

Develops and recommends new or revised program goals and objectives. Develops and implements action plans.

Develops and schedules program work plans based upon established priorities, time and funding limitations or other specifications.

Monitors and approves program expenditures. Prepares or assists with funding or budget proposals.

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.

Prepares periodic reports, financial statements and records on program activities, progress or status.

Adheres to all federal and state laws, court orders, and District policies, and regulations.

Note: Additional specific functions relating to the program this position is being placed in may be provided by the department and approved by Human Resources.

#### **MENTAL TASKS**

Communicates. Reads. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

#### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

#### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses office equipment such as telephone, computer, printer and copier.

#### **WORKING CONDITIONS**

Indoor. Office environment. Contact with employees, students and public.

#### **CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M: JOB 92244  
New: 8/06  
Revised: 5/13  
USP Reviewed 5/13

# ATTACHMENT C

TUSD

K-8 Comprehensive Magnet Review

(School)

**Section I-Enrollment**

Enrollment Trends Comparing 2010-2011 (40<sup>th</sup> day), 2011-2012 (40<sup>th</sup> day), 2012-2013 (40<sup>th</sup> day), and current enrollment.

- Enrollment by Ethnicity
- Attraction/Flight by Ethnicity
- Ethnicity of students attending from outside neighborhood under open enrollment
- Ethnicity of students attending from outside neighborhood under magnet enrollment
- Number of magnet applications year to year
- Number of magnet acceptance year to year

**Test 1: Enrollment by Ethnicity**

Ethnicity	2010-11	2011-12	2012-13	Current
White				
African American				
Hispanic				
Native				
Asian				
Mixed Race				
District Enrollment				

**Test 2: Attraction/Flight**

Ethnicity	Attraction Number	Attraction Percentage	Flight Number	Flight Percentage
White				
African American				
Hispanic				
Native				
Asian				
Mixed Race				
Total				

**Test 3: Open Enrollment**

Ethnicity	Number Open Enrollment				Percentage Open Enrollment			
	10-11	11-12	12-13	Current	10-11	11-12	12-13	Current
White								
African American								
Hispanic								
Native American								
Asian								
Mixed Race								
Total								





TUSD

K-8 Comprehensive Magnet Review

(School)

**Test 4: Magnet Enrollment**

Ethnicity	Number Magnet Enrollment				Percentage Magnet Enrollment			
	10-11	11-12	12-13	Current	10-11	11-12	12-13	Current
White								
African American								
Hispanic								
Native American								
Asian								
Mixed Race								
Total								

**Test 5: Applications/Acceptance**

Ethnicity	Magnet Applications				Magnet Acceptance			
	10-11	11-12	12-13	Current	10-11	11-12	12-13	Current
White								
African American								
Hispanic								
Native American								
Asian								
Mixed Race								
Total								

Summary of Test 1- Enrollment by Ethnicity:

Summary of Test 2- Attraction/Flight by Ethnicity:

Summary of Test 3- Ethnicity of students attending from outside neighborhood under open enrollment:

Summary of Test 4- Ethnicity of students attending from outside neighborhood under magnet enrollment:



TUSD

K-8 Comprehensive Magnet Review

(School)

Summary of Test 5- Number of magnet applications year to year:

Summary of Test 6- Number of magnet acceptance year to year:

Definition of Integration: A school will be considered integrated if (1) no group exceeds 70 percent of the school's enrollment and (3) no group is more than 15 percentage points above/below the district-wide average. For the purposes of this definition, ethnic/racial groups are African American/Black, American Indian and Alaskan Native, Asian and Pacific Islander, Hispanic/Latino, and White.

**Using the definition of integration, is your magnet meeting the intent of integration?**

**YES      NO**

**Is your magnet program attracting and retaining students to support integration and diversity at your school?**

**YES              NO**

**As a result of this data:**



TUSD

K-8 Comprehensive Magnet Review

(School)

**Section 2 - Curriculum and Assessment**

Test 6: There is a documented curriculum that is paced and assessed.

Grade	There is a curriculum map or calendar that is <u>unique to this school</u> and theme.		There is a written curriculum that is unique to this school and theme.		There are assessments directly related to written curriculum and theme that are unique to this school.		There are lesson plans that document evidence that the curriculum is being implemented and assessed.	
	Yes	No	Yes	No	Yes	No	Yes	No
Kindergarten								
First								
Second								
Third								
Fourth								
Fifth								
Sixth								
Seventh								
Eighth								

Test 7: During the 2012-13 school year, students will be immersed in the theme content for a minimum of three hours per day.

Grade	Total minutes spent in instruction daily	Total minutes of Magnet Theme instruction daily	Percentage of time spent in specific magnet theme instruction
Kindergarten			
First			
Second			
Third			
Fourth			
Fifth			
Sixth			
Seventh			
Eighth			



TUSD

K-8 Comprehensive Magnet Review

(School)

Test 8: Magnet curriculum is delivered in a manner that is in line with school magnet theme.

Indicator:	Yes	No
Magnet curriculum is unique to this school.		
Magnet curriculum is developed in units. <a href="#">Units</a>		
Magnet curriculum is project-based. <a href="#">Project Planning</a>		
Magnet curriculum is integrated in all subject areas. <a href="#">Lesson Plans/Lesson Maps</a>		
The way in which curriculum is <u>delivered</u> is unique to this school.		
Curriculum delivery methodology includes multiple opportunities for student interaction. <a href="#">Walk through Instruments</a>		
Data is collected on student mastery and revisions made in curriculum delivery. <a href="#">Evidence of data reviews</a> <a href="#">Assessment reviews based on theme content</a>		
Curriculum is reviewed at least annually and adjustments made. <a href="#">Sign In Sheets</a> <a href="#">Noted Curriculum Changes</a>		

Summary of Test 6:

Summary of Test 7:

Summary of Test 8:

Is the Magnet Curriculum meeting the intent of:

More Interaction Between Students? YES NO

Students immersed in content at least three hours a day? YES NO

Students mastering the content? YES NO

Is there theme integration and/or congruency in the curriculum? YES NO



TUSD

K-8 Comprehensive Magnet Review

(School)

**As a result of this review:**



TUSD

K-8 Comprehensive Magnet Review

School

**Section 3 - Professional Development**

**Test 9: Teachers have received at least 45 hours of professional development annually that is dedicated to magnet theme content and resources related to magnet them.**

**List teachers who have been at this school for three consecutive years. Calculate or estimate the amount of time these teachers have received professional development that was based on the specific content of this school's theme.**

Teacher	Hours 2009-10	Hours 2010-11	Hours 2011-12	Average Hours Annually

**Test 10: Teachers value professional development and professional learning communities.**

**School Quality Survey Data**

Add percentage "Agree" and "Strongly Agree"	2009-10	2010-11	2011-12
(3) Wednesday professional development helps improve instruction at this school.			
(4) School-level discretion concerning the content of teacher professional development helps to improve instruction at this school.			
(5) Operating as a professional learning community helps to improve instruction at this school.			
(29) My professional growth is valued, supported and encourage as part of my job.			



TUSD

K-8 Comprehensive Magnet Review

School

**Test 11: Teachers are given time daily to collaborate. Collaboration is both vertical and horizontal.**

	Yes	No	Action
<b>Teachers are given time daily to collaborate.</b> <a href="#">Schedules</a> <a href="#">Agendas</a> <a href="#">Minutes</a> <a href="#">Sign in sheets</a>			
<b>Teachers collaborate in vertical teams at least once a week.</b> <a href="#">Schedules</a> <a href="#">Agendas</a> <a href="#">Minutes</a> <a href="#">Sign in sheets</a>			
<b>Teachers collaborate in horizontal teams at least twice a year.</b> <a href="#">Schedules</a> <a href="#">Agendas</a> <a href="#">Minutes</a> <a href="#">Sign in sheets</a>			

**Summary of Test 9:**

**Summary of Test 10:**

**Summary of Test 11:**

**Does our professional development support the magnet content or a specialized delivery of instruction?**      **Yes**      **No**

**As a result of this review:**



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**Section 4 - Key Personnel**

Test 12: Magnet schools have personnel that are key to the development and implementation of magnet theme.

12	<u>Key Personnel</u>	Yes	No	Action
12.1	This school has a designated Magnet Coordinator. Name: _____ FTE _____ Attestation(s) Time and Effort			
12.2	There are personnel dedicated to curriculum and/or instructional delivery. 1. 2. 3. Attestation(s) Time and Effort			
12.3	There is a magnet team. (Names and Position) 1. 2. 3. 4. 5.			
12.4	Magnet theme expertise is embedded in the hiring process. Attach job description and interview questions.			
12.5	Staffing decisions are made with the intent of strengthening the magnet. Agendas and minutes of leadership meetings. Organizational plan. Hiring summary from HR packet.			

Summary of Test 12-

Does your magnet have key personnel to ensure that the magnet is implemented with fidelity? YES NO





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**As a result of this review:****Section 5 - Leadership****Test 13: The magnet leadership at the school level involves multiple stakeholders.**

<b>13</b>	<b>Leadership</b>	<b>Yes</b>	<b>No</b>	<b>Action</b>
13.1	The school has an organizational plan for communication of magnet theme implementation. <a href="#">Organizational plan.</a>			
13.2	The school has developed a three year plan for magnet implementation and sustainability. <a href="#">Magnet plan.</a>			
13.3	All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments. <a href="#">Agendas</a> <a href="#">Minutes</a> <a href="#">Newsletters</a>			
13.4	The programmatic needs of the magnet theme drive budgetary allocations. (Of discretionary funding, at least 80% of the budget can be linked to magnet program) <a href="#">Budget</a>			
13.5	All programs in the school support the magnet theme. <a href="#">List of supplemental programs and relationship</a>			

**Summary of Test 13:**

**Does your magnet have an organized leadership structure that involves all stakeholders so that the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?    YES                      NO**



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**As a result of this review:****Section 6 - Recruitment and Marketing**

**Test 14: There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.**

14	Indicator	Yes	No	Action
14.1	Parents are surveyed at least annually to determine knowledge and support of magnet theme. <a href="#">Parent Survey Summary of Results</a> <a href="#">Agenda and minutes that are evidence that survey results were communicated.</a>			
14.2	Public meetings are held at least quarterly to inform the community of magnet theme implementation. <a href="#">Sign in sheets</a> <a href="#">Agendas</a> <a href="#">End of session survey</a>			
14.3	The school provides at least four community outreach events to inform the greater community of magnet theme. <a href="#">Pictures</a> <a href="#">Surveys</a> <a href="#">Advertising</a>			
14.4	All of the community partnerships support the magnet theme. <a href="#">List of partnerships and how they support the theme</a> <a href="#">Letters of support</a>			
14.5	Community Champions that contribute to the success of the magnet have been identified and celebrated. <a href="#">List of Champions</a> <a href="#">Evidence of celebrations</a>			

**Test 15: There is a marketing and recruitment plan.**

15		Yes	No	Action
15.1	The leadership team has developed an annual recruitment plan that indicates what, when, where and who. <a href="#">Plan</a>			
15.2	The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan.			



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	Recruitment data Plan revisions			
15.3	The leadership team has developed an annual marketing plan that indicates what, when, where and who. Plan Method to collect results			
		Yes	No	Action
15.4	Marketing materials have been developed and distributed. Examples of materials			
15.5	The leadership team has reviewed data from prior marketing strategies in order to review and adjust plan. Marketing data Plan revisions			

Summary of Test 14:

Summary of Test 15:

Does your magnet have a recruitment plan and marketing plan that includes the collection and review of indicators for success?      YES      NO

As a result of this review:



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**Section 7 - Stable and Successful Staff**

**Test 16: The school has a stable staff that have been successful at delivering quality and rigorous instruction for increased student achievement.**

**Stable Staff**

Number of Staff Total		Number of Staff New to The School	Percentage of Staff New To The School	Number Staff Leaving The School	Percentage of Staff Leaving The School
2009-10					
2010-11					
2011-12					
2012-13					

Number of Staff Total		Number and Percentage Transfer to Different School		Number and Percentage Leaving The Profession		Number and Percentage Leaving The District		Number and Percentage Transferring To A Different Position	
2009-10									
2010-11									
2011-12									
2012-13									

**Summary Test 16:**

**Has this school had a stable staff for the past four years?    YES    NO**

**If no, why have the staff left the school?**

**Test 17: The school has a staff that is successful at delivering quality instruction.**

Number of Certified Staff	Meets or Exceeds		Recommendations		Plan For Improvement		Non-Renewal	
	#	%	#	%	#	%	#	%
2009-10								
2010-11								
2011-12								
2012-13								



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Test 17 Summary:

Have Staff been successful at delivering quality instruction?

YES

NO

Test 18: Students in all ethnic categories have shown increases in student achievement in reading and math.

## AIMS Multi-Year Summary Results

Area:			White/ Anglo	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total
READ	% Mast	09-10							
		10-11							
		11-12							
		Change							
MATH	% Mast	09-10							
		10-11							
		11-12							
		Change							

Test 18: Summary

Have students in all ethnic categories shown increases in student achievement?

YES

NO



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**Section 8 - Other**



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**K-8 Magnet Review Summary**

Section Number		YES	NO
1	Does your current enrollment meet the definition of integration?		
1	Is your magnet program attracting and retaining students to support integration and diversity at your school?		
2	Is the curriculum at this school documented, paced, assessed, reflected, and adjusted?		
2	Is the curriculum at this unique?		
2	Is the methodology implemented at this school unique?		
2	Do students experience theme immersion for a minimum of three hours per day?		
2	Is there theme integration and congruency in the curriculum?		
3	Is there a certification or recognition for teachers who have completed magnet theme related training?		
3	Does our professional development support the magnet content or a specialized delivery of instruction?		
4	Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?		
5	Does your magnet have an organized leadership structure that involves all stakeholders so that the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?		
6	Does your magnet have a recruitment plan that includes community partnerships?		
6	Does your magnet have a marketing plan that includes the collection and review of indicators for success?		
7	Has this school had a stable staff for the past four years?		
7	Have Staff been successful at delivering quality instruction?		
7	Have students in all ethnic categories shown increases in student achievement?		
8	Does your Title I Plan support or supplement you magnet theme?		



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**Do you currently have a relevant, viable, sustainable, and marketable magnet program?**

**What do you need to do?**





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**Section 8- Other**



# ATTACHMENT D

TUSD Theme Immersion Matrix			
Extra Curricular			
Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
The Exploratory Model describes a regular school experience, with Magnet-related EXTRA CURRICULAR opportunities offered to students in addition to the regular school day. These experiences may include, but are not limited to: after school clubs, summer programs, science fairs, clubs.	The Introductory Model describes a regular school day, with Magnet-related experiences offered in addition to the current curriculum. These experiences may include, but are not limited to: integrated MAGNET units delivered once the state testing is complete, supplementary stand-alone learning units offered through industry or non-profit partnerships, etc.	The Partial Immersion Model describes a non-traditional school day where Magnet-related experiences are integrated into the curriculum. These experiences may include, but are not limited to: teaching to a school-wide MAGNET theme, teaching year-long integrated Problem/Project-Based Learning Units, teaching dual-enrollment programs, teaching in a "school within a school" model, etc..	The Full Immersion Model describes a non-traditional school where MAGNET-related experiences determine the school's curriculum. Full Immersion schools look more like 21st Century workplace environments rather than 20th century K-12 school environments. Problem-based learning drives the curriculum and instruction. Students constantly collaborate to solve authentic problems, propose solutions and contribute ideas to the larger community.
<p><i>A 1. Exploratory Model Descriptors:</i> School or district has defined MAGNET as a priority MAGNET programs are traditionally <b>"stand alone"</b> Programs are conducted <b>outside</b> the regularly scheduled school-day Programs are assigned to staff as additional duties Programs are optional Includes a <b>basic level</b> of family engagement and outreach programs (i.e.; math and science family nights) Students explore various facets of MAGNET from project-based investigations to possible career pathways Initial collaboration with one or more business partners, mentors, and/or MAGNET advocates</p>	<p><i>A 2. Introductory Model Descriptors:</i> Implementation in addition Provides an opportunity for student participation in problem/project-base instruction with an end result of teaching through product development Implementation in addition to the regular school curriculum <b>during the school-day</b> Includes <i>multiple points of contact with the families of MAGNET participants and at least one family integration activity.</i> Results in teaching through product development (school/parent presentations, science fairs, evening MAGNET nights, etc.) Initial collaboration with one or more business partners, mentors, and/or MAGNET advocates</p>	<p><i>A 3. Partial Immersion Model Descriptors:</i> Integration of Problem/Project-Based Learning into the regular curriculum Opportunities are provided for student participation in problem-solving and project-based instruction with <i>integrated content across MAGNET subjects</i> Interdisciplinary instruction Some inter-grade level planning Emphasis on product development Includes multiple points of contact with families of MAGNET participants and a minimum of three family integration activities Several collaborations with business and industry partners in the geographical area, along with mentors and MAGNET advocates</p>	<p><i>A 4. Full Immersion Model Descriptors:</i> Whole school approach to teaching MAGNET education through a global mission and vision Participation by all schools staff, classroom and special area teachers MAGNET lessons are planned and aligned by all grade levels and special area classes to be integrated, moving into increased complexity and rigor, and constructive in nature Several collaborations with business and industry partners in the geographical area, along with mentors and MAGNET advocates Collaborations and partnerships with Higher Education</p>

## TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
Leading			
<p>Leading within the Exploratory Model involves supporting teachers in the creation of <b>extra-curricular, after-school</b> Magnet-related experiences (programs) for students that <b>choose</b> to participate. Leaders must embrace a mindset that includes; leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, be excited to prepare students both academically and socially for their future careers, and creates and communicates a "shared vision" of purpose and process.</p>	<p>Leading within the Introductory Model involves supporting teachers in the planning and implementing of Magnet-related experiences that are in addition to the regular curriculum and taught to students during the school day. Leaders arrange schedules so that teachers may plan units as a grade-level or content-area team. Leaders must embrace a mindset that includes; leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, be excited to prepare students both academically and socially for their future careers, and creates and communicates a "shared vision" of purpose and process. Support structures for teachers including common planning time within the school day to support data-driven collaboration, and professional learning(ex. Grade level team)</p>	<p>Leading within the Partial Immersion Model involves setting the expectation that all staff plan and implement Magnet-related experiences that are <b>integrated into the regular curriculum</b>. Leaders arrange schedules and set the expectation that teachers plan integrated yearlong units as a <b>grade-level or content-area team</b>. Leaders set the expectation that teachers <b>take on more</b> of a facilitator role in guiding student learning through inquiry. Leaders must embrace a mindset that includes: leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, enthusiastically preparing students both academically and socially for their future careers, and creating and communicating a "shared vision" of purpose and process.</p>	<p>Leading within the Full Immersion Model involves setting the expectation that all staff plan and implement Magnet-related experiences that <b>are the main curriculum</b>. Leaders arrange the schedule and set the expectation that all teachers plan integrated year-long units as a <b>collaborative school team</b>. Leaders set the expectation that teachers <b>act as facilitators</b> in guiding student learning through inquiry. Leaders must embrace a mindset that includes: leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, be excited to prepare students both academically and socially for their future careers, and creates and communicates a "shared vision" of purpose and process.</p>
<p><i>B 1. Administrative Leadership provides:</i></p> <ul style="list-style-type: none"> <li>Decide program purpose/content</li> <li>Support structures for students</li> <li>Select target audience</li> <li>Resource allocation (materials/supplies)</li> <li>Program location/work space</li> <li>Professional development plan</li> <li>Implementation timelines/calendars</li> <li>Communication strategies</li> </ul>	<p><i>B 2. Administrative Leadership provides:</i></p> <ul style="list-style-type: none"> <li>Solo to collaborative, or shared decision making</li> <li>Professional development plan</li> <li>Program location/work space</li> <li>Resource allocation(materials/supplies)</li> <li>Implementation timelines/calendars</li> <li>Communication strategies</li> </ul>	<p><i>B 3. Administrative Leadership provides:</i></p> <ul style="list-style-type: none"> <li>Support structures for teachers including common planning time within the school day to support data-driven, cross curricular collaboration and professional learning (various grade levels/school within a school model, for example)</li> <li>Support structures for students including a non graded advisory</li> </ul>	<p><i>B 4. Administrative Leadership provides:</i></p> <ul style="list-style-type: none"> <li>Support structures for teachers including common planning time within the school day to support data-driven, cross curricular collaboration and professional learning (for example, various grade levels/school within a school model)</li> <li>Support structures for students including a non graded advisory</li> </ul>

<b>TUSD Magnet Theme Immersion Matrix</b>
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<p>Budget development/oversight Evaluation protocols Advocacy and marketing for program Strategies for sustainability</p>	<p>Advocacy and marketing for program. Decide program purpose/content Select target audience Support structures for students Budget development/oversight Evaluation protocols Strategies for sustainability Outreach to business and industry</p>	<p>program that focuses on setting and monitoring student goals and personalizing the student experience Establishment a leadership team that establishes mission, vision, scope of project Establishment of a leadership cadre Collaborative, or shared decision making Facilitation support with classified staff Professional development plan Program location/work space Resource allocation (materials/ supplies) Implementation timelines/ calendars Program evaluation Budget development/oversight Evaluation protocols Establishment of end of course/ program goals Communication strategies Advocacy and marketing for program Strategies for sustainability Outreach to business and industry</p>	<p>program that focuses on setting and monitoring student goals and personalizing the student experience Develops a <b><i>shared mission and vision</i></b> and program purpose/ content Establishment of a leadership cadre for <b><i>collaborative decision making</i></b> with defined roles and responsibilities matched to program goals Establishes program review and evaluation that <b><i>measures attainment</i></b> of program goals and <b><i>includes metrics</i></b> such as student achievement, perceptual data, attendance, and demographics Collaboration with parents/ families Selection of grade level participation Establishment of end of course/ program goals Establishment of an <b><i>advisory committee for ongoing monitoring</i></b> of mission, vision, scope of project that includes representatives from school, district, school board, community, higher education institutions, MAGNET industry</p>
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## TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
TEACHING			
Teaching within the Exploratory Model involves sponsoring or leading <b>extra-curricular, after-school</b> MAGNET- related experiences (programs) for students that <b>choose</b> to participate.	Teaching within the Introductory Model involves planning and implementing Magnet-related experiences that are in addition to the regular curriculum and taught to selected students (i.e. grade level band) <b>during the school day</b> . Teachers may plan units as a grade-level or content-area team.	Teaching within the Partial Immersion Model involves planning and implementing Magnet-related experiences that are <b>integrated into the regular curriculum</b> . Teachers plan integrated yearlong units as a grade-level or content-area team. The teacher takes on <b>more of a facilitator role</b> in guiding student learning through inquiry.	Teaching within the Full Immersion Model involves planning and implementing Magnet-related experiences that <b>are the curriculum</b> . Teachers plan integrated year-long units as a school team. The teacher <b>acts as a facilitator</b> in guiding student learning through inquiry.
<p><i>C 1. The teacher:</i>            Takes the lead role in planning and facilitating the club or after school program            Provides direct instruction while leading students through investigations            Connects business/industry skills to classroom instruction            Provides authentic, real world experiences with technology integration</p> <ul style="list-style-type: none"> <li>Fosters collaboration, communication and social skills within the learning environment            Commits to on-going professional development in MAGNET content and pedagogy  <b>Provides connections</b> to outreach/service learning projects for students            Embeds a variety of technology in the instructional process</li> </ul>	<p><i>C 2. The teacher:</i></p> <ul style="list-style-type: none"> <li>Provides direct instruction while leading students through investigations            Connects business/industry skills to classroom instruction            Provides authentic, real world problems <b>within MAGNET content</b> Provides an opportunity for students to participate in guided inquiry and problem-solving            Selects cross-curricular MAGNET content  <b>Provides service learning projects</b> for students            Embeds a variety of technology in the instructional process, including presentation tools, i.e. PowerPoints, smart boards, multi-media, prezi, etc.            Involvement in professional learning communities with other instructors at their grade level in their school, or across their district</li> </ul>	<p><i>C 3. The teacher:</i>  <b>Encourages</b> student participation in identification of problem/project            Provides <b>limited direct instruction</b> while facilitating students moving through MAGNET investigations            Provides an opportunity for students to participate in guided inquiry and problem-solving            Assists in selection of cross-curricular content that is <b>embedded</b> into the traditional curriculum  <b>Provides instruction</b> with the outcome of product development            Involvement in professional learning communities with other instructors at their grade level and additional grade levels in their school.            Provides authentic, real world problems within MAGNET content            Connects business/industry skills to classroom instruction            Provides opportunities and</p>	<p><i>C 4. The teacher:</i>            Facilitates student participation in identification of problem/project            Provides a <b>facilitative role</b> while students move through MAGNET investigations            Provides an opportunity for students to participate in <b>open-ended</b> inquiry and problem-solving            Assists in selection of <b>rigorous</b> cross-curricular MAGNET content <b>as the focus</b> of the school curriculum <b>Facilitates instruction</b> with the outcome of product development            Involvement in professional learning communities with other instructors at their grade level and additional grade levels, in their school.            Provides authentic, real world problems within MAGNET content            Connects business/industry skills to classroom instruction            Provides opportunities for students to conduct research in</p>

TUSD Magnet Theme Immersion Matrix			
		protocols for students to research and participate in outreach/ service learning projects Embeds a variety of technology in the instructional process, including using technology as a <b>facilitation</b> of student learning in investigations and problem-solving, i.e. data analysis, research, creation of multi-media	university/college labs Embeds a variety of technology in the instructional process, including using technology as a facilitation of student learning in a <b>transformative instructional manner</b> , i.e. using technology tools such as spectrometers, PCR machines, digital microscopes, robots, etc.

## TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
LEARNING			
Learning within the Exploratory Model involves engaging in a provided question or problem through an <i>extra-curricular or after-school Magnet-related experience that may or may not be related to the school curriculum</i> . The learning is collaborative and engaging but may not be relevant or applied.	Learning within the Introductory Model involves engaging in a provided question or problem through Magnet-related experiences that are in addition to the regular curriculum and <i>taught to all students during the school day</i> . The learning is collaborative and engaging and may be relevant and applied in a local context.	Learning within the Partial Immersion Model involves engaging in selected or negotiated questions or problems through Magnet-related experiences that are <i>integrated into the regular curriculum</i> . Learning is collaborative, engaging, and is relevant and applied, making use of connections to local issues and/or industry.	Learning within the Full Immersion Model involves engaging in a student posed or negotiated question or problem through Magnet-related experiences that <i>are the curriculum</i> . Learning is collaborative, engaging, and is relevant and applied, with connections to local issues and/or industry.
<p><i>D 1. The student:</i></p> <p>Engages in MAGNET content in an "out of the traditional classroom" experience, i.e. after school club, summer program</p> <p>Engages in problem-based, teacher directed investigations that may result in solution or product creation</p> <p>Collaborates in predetermined groups</p> <p>Engages in relevant and authentic learning experiences that may be connected at least in part to local context</p> <p>Engages in critical thinking, problem solving, and in depth learning while exploring MAGNET topics/projects/careers</p> <p>Uses a variety of technology in the investigative process including virtual, computer-based, mobile, and data collection devices</p> <p>May engage in opportunities to conduct research in MAGNET based content with links to</p>	<p><i>D 2. The student:</i></p> <ul style="list-style-type: none"> <li>Engages in <i>integrated MAGNET content</i> as an addition to the school curriculum</li> </ul> <p>Engages in problem-based, teacher directed <i>guided inquiry</i> that may result in solution or product creation</p> <p>Collaborates with peers in groups determined by teacher</p> <p>Engages in relevant and authentic learning experiences that may be connected at least in part to local context</p> <p>Engages in critical thinking, problem solving, and in depth learning while exploring MAGNET topics/projects/careers</p> <p>Uses a variety of technology in the investigative process including virtual, computer-based, mobile, and data collection devices</p> <p>May engage in opportunities to conduct research in MAGNET based content with links to</p>	<p><i>D 3. The student:</i></p> <p>Engages in integrated MAGNET content <i>as part of</i> the school curriculum</p> <p>Experiences the MAGNET content from cross-curricular, inter- disciplinary to trans-disciplinary</p> <p>Engages in problem-based, <i>student and teacher directed guided inquiry</i> that results in solution creation or product development</p> <p>Collaborates with peers in <i>groups determined by teacher</i> and/or project and intended outcomes</p> <p>Engages in relevant and authentic learning experiences that are connected at least in part to local context</p> <p>Engages in critical thinking, problem solving, and in depth learning while exploring MAGNET topics/projects/careers</p> <p>Learns in the context of real-world connections with</p>	<p><i>D 4. The student:</i></p> <p>Engages in interdisciplinary MAGNET content <i>as the focus of</i> the school curriculum</p> <p>Engages in problem-based, <i>student directed open inquiry</i> that results in solution creation or product development</p> <p>Collaborates with peers in <i>groups determined by project</i> and intended outcomes</p> <p>Participates in collaborative groups that foster innovation and risk in solutions creation and product/project development</p> <p>Engages in relevant and authentic learning experiences that are driven at least in part by local context</p> <p>Engages in critical thinking, problem solving, and in depth learning while exploring MAGNET topics/projects/careers</p> <p>Learns in the context of real-world connections with business/industry with opportunity to</p>



<b>TUSD Magnet Theme Immersion Matrix</b>
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<p>Receives opportunities to inspire and inform under-represented and struggling students about careers in MAGNET fields</p> <p>May engage in real-world connections with business/ industry</p> <p>May have an opportunity to participate in service learning projects</p> <p>Participates in a level of self-evaluation</p>	<p>Multiple in and out of school opportunities to inspire and inform under-represented and struggling students about careers in MAGNET fields</p> <p>Participates in multiple points of contact with the families of the MAGNET participants, and at least three family integration activities</p> <p>Learns in the context of real-world connections with business/ industry</p> <p>Participates in outreach/service learning projects within the school or community</p> <p>May participate in a level of self-evaluation</p>	<p>opportunities to contribute to the knowledge base</p> <p>Engages in opportunities to conduct research in MAGNET based content with links to university/ college labs and possible opportunities to contribute to knowledge base</p> <p>Uses a variety of technologies in the investigative process including: virtual, computer-based, mobile and data collection devices, web-based lessons, computer applications, researching and reporting</p> <p>Participates in outreach/service learning projects within the school or community</p> <p>Participates in multiple points of contact with the families of the MAGNET participants and at least three family integration activities</p> <p>Multiple in and out of school opportunities to inspire and inform under-represented and struggling students about careers in MAGNET fields</p> <p>Participates in a level of self-evaluation.</p>	<p>Engages in opportunities to conduct research in MAGNET based content with links to university/ college labs and opportunities to contribute to knowledge base</p> <p>Uses a variety of technology in the investigative process including: virtual, computer-based, mobile and data collection devices, web-based lessons, computer applications; also researching, and reporting, communicating and collaborating in ways not possible without the technology</p> <p>Participates in opportunities to establish protocols for research and participation in outreach/ service learning projects</p> <p>Participates in multiple points of contact with the families of the MAGNET participants, and at least three family integration activities</p> <p>Multiple in and out of school opportunities to inspire and inform under-represented and struggling students about careers in MAGNET fields</p> <p>Participates in a level of self-</p>
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## TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
EVALUATING			
Evaluating within the Exploratory Model involves <b>informal feedback on program success</b> that may include measures of self-efficacy, attitudes, interest, and motivation to pursue additional MAGNET related classes/ experiences.	Evaluating within the Introductory Model involves <b>formal feedback on program success</b> , which includes student assessment data as well as measures of self-efficacy, attitudes, interest and motivation to pursue additional MAGNET related classes/ experiences.	Evaluating within the Partial Immersion Model involves program review that includes <b>qualitative and quantitative data</b> . Measures should include student achievement data as well as measures of self-efficacy, attitudes, interest and motivation to pursue additional MAGNET related classes/ experiences.	Evaluating within the Full Immersion Model involves comprehensive program review that <b>includes multiple measures both quantitative and qualitative in nature</b> . This would include data related to student achievement, classroom observations, attendance and surveys at the student, teacher, administrator, parent and community levels. Data is used to gauge achievement of program goals and inform design and implementation decisions.
<p>E 1. <i>The Evaluative Process includes:</i></p> <ul style="list-style-type: none"> <li>• Teach- assess-adjust, then re-teach-assess-adjust</li> <li>• Include informal and formal feedback (i.e. participant and parent feedback surveys)</li> </ul> <p>Provide professional development for teachers in the evaluative process and interpreting data All teachers and students are immersed in a student-centered environment that supports the use of multiple indicators of success, such as performance, project-based and portfolio assessments Survey data used to inform program decisions Pre- and post-student assessment surveys in interest, content and attitudes Peer observation and dialogue included in quality assessment Invite industry experts/mentors</p>	<p>E 2. <i>The Evaluative Process includes:</i></p> <ul style="list-style-type: none"> <li>• Alignment of program to internationally benchmarked Common Standards</li> <li>• Participant and parent feedback surveys</li> <li>• Provide professional development for teachers in the evaluative process and interpreting data</li> <li>• All teachers and students are immersed in a student-centered environment that supports the use of multiple indicators of success, such as performance, project-based and portfolio assessments</li> <li>• Survey data used to inform program decisions</li> <li>• Pre and post student assessment surveys in interest, content, and attitudes</li> <li>• Peer observation and dialogue included in quality assessment</li> <li>• Invite industry experts/mentors to</li> </ul>	<p>E 3. <i>The Evaluative Process includes:</i></p> <ul style="list-style-type: none"> <li>• Alignment of program to internationally benchmarked Common Standards</li> <li>• Development of curriculum supports such as scope and sequence and pacing guide for a vertically and horizontally aligned curriculum centered on the Common Core Mathematic and Next Generation Science Standards, 21st Century skills and MAGNET integration</li> <li>• Pre and post student assessment surveys in interest, content, and attitudes</li> <li>• Participant and parent feedback surveys</li> <li>• Peer observation and dialogue included in quality assessment</li> <li>• Survey data used to inform program decisions</li> <li>• Research-based authentic and</li> </ul>	<p>E 4. <i>The Evaluative Process includes:</i></p> <ul style="list-style-type: none"> <li>• Alignment of program to internationally benchmarked Common Standards</li> <li>• Development of curriculum supports such as scope and sequence and pacing guide for a vertically and horizontally aligned curriculum centered on the Common Core Mathematic and Next Generation Science Standards, 21st Century skills and MAGNET integration</li> <li>• Pre and post student assessment surveys in interest, content and attitudes</li> <li>• Participant and parent feedback surveys</li> <li>• Peer observation and dialogue included in quality assessment</li> <li>• Survey data used to inform program decisions</li> <li>• Research-based authentic and</li> </ul>

<b>TUSD Magnet Theme Immersion Matrix</b>
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<p>to evaluate program Peer observation and dialogue included in quality assessment Survey data used to inform program decisions</p>	<p>evaluate program</p> <ul style="list-style-type: none"> <li>• Research-based authentic and integrated assessments</li> <li>• Performance assessments that allow students to demonstrate their understanding of MAGNET content and 21st Century skills</li> </ul>	<p>integrated assessments</p> <ul style="list-style-type: none"> <li>• Goal setting and monitoring driven by data</li> <li>• Development of an assessment and intervention plan to address gaps in student achievement and areas for extension</li> <li>• Development and implementation of student self-assessment</li> <li>• Invite industry experts/mentors to evaluate program (Advisory Board)</li> <li>• Provide professional development for teachers in the evaluative process and interpreting data</li> <li>• Performance assessments that allow students to demonstrate their understandings of MAGNET content and 21st Century skills</li> <li>• High Schools: Develops a plan for student success on the post-secondary level</li> <li>• Plan for analysis of evaluation data and collaboration with leadership team to use the data to inform program decisions</li> <li>• All teachers and students are immersed in a student-centered environment that supports the use of multiple indicators of success, such as performance, project-based and portfolio assessments</li> </ul>	<p>integrated assessments</p> <ul style="list-style-type: none"> <li>• Plan for analysis of evaluation data and collaboration with leadership team <b><i>and advisory team to use the data to inform program decisions</i></b></li> <li>• Goal setting and monitoring driven by data, <b><i>development of individualized learning plans that include student input</i></b></li> <li>• Development of an assessment and intervention plan to address gaps in student achievement and areas for extension</li> <li>• Development and implementation of student self-assessment</li> <li>• Invite industry experts/mentors to evaluate program (Advisory Board)</li> <li>• Provide professional development for teachers in the evaluative process and interpreting data</li> <li>• Performance assessments that allow students to demonstrate their understandings of MAGNET content and 21st Century skills</li> <li>• High Schools: Develops a plan for student success on the post-secondary level</li> <li>• The school has a collection of feedback related to outreach activities</li> <li>• Development of a process for program review that includes attendance, demographics and student achievement</li> <li>• On-going evaluations of authentic student learning and skill</li> </ul>
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**TUSD Magnet Theme Immersion Matrix**

			<ul style="list-style-type: none"> <li>• Best /effective practice is employed for engagement, alignment and rigor for instructional improvement</li> <li>• Demonstrate competencies in state assessments (AIMS, PARCC) and college and career readiness (ACT, SAT, TIMSS, PISA, PIAAC)</li> </ul>
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## TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
BUDGETING			
Budgeting in the Exploratory Model involves identifying costs related to personnel, facilities, equipment and supplies.	Budgeting in the Introductory Model involves identifying costs related to personnel, facilities, equipment and supplies	Budgeting in the Partial Immersion Model involves identifying costs related to personnel, facilities, equipment and supplies. Special consideration may be necessary for professional development, travel and program marketing.	Budgeting in the Full Immersion Model involves identifying costs related to personnel, facilities, equipment and supplies. Special consideration may be necessary for professional development, travel and program marketing.
<p><i>F 1. Budget considerations include:</i></p> <ul style="list-style-type: none"> <li>• Lead facilitator</li> <li>• Support staff</li> <li>• Materials and supplies (dependent on labs and planned activities)</li> <li>• Location space (if necessary)</li> <li>• Determine if participants will be charged a registration fee, apply for grants, donations or outside funding</li> <li>• Travel costs (if necessary)</li> <li>• Discretionary funds and other resources are allocated to advance implementation of all the MAGNET strategies outlined in the program plan</li> <li>• Specific budgets for packaged programs are also available from Community Education Centers, outside vendors as well as a variety of grant programs</li> <li>• Research and apply for a variety of local, state, and national grants</li> <li>• Research and inquire about business community funding and partnerships</li> </ul>	<p><i>F 2. Budget considerations include:</i></p> <ul style="list-style-type: none"> <li>• Lead facilitator <b>at each site</b></li> <li>• Support staff</li> <li>• Materials and supplies (dependent on labs and planned activities)</li> <li>• Location space (if necessary)</li> <li>• Determine if participants will be charged a registration fee, apply for grants, donations, or outside funding</li> <li>• Travel costs (if necessary)</li> <li>• Discretionary funds and other resources are allocated to advance implementation of all the MAGNET strategies outlined in the program plan</li> <li>• Specific budgets for packaged programs are also available from Community Education Centers, outside vendors as well as a variety of grant programs</li> <li>• Research and apply for a variety of local, state, and national grants</li> <li>• Research and inquire about business community funding and partnerships</li> </ul>	<p><i>F 3. Budget considerations include:</i></p> <ul style="list-style-type: none"> <li>• Personnel (all teachers salaries and benefits)</li> <li>• Support staff (salaries and benefits)</li> <li>• Materials and supplies (dependent on labs and planned activities)</li> <li>• Custodial services</li> <li>• Location space (if necessary) including architectural and plan review and permit fees</li> <li>• Construction costs (if necessary)</li> <li>• Design a strategic plan to apply and manage grants, donations or outside funding</li> <li>• Discretionary funds and other resources are allocated to advance implementation of all the MAGNET strategies outlined in the program plan</li> <li>• Travel costs (if necessary) for researching programs and marketing/ recruiting.</li> <li>• Specific budgets for canned programs are also available from Community Education Centers, outside vendors as well as a variety of grant programs</li> <li>• Research and applying for a variety of local, state, and national</li> </ul>	<p><i>F 4. Budget considerations include:</i></p> <ul style="list-style-type: none"> <li>• School/program administrator (including benefits)</li> <li>• School/program curriculum specialist (including benefits)</li> <li>• Personnel (all teachers salaries and benefits)</li> <li>• Support staff (salaries and benefits)</li> <li>• Materials and supplies (dependent on labs and planned activities)</li> <li>• Custodial services</li> <li>• Location space (if necessary) including architectural and plan review and permit fees</li> <li>• Construction costs (if necessary)</li> <li>• Design a strategic plan to apply and manage grants, donations or outside funding</li> <li>• Discretionary funds and other resources are allocated to advance implementation of all the MAGNET strategies outlined in the program plan</li> <li>• Travel costs (if necessary) for researching programs and marketing/ recruiting.</li> <li>• Specific budgets for canned programs are also available from</li> </ul>

**TUSD Magnet Theme Immersion Matrix**

		<ul style="list-style-type: none"><li>grants</li><li>• Research and inquire about business community funding and partnerships</li></ul>	<p>Community Education Centers, outside vendors as well as a variety of grant programs</p> <ul style="list-style-type: none"><li>• Research and applying for a variety of local, state, and national grants</li><li>• Research and inquire about business community funding and partnerships</li></ul>
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## TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
SUSTAINING			
Sustaining at the Exploratory Level involves program development with an initial "start up" focus. By creating ongoing program evaluation and gathering reliable data, the goal is to <b><i>build the initial program to the more comprehensive levels.</i></b>	Sustaining at the Introductory Level involves program development with a long-term focus, ongoing program evaluation, consistent policies, reliable data and community interest and support.	Sustaining at the Partial Immersion Level involves <i>program development with a long-term focus</i> , ongoing program evaluation, consistent policies, reliable data and community interest and support.	Sustaining at the Full Immersion Level involves <b><i>program development with a long-term focus</i></b> , ongoing program evaluation, consistent policies, reliable data and community interest and support.
<p><i>G 1. The Sustaining process:</i></p> <ul style="list-style-type: none"> <li>Establishes leadership and support through development of common goals and mission</li> <li>Establishes collaborative team to provide feedback based on assessments and evaluations</li> <li>Establishes plan for materials replenishment</li> <li>Builds capacity</li> <li>Collects feedback and refine program implementation from students, teachers and parents</li> <li>Establishes a <b><i>two year fiscally responsible budget plan to assure sustainability of school/program</i></b></li> <li>Establishes connections to businesses and industry representatives with emphasis on work place competencies</li> <li>Provides project/product development protocols to assess student success in the MAGNET program</li> <li>Develops grant writing initiatives with business, industries and university partners to fund, expand, or supplement the program</li> </ul>	<p><i>G 2. The Sustaining process:</i></p> <ul style="list-style-type: none"> <li>Ensures that strategic plan and annual action plan addresses investment in professional development for personnel</li> <li>Establishes leadership and support through development of common goals and mission</li> <li>Establishes collaborative team to provide feedback based on assessments and evaluations</li> <li>Establishes plan for materials replenishment</li> <li>Builds capacity</li> <li>Collects feedback and refine program implementation from students, teachers and parents</li> <li>Establishes a <b><i>two year fiscally responsible budget plan to assure sustainability of school/program</i></b></li> <li>Establishes connections to businesses and industry representatives with emphasis on work place competencies</li> <li>Provides project/product development protocols to assess student success in the MAGNET program</li> <li>Develops grant writing initiatives with business, industries and</li> </ul>	<p><i>G 3. The Sustaining process:</i></p> <ul style="list-style-type: none"> <li>Establishes leadership and support through common goals and mission</li> <li>Establishes collaborative team to provide feedback based on assessments and evaluations</li> <li>Ensures that strategic plan and annual action plan addresses investment in professional development for personnel</li> <li>Establishes plan for materials replenishment</li> <li>Builds capacity</li> <li>Collects feedback and refines program implementation from students, teachers and parents</li> <li>Establishes a <i>three to five year</i> fiscally responsible budget plan to assure sustainability of school/program</li> <li>Establishes sustained connections to businesses and industry representatives with emphasis on student mentor/internships, career counseling and workplace competency skills.</li> <li>Provides project/product development protocols to assess student success in the</li> </ul>	<p><i>G 4. The Sustaining process:</i></p> <ul style="list-style-type: none"> <li>Establishes leadership and support through common goals and mission</li> <li>Establishes collaborative team to provide feedback based on assessments and evaluations</li> <li>Ensures that strategic plan and annual action plan addresses investment in professional development for personnel</li> <li>Establishes plan for materials replenishment</li> <li>Builds capacity</li> <li>Collects feedback and refines program implementation from students, teachers and parents</li> <li>Establishes a <b><i>five to seven year fiscally responsible budget plan to assure sustainability of school/program</i></b></li> <li>Establishes sustained connections to businesses and industry representatives with emphasis on student mentor/internships, career counseling and work place competency skills.</li> <li>Provides project/product development protocols to assess student success in the</li> </ul>

<b>TUSD Magnet Theme Immersion Matrix</b>
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<ul style="list-style-type: none"> <li>Assists in the development of a K-12 MAGNET pipeline with an end in mind to determine who the students are and where they will be going.</li> <li>Strives to be “future focused”</li> </ul>	<ul style="list-style-type: none"> <li>university partners to fund, expand, or supplement the program</li> <li>Assists in the development of a K-12 MAGNET pipeline with an end in mind to determine whom the students are and where they will be going.</li> <li>Works with National MAGNET Network, Higher Education and others to validate effectiveness of school's innovative curriculum, instruction and assessment as evidenced by student achievement and readiness for college, career and MAGNET industry</li> </ul>	<ul style="list-style-type: none"> <li>MAGNET program, shadowing and internships</li> <li>Develops grant writing initiatives with universities, Arizona MAGNET Network, industry, etc.</li> <li>Assists in the development of a K-12 MAGNET pipeline with an end in mind to determine who the students are and where they will be going.</li> <li>Works with National MAGNET Network, Higher Education and others to validate effectiveness of schools' innovative curriculum, instruction and assessment as evidenced by student achievement and readiness for college, career and MAGNET industry.</li> </ul>	<ul style="list-style-type: none"> <li>MAGNET program, shadowing and internships</li> <li>Develops grant writing initiatives with universities, Arizona MAGNET Network, industry, etc.</li> <li>Assists in the development of a K-12 MAGNET pipeline with an end in mind to determine whom the students are and where they will be going.</li> <li>Works with National MAGNET Network, Higher Education and others to validate effectiveness of schools' innovative curriculum, instruction and assessment as evidenced by student achievement and readiness for college, career and MAGNET</li> </ul>
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# ATTACHMENT E

**2013-2014****MAGNET IMPROVEMENT PLAN**

<b>SCHOOL NAME:</b>	<b>MAGNET THEME:</b>
Please write an abstract of your plan (what would someone expect to see during a visit to your site)?	

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

MAGNET LEADERSHIP TEAM MEETINGS	
How many days a month does your Magnet Leadership Team meet?	
Please provide dates/times when your Magnet Leadership Team meets? (ex: Tuesdays @ 1:00 pm)	

**2013-2014****MAGNET IMPROVEMENT PLAN****Complete the Magnet Review Summary.**

With data and information available to you, analyze the needs of your school. The goal is for the school's magnet leadership team to carefully analyze and interpret all data in order to accurately and completely assess the needs of your school. The knowledge gained during this investigative and analytical phase will be the basis for identifying the greatest priorities on which to develop your school's magnet goals. Each goal must be addressed by identifying at least one strategy. **Areas from the Magnet Review Summary marked "NO" or "IP" (in progress) must be addressed in your Magnet Improvement Plan.**

**Magnet Review Summary**

Strategy #		YES	NO
1	Does your current enrollment meet the definition of integration?		
1	Is your magnet program attracting students to support integration and diversity at your school?		
1	Is your magnet program retaining students to support integration and diversity at your school?		
2	Is the curriculum at this school:		
	documented?		
	paced?		
	assessed?		
	reflected?		
	adjusted?		
2	Is the curriculum at this school unique?		
2	Is the methodology (pedagogy) implemented at this school unique?		
2	Do students experience theme immersion for a minimum of three hours per day?		
2	Is there theme integration in the curriculum?		
2	Is there theme congruency in the curriculum?		
2	Does our professional development support the magnet content or a specialized delivery of instruction?		
3	Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?		
3	Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?		
1	Does your magnet have a recruitment plan that includes community partnerships?		
1	Does your magnet have a marketing plan that includes the collection and review of indicators for success?		
3	Has this school had a stable staff for the past four years?		
3	Have staff been successful at delivering quality instruction?		
1	Have students in all ethnic categories shown increases in student achievement?		
1	Does your Title I Plan support or supplement you magnet theme?		

**2013-2014****MAGNET IMPROVEMENT PLAN****Section 2: Developing your School's Magnet Improvement Plan***Guiding Question: How are we going to get to where we want to be?***MAGNET GOAL: INTEGRATION**

**USP Description:** The Magnet School Plan shall, at a minimum, set forth a process and schedule to... identify goals to further the integration of each magnet school which shall be used to assess the effectiveness of efforts to enhance integration at the school. **[III.E.3.xi]**

**Magnet Strategy 1: ENROLLMENT**

[See MAGNET REVIEW: ENROLLMENT (Section 1), RECRUITMENT AND MARKETING (Section 6)]

**USP Description:**

The District shall continue to implement magnet school/program as a strategy for assigning students to schools and to provide students w/opportunity to attend an integrated school. **[II.E.1]**

The District...shall recruit a racially and ethnically diverse student body ...to ensure that the schools are integrated to the greatest extent practicable. **[II.E.2]**

An integrated school is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment. **[II.B.2]**

**SMART Goal:**

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Recruitment		1. 2. 3.		
Marketing		1. 2. 3.		
Retention		1. 2. 3.		

**2013-2014****MAGNET IMPROVEMENT PLAN****Magnet Strategy 2: THEME DEVELOPMENT**

[SEE MAGNET REVIEW: CURRICULUM/ASSESSMENT (Section 2)]

**USP Description:**

In creating the Plan, the District shall... improve existing magnet schools and programs that are not promoting integration [III.E.3.ii]

**SMART Goal:**

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Theme Visibility Development		1. 2. 3.		
Theme Integration with Common Core Curriculum (Planning Phase)		1. 2. 3.		
Scope and Sequence (Planning Phase)		1. 2. 3.		
Unit Development, Including Assessments (Planning Phase)		1. 2. 3.		

**2013-2014****MAGNET IMPROVEMENT PLAN****Magnet Strategy 3: KEY PERSONNEL**

[SEE MAGNET REVIEW: PROFESSIONAL DEVELOPMENT (Section 3), KEY PERSONNEL (Section 4), LEADERSHIP (Section 5), STABLE AND SUCCESSFUL STAFF (Section 7)]

**USP Description:**

In creating the Plan, the District shall...ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet. [III.E.3.vi]

The Magnet School Plan shall, at a minimum, set forth a process and schedule to... provide necessary training and resources to magnet school and program administrators and certificated staff; [III.E.3.ix]

**SMART Goal:**

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Theme-Based Professional Development (Research)		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		

**2013-2014****MAGNET IMPROVEMENT PLAN****Magnet Strategy 4: FAMILY ENGAGEMENT****USP Description:**

The Magnet School Plan shall, at a minimum, set forth a process and schedule to...include strategies to specifically engage African American and Latino families, including the families of English language learner (“ELL”) students; **[III.E.3.x]**

**SMART Goal:**

<b>Methods to support strategy</b>	<b>Person (s) Accountable</b>	<b>Action Steps to achieve SMART Goal (add more if needed)</b>	<b>Begin Date</b>	<b>End Date</b>
Increase family volunteerism		1. 2. 3.		
Increase family participation		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		

# ATTACHMENT F



**2013-2014****MONTHLY MAGNET REPORT**

SCHOOL INFORMATION	
SCHOOL NAME:	
MAGNET THEME:	MONTH:

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

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

PROGRAM SUSTAINABILITY
<b>PARTNERSHIPS:</b> What new partnerships were established this month? List contact name(s), contact date(s), and how this partner will contribute/contributed to your site.
<b>GRANTS:</b> List any grants that you (or the staff at your school) applied for this month.

**2013-2014****MONTHLY MAGNET REPORT****MAGNET GOAL: INTEGRATION****Magnet Strategy 1: ENROLLMENT (USP: III.E.3.xi, II.E.1, II.E.2, II.B.2)**

Copy and paste the ENROLLMENT SMART Goal from your Magnet Improvement Plan:

What strategies have been taken this month that support your integration goal? Be specific – Make note of specific activities which have addressed recruitment, marketing, and retention efforts.

**Magnet Strategy 2: THEME DEVELOPMENT (USP: III.E.3.ii)**

Copy and paste the THEME DEVELOPMENT SMART Goal from your Magnet Improvement Plan:

What strategies have been taken this month that support your theme development goal? Be specific – Make note of theme visibility, theme integration, scope and sequence, and unit development efforts.

**Magnet Strategy 3: KEY PERSONNEL (USP: III.E.3.vi)**

Copy and paste the KEY PERSONNEL SMART Goal from your Magnet Improvement Plan:

What strategies have been taken this month that support your key personnel goal? Be specific – Describe any theme-based professional development, specific training opportunities, mentoring, and vertical and horizontal planning.

**Magnet Strategy 4: FAMILY ENGAGEMENT (USP: III.E.3.x)**

Copy and paste the FAMILY ENGAGEMENT SMART Goal from your Magnet Improvement Plan:

What strategies have been taken this month that support your family engagement goal? Be specific – Describe efforts to recruit family volunteers, family classes and events, showcases, outreach, etc. Please make note of any activities which specifically engage African American and Latino families, including the families of ELL students.

**2013-2014**

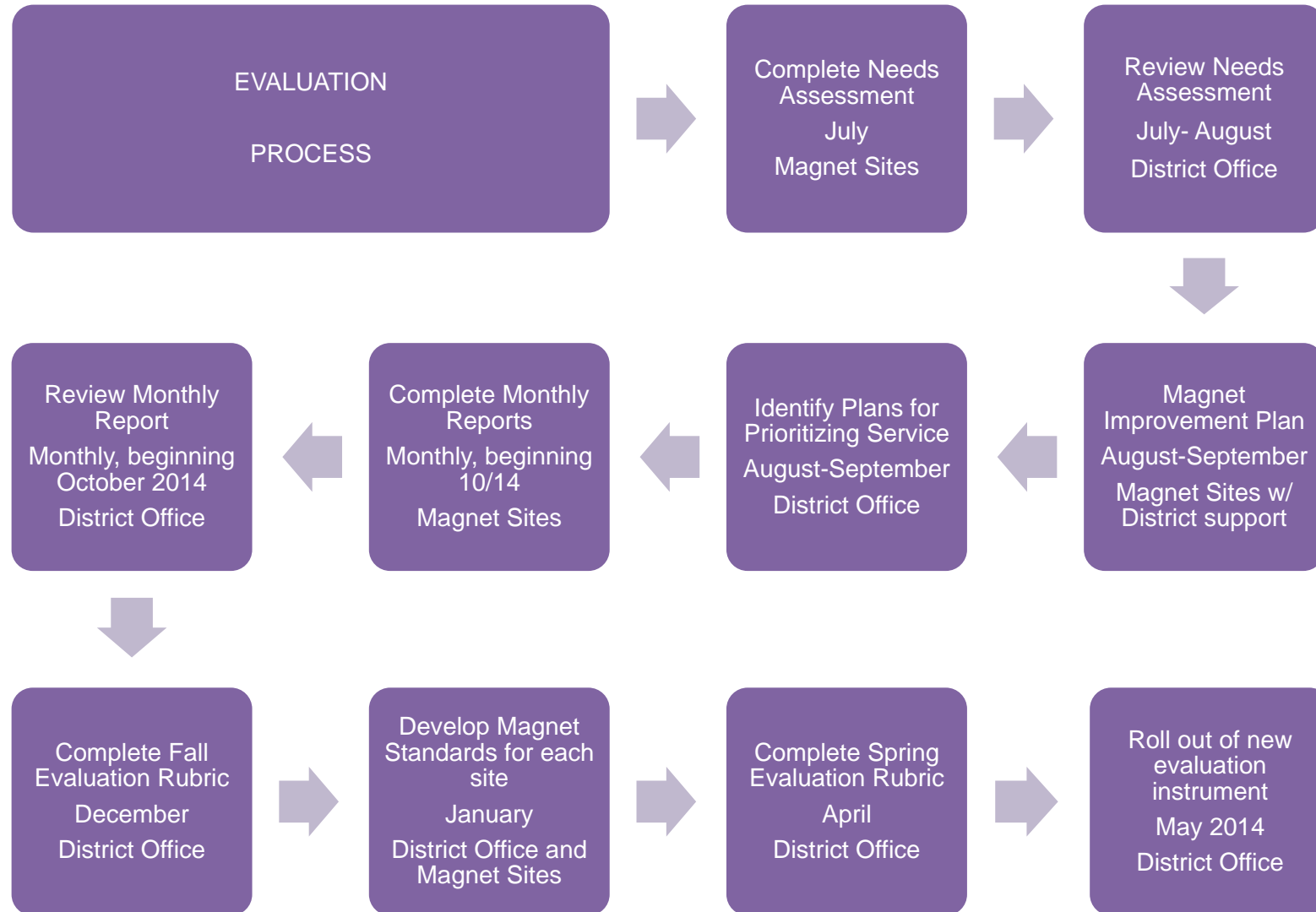
## **MONTHLY MAGNET REPORT**



# ATTACHMENT G



## Magnet Programs – Annual Evaluation Flowchart



**TUSD**

# ATTACHMENT H

## ATTACHMENT H

## Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 1.1</b> Student Recruitment and Selection	1.1 Magnet schools will be integrated.	The composition of the magnet school's White, African American, and Hispanic ethnic groups on the 40 <sup>th</sup> day when compared to the district average.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day meets the definition of integration using both measures: No group exceeds 70% of the school's enrollment, AND no group is more than 15% above or below the district average.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day meets the definition of integration using one measure: Either no group exceeds 70% of the school's enrollment OR no group is more than 15% above or below the district average.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day does NOT meet the definition of integration using either measure. However, at least two ethnic groups are within 0-3% of meeting at least one of the measures.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day does NOT meet the definition of integration using either measure. However, at least two ethnic groups are between 0-3.9% of meeting at least one of the measures.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day does NOT meet the definition of integration using either measure. However, at least two ethnic groups are between 0-4.9% of meeting at least one of the measures.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day does NOT meet the definition of integration using either measure. One or more ethnic groups are 5% or more away from meeting at least one of the measures.

## Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

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National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 1.2</b> Student Recruitment and Selection	1.2 Magnet schools will receive the number of applications to support integration.	The ethnic composition of White, Hispanic, and African American applications received.	The ethnic composition of applications received during the magnet recruitment window met the USP definition of integration: No group exceeds 70% of the school's enrollment, AND White, Hispanic, and African American percentages are all within 15% of the district average.	The ethnic composition of applications received during the magnet recruitment window met the USP definition of integration: using one measure: Either no group exceeds 70% of the school's enrollment OR White, Hispanic, and African American percentages are all within 15% of the district average.	The ethnic composition of applications received during the magnet recruitment window did NOT meet the USP definition of integration using either measure. However, at least two ethnic groups are within 15% of the district average.	The ethnic composition of applications received during the magnet recruitment window did NOT meet the USP definition of integration using either measure. However, at least two ethnic groups are within 3% of meeting at least one of the measures.	The ethnic composition of applications received during the magnet recruitment window did NOT meet the USP definition of integration using either measure. However, at least two ethnic groups are within 5% of meeting at least one of the measures.	The ethnic composition of applications received during the magnet recruitment window does NOT meet the definition of integration using either measure. One or more ethnic groups are 5% or more away from meeting at least one of the measures.



## Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	1.3 Magnet schools will utilize all available tools for recruitment and marketing	Magnet schools participate in recruitment-marketing opportunities.	Magnet school personnel participated in ALL recruitment-marketing opportunities offered directly to the program by the district AND conducted at least three documented, site originated marketing-recruitment efforts before December 1.	Magnet school personnel participated in at least 80% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least three documented, site originated marketing/recruitment efforts before December 1.	Magnet school personnel participated in at least 60% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least two documented, site originated marketing/recruitment efforts before December 1.	Magnet school personnel participated in at least 40% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least one documented, site originated marketing/recruitment effort before December 1	Magnet school personnel participated in less than 40% of recruitment/marketing opportunities offered directly to the program by the district AND did not conduct any documented, site originated marketing/recruitment efforts before December 1.	Magnet school personnel participated in 0 district-wide or site originated marketing/recruitment opportunities before December 1.

## Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 1.4</b> Diversity and Equity	1.4 Magnet schools will have a diverse student population.	Enrollment in the entry grade levels and the retention of students in other grades.	Enrollment in the entry grade level (K, 6, 9) of the magnet school has maintained the USP definition of an integrated school for three or more concurrent years, using 40 <sup>th</sup> day data AND those cohorts have maintained integration.	Enrollment in the entry grade level (K, 6, 9) of the magnet school has maintained the USP definition of an integrated school for at least one year, using 40 <sup>th</sup> day data AND those cohorts have maintained integration.	Enrollment in the entry grade level (K, 6, 9) of the magnet school has maintained the USP definition of an integrated school for at least one year, using 40 <sup>th</sup> day data but not all cohorts have maintained integration.	Enrollment in the entry grade level (K, 6, 9) of the magnet school meets the USP definition of an integrated school, using 40 <sup>th</sup> day data.	Enrollment in the entry grade level (K, 6, 9) of the magnet school does NOT meet the USP definition of an integrated school, using 40 <sup>th</sup> day data, but is within 5% of meeting the definition of an integrated school.	Enrollment in the entry grade level (K, 6, 9) of the magnet school does NOT meet the USP definition of an integrated school, using 40 <sup>th</sup> day data.

## Tucson Unified School District Magnet Standards: PILLAR 2 INNOVATIVE CURRICULUM

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 2.5</b> Environment	2.5 Magnet programs will have a clearly defined theme.	Evidence of magnet theme.	The magnet program has earned at least 90% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned at least 80% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned at least 70% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned at least 60% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned at least 50% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned less than 50% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.
<b>Standard 2.6</b> Theme Fidelity	2.6 Magnet programs will have a unique theme or pedagogy	Evidence of magnet theme immersion.	Magnet students are immersed in theme related curriculum at least 3 hours per school day in all grade levels of the program.	Magnet students are immersed in theme related curriculum less than 3 but more than 2 hours per school day in all grade levels of the program.	Magnet students are immersed in theme related curriculum less than 2 hours per school day in all grade levels of the program OR 3 or more hours in some grade levels.	Magnet students are immersed in theme related curriculum less than 2 hours per school day in some grade levels of the program.	Magnet students are only immersed in theme related curriculum during extra-curricular activities.	Magnet students are not immersed in theme related curriculum.

## Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 3.7</b> Student Achievement	3.7 Students in magnet schools outperform students who do not attend magnet schools in reading and math when comparing similar sub-groups.	Compare magnet school achievement data to non-magnet school achievement data in similar subgroups in reading and math.	Magnet school students outperformed students not attending a magnet school in reading AND math when comparing similar subgroups.	Magnet school students outperformed students not attending a magnet school in reading OR math when comparing similar subgroups.	Magnet school students performed less than 5% below students not attending a magnet school in reading AND math when comparing similar subgroups.	Magnet school students performed less than 5% below students not attending a magnet school in reading OR math when comparing similar subgroups.	Magnet school students performed 5% or more below students not attending a magnet school in reading AND math when comparing similar subgroups.	Magnet school students performed 10% or more below students not attending a magnet school in reading AND math when comparing similar subgroups.
	3.8 Magnet schools will eliminate disproportionality of student achievement by race.	Compare magnet school student achievement in all ethnic categories to the district average by grade level.	Magnet school students in ALL ethnic categories have met or exceeded district achievement averages in reading and math at ALL grade levels.	Magnet school students in ALL ethnic categories have met or exceeded district achievement averages in reading and math at all but one grade level OR Magnet school students in all but one ethnic category have	Magnet school students in ALL ethnic categories have met or exceeded district achievement averages in reading OR math at all but one grade level OR Magnet school students in all but one ethnic category have	Magnet school students in at least one ethnic category met or exceeded district achievement averages in reading AND math.	Magnet school students in at least one ethnic category met or exceeded district achievement averages in reading OR math.	Magnet school students in all ethnic categories fell below district achievement averages in reading AND math.

				met or exceeded district averages in reading AND math at all grade levels.	met or exceeded district averages in reading OR math at all grade levels.			
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## Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	3.9 Magnet schools will offer interventions and accelerated opportunities both within the school day and during extended day programs.	Evidence of interventions and extended day programs.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day AND during extended day; AND 100% of eligible students participate.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day AND during extended day; AND 80% of eligible students participate.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day OR during extended day; AND 80% of eligible students participate.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day OR during extended day; AND 50% of eligible students participate.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day OR during extended day; there is no system for documenting student participation.	The program does not provide accelerated learning opportunities and/or tiered interventions.

## Tucson Unified School District Magnet Standards: PILLAR 4 HIGH QUALITY INSTRUCTIONAL SYSTEMS

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National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 4.10</b>	4.10 Magnet program key personnel will receive 25 hours of professional development outside the district requirement for Wednesdays in theme content annually.	Evidence of professional development in theme	25 hours of documented professional development in theme were offered AND at least 90% of magnet program key personnel participated in ALL 25 hours of training.	25 hours of documented professional development in theme were offered but less than 90% of magnet program key personnel participated in ALL 25 hours of training.	Fewer than 25 hours of documented professional development in theme were offered, and at least 90% of the magnet program key personnel participated.	Fewer than 25 hours were offered and less than 90% of the magnet program key personnel participated.	The magnet program has evidence of planning for future training in their unique theme areas.	There is no evidence of theme training opportunities provided.

## Tucson Unified School District Magnet Standards: PILLAR 4 HIGH QUALITY INSTRUCTIONAL SYSTEMS

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National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	4.11 Magnet program key personnel will receive 30 hours of professional development in instructional pedagogy annually.	Evidence of professional development in instructional pedagogy, key personnel participation	30 hours of professional development in instructional pedagogy were offered AND at least 90% of key personnel participated in ALL 30 hours of training.	30 hours of professional development in instructional pedagogy were offered but fewer than 90% of key personnel participated.	Fewer than 30 hours of documented professional development were offered, and at least 90% of the magnet program key personnel participated.	Fewer than 30 hours were offered and less than 90% of the magnet key personnel participated.	The magnet program has evidence of planning for future training in instructional pedagogy.	There is no evidence of instructional pedagogy training opportunities provided.



## Tucson Unified School District Magnet Standards: PILLAR 4 HIGH QUALITY INSTRUCTIONAL SYSTEMS

National Standards	District Standards	Standard Indicator	5	4	3	2	1	0
<b>Standard 4.12</b> Effective Organization and Systemic Improvement	4.12 The Magnet Improvement Plan or Sustainability Plan integrates the magnet theme into the curriculum, quality first instruction, interventions, and assessments, to improve student learning.	Magnet Improvement Plan or Site Sustainability Plan	The magnet program completes and submits an annual Magnet Improvement Plan/Sustainability Plan demonstrating strategic planning in all areas. Monthly reports are submitted on time and document continuous improvement.	The magnet program completes and submits an annual Magnet Improvement Plan/Sustainability Plan demonstrating strategic planning in all areas. Not all monthly reports are submitted on time. Monthly reports document continuous improvement.	There is a magnet plan. Data is analyzed but not used for decision-making and growth. Magnet reports document continuous growth but are late or inconsistent.	There is a magnet plan but there is no evidence of data being used to drive decision-making and growth. Monthly reports are late and missing information.	There is a magnet plan but there is no evidence of data being used to drive decision-making and growth.. One or more monthly reports are not submitted.	There is no evidence of a magnet plan for the site.

## Tucson Unified School District Magnet Standards: PILLAR 5 FAMILY AND COMMUNITY PARTNERSHIPS

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 5.13</b> Community Engagement and Partnerships	5.13 The community is actively involved in supporting the magnet school.	Number of participants and community calendar	The magnet program has a documented community event calendar AND evidence of 4 or more community partnerships that are ongoing AND are relevant to the magnet theme. All partnerships are documented through a letter of support on file in the Magnet Coordinator's office.	The magnet program has a documented community event calendar AND evidence of 3 or more community partnerships that are ongoing AND are relevant to the magnet theme. All partnerships are documented through a letter of support on file in the Magnet Coordinator's office.	The magnet program has a documented community event calendar AND evidence of 1 or more community partnerships that are ongoing AND are relevant to the magnet theme AND have a plan to increase community connections. All partnerships are documented through a letter of support on file in the Magnet Coordinator's office.	The magnet program has a plan to establish community partnerships to support the magnet theme.	The program has lost community partnerships or has not developed any new community partnerships over the past year.	There is no evidence of community partnerships.

## Tucson Unified School District Magnet Standards: PILLAR 5 FAMILY AND COMMUNITY PARTNERSHIPS

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 5.14</b> Family Engagement and Communication	5.14 All magnet schools will have a measurable family engagement and communication component in their Magnet Improvement Plan / Sustainability Plan that includes specific outreach to African American, Latino and ELL families.	Documented contact with families; mailers, newsletters, web-site, parent access to curricular documents, student showcases.	At least 90% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school.  Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	At least 80% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school.  Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	At least 70% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school.  Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	At least 60% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school.  Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	At least 50% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school.  Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	Less than 50 % of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school.  Magnet Coordinators have little or no documentation of monthly newsletters.

# ATTACHMENT I

# PRELIMINARY ANNUAL PROGRESS COMPARING 40<sup>TH</sup> DAY 2013-14 TO INCOMING ACCEPTED APPLICATIONS

Magnet School Label	Annual Review competed by Aug 1 each year; Plans developed by September 1	School Designations	Gains or Loss (Percentage at entry level moving toward integration)	Notes
<b>EXCELLING</b>		<a href="#">Dodge Traditional</a> <a href="#">Magnet Middle</a>	Integrated	
<b>MEETS 70+</b>	If no deficiencies are found, the magnet continues as a "MEETS" magnet. The programs will continue to be monitored and adjusted as necessary.  If deficiencies are found, the magnet is reclassified as <b>"Improvement"</b>	Borton Booth-Fickett K-8 Palo Verde Magnet Cragin Drachman  Tucson High Science	Integrated Integrated Integrated Integrated Integrated  Integrated	Moved from "Improvement" Moved from "Improvement"
<b>IMPROVEMENT 69%-77%</b>  <b>Two Enrollment Cycles</b>	"Improvement" magnets are those that have 69%-77% of any one ethnicity and require significant revisions to the professional development, curriculum, theme, pedagogy, and /or recruitment strategies. "Improvement" magnets will work in conjunction with the Magnet Office to develop and implement a Magnet Improvement Plan, including specific and revisions to the professional development, curriculum, theme, and/or pedagogy strategies. The Magnet Improvement Plan will include and a specific recruitment plan focused on meeting measurable goals. The Magnet Improvement Plan must be approved by the Magnet Director, in conjunction District Leadership, by the end of the first quarter, and will be evaluated for success at the end of the year.	TCHFA YR1  Roskrige YR 1  Davis YR 1  Tully YR 1  Holladay YR 1  Safford YR 1  Bonillas YR 1  Mansfeld YR 1  Cholla YR 2  Carrillo YR 1	2%  K=17% 6= 4%  11%  -2%  -12%  K= -11% 6= -6%  -5%  7%  0%  13%	Moved from "Approaches"  Moved from "Approaches"  Gains above district average  Moved from "Approaches"  Moved from "Approaches"  Moved from "Approaches"  New Magnet  Moved from "Approaches"  Gains above the district average
<b>ELIMINATION WARNING 78% +</b> <b>One Enrollment Cycle</b>	Magnets that have been in improvement and have not met the integration standards using the lottery outcomes in SY 2014. The programs have one more enrollment cycle to make substantial gains.	Pueblo YR 2  Ochoa YR 2  Robison YR 2  Utterback YR 2	4%  3%  6%  -15%	

# ATTACHMENT J

**Magnet Evaluation Metric**

School \_\_\_\_\_ Year \_\_\_\_\_

<b>PILLAR I: DIVERSITY</b>			
Standard	Points Received	Multiplier	Total
1.1 Magnet schools will be integrated		2	0
1.2 Magnet schools will receive the number of ethnic applications to support integration.		2	0
1.3 Magnet programs will utilize all available tools for recruitment and marketing.		1	0
1.4 Magnet schools will have a diverse student population and will retain that population.		1	0
<b>PILLAR 1: DIVERSITY TOTAL (30)</b>			<b>0</b>
<b>PILLAR 2: INNOVATIVE CURRICULUM</b>			
2.5 Magnet programs will have a clearly defined theme.		1	0
2.6 Magnet Programs will have a unique theme or pedagogy.		1	0
<b>PILLAR 2: INNOVATIVE CURRICULUM TOTAL (10)</b>			<b>0</b>
<b>PILLAR 3: ACADEMIC EXCELLENCE</b>			
3.7 Magnet teachers and administrators will share a program-wide philosophy of teaching and learning that focuses on delivering instruction using multiple modes of learning aligned to the theme.		1	0
3.8 Students in magnet schools will outperform students who do not attend magnet schools in reading and math.		2	0
3.9 Magnet programs will eliminate disproportionality of student achievement by race.		2	0
3.10 Magnet schools will offer interventions and accelerated opportunities both within the school day and during extended day programs.		1	0
<b>PILLAR 3: ACADEMIC EXCELLENCE TOTAL (30)</b>			<b>0</b>

**Magnet Evaluation Metric- Page 2**

School \_\_\_\_\_ Year \_\_\_\_\_

<b>PILLAR 4: HIGH QUALITY INSTRUCTIONAL SYSTEMS</b>			
4.11 Magnet programs will have personnel that are key to the development and implementation of the magnet theme.		1	0
4.12 Magnet program key personnel will receive 25 hours of professional development in theme		1	0
4.13 Magnet program key personnel will receive 30 hours of professional development in instructional pedagogy annually.		1	0
4.14 The Magnet Improvement Plan or Sustainability Plan integrates the magnet theme with rigor into the curriculum, quality first instruction, interventions, and assessments, to improve student learning.		1	0
<b>PILLAR 4: HIGH QUALITY INSTRUCTIONAL SYSTEMS TOTAL ( 20)</b>			0
<b>PILLAR 5: FAMILY AND COMMUNITY PARTNERSHIPS</b>			
5.15 The local community is actively involved in supporting the magnet school.		1	0
5.16 All magnet schools will have a measureable family engagement and communication component in the improvement plan that includes specific outreach to African America, Latino, and ELL families.		1	0
<b>PILLAR 5: FAMILY AND COMMUNITY PARTNERSHIPS TOTAL (10)</b>			
<b>MAGNET EVALUATION RUBRIC TOTAL</b>			
EXCELLING			
MEETS			
IMPROVEMENT			
FALLS FAR BELOW			



# ATTACHMENT K

## Attachment K

## Adding, Relocating, or Replicating a Magnet Program

Indicator	Points Possible	
The racial composition of the students residing in the neighborhood do not meet the definition of integration.	3	
The racial composition of the school will have a positive impact on the feeder or pipeline school.	3	
The percentage of students meeting or exceeding the standards on a state assessment is higher than the district average for the grade configuration (K-5, K-8, 6-8, 9-12) for the last two years.	2	
The percentage of students meeting or exceeding the standards on a state assessment is higher than the district average for the grade configuration (K-5, K-8, 6-8, 9-12) for the last year.	2	
The site has the capacity (not including modules) to enroll the number of students needed to integrate the school.	2	
The facility condition index rating is at least "2.4" (district average).	1	
The facility condition index of the surrounding school(s) is at least "2.4"	1	
The geographic location of the school is within an eight mile radius of the center of the district.	2	
The District has budget capacity to properly staff the magnet program.	2	
The District has capacity to attract specially trained and/or specifically certified staff to implement the magnet program.	2	
Total Points	20	
Total points needed to become a magnet school.	15	X
Does this school qualify to become a magnet school?		YES / NO