

ATTACHMENT A

ATTACHMENT A: 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

School	2011 Finding	Responsive Strategy
1. Borton ES	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. Bonillas ES	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. Dodge ES	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. Drachman ES	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. Ochoa ES	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. Holladay ES	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. Carrillo ES	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. Davis ES	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. Robison ES	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. Tully ES	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. Utterback MS	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
12. Booth-Fickett K-8	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.
13. Roskruge K-8	The magnet theme is only in grades 6-8, yet Roskruge 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. Roskruge’s magnet status will be eliminated in SY 2104-15.
14. Safford K-8	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.
15. Tucson High – Fine Arts Strand	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.
16. Tucson High – Math Strand	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.
17. Pueblo	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.
18. Palo Verde HS	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
<p>19. Catalina HS</p>	<p>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.</p>	<p>During SY 2013-14, the Catalina community will explore magnet themes. It is recommended that International Business and Dual Language be considered.</p>
<p>20. Cholla HS</p>	<p>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.</p>	<p>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.</p>

ATTACHMENT B

ATTACHMENT B: STUDENT ASSIGNMENT PLAN

Tucson Unified School District

Forthcoming

ATTACHMENT C

ATTACHMENT C: CHART OF MAGNET CHANGES 2013-15

SUCCESSFUL MAINTAIN Monitor and Adjust	APPROACHES IMPROVE	IMPROVEMENT REVISE	ELIMINATION PHASE OUT
Borton ES Project-Based, Systems Thinking	Drachman ES Montessori	Bonillas ES Traditional Academics	Carrillo ES Undefined
Holladay ES Fine and Performing Arts	Tully ES STEM	Ochoa ES Reggio Emilia Inspired	Davis ES Spanish Immersion
Booth-Fickett K8 Science and Math	Safford K8 International Baccalaureate (IB)	Robison ES International Baccalaureate (IB)	Roskruge K8 Bilingual
Dodge MS Traditional Academics	Utterback MS Performing Arts		Catalina HS Aviation/Health Terra Firma
Palo Verde HS STEAM	Cholla HS International Baccalaureate (IB)		Pueblo HS Communication Arts and College Prep
	Tucson HS Life Science		Tucson HS Math/Tech
	Tucson HS Fine and Performing		

ATTACHMENT D

**ATTACHMENT D: MAGNET ADDITIONS
FOR SCHOOL YEARS 2013-14 AND 2014-15**

Magnet Additions 2013-14

- **Cragin Performing Arts Magnet (Planning Year)**
- **Mansfeld Middle STEM Magnet (Planning Year)**

Magnet Addition 2014-15

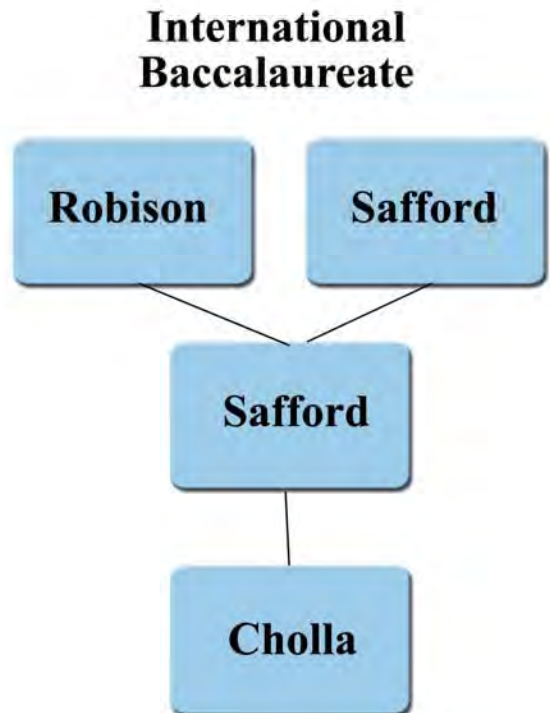
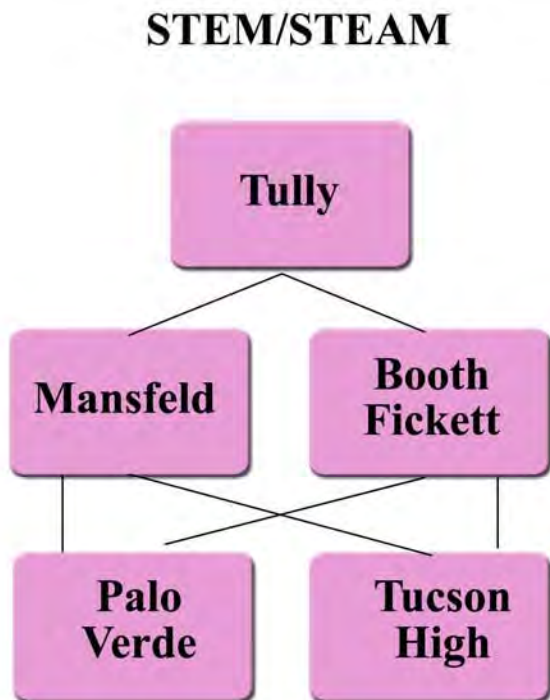
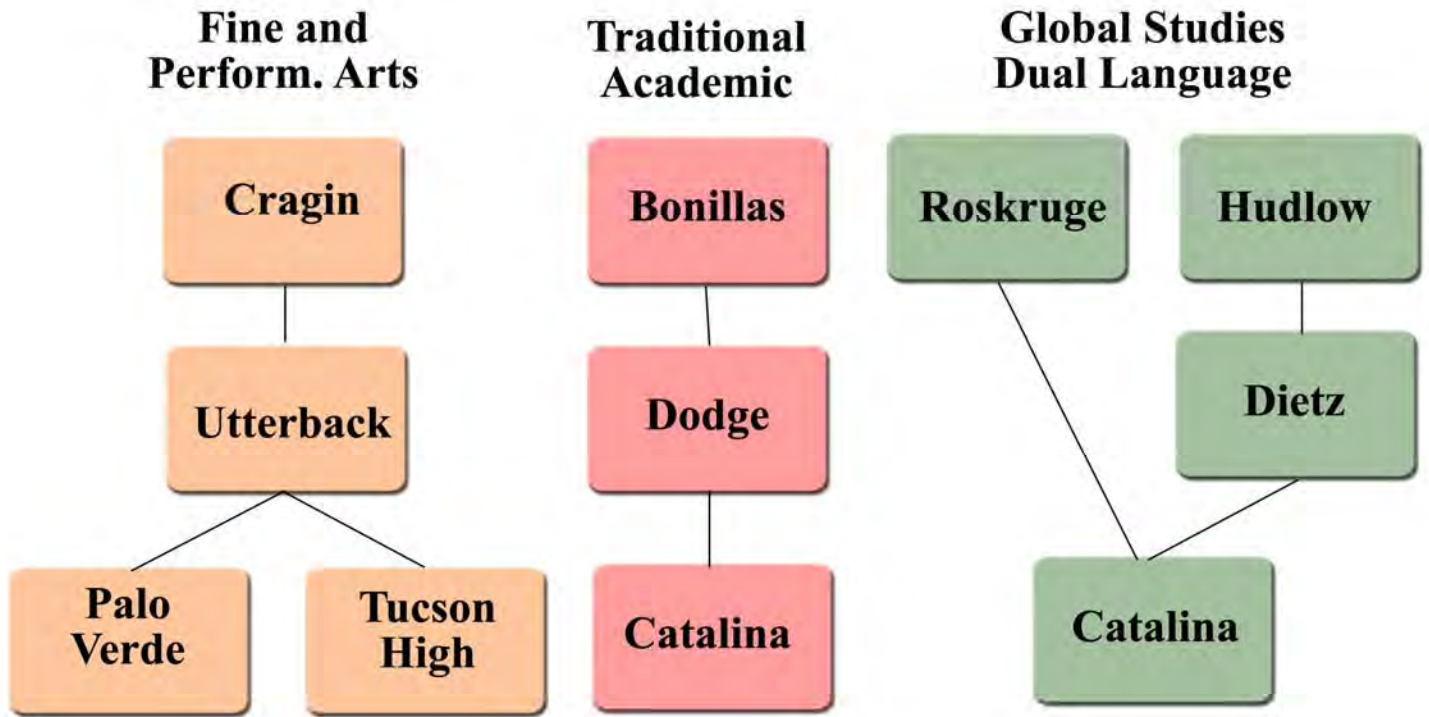
- **Hudlow Expeditionary Learning**
- **Dietz K-8 Global Business and Dual Language**
- **Catalina International Business and Dual Language**
- **Santa Rita Early College/Medical Sciences (Planning)**
- **Roberts-Naylor Integrative Technology (Planning)**

Magnet Addition 2015-15

- **Santa Rita Early College/Medical Sciences**
- **Roberts-Naylor Integrative Technology**

ATTACHMENT E

ATTACHMENT E: CHART OF POTENTIAL PIPELINES 2013-15



ATTACHMENT F

**ATTACHMENT F: ANNUAL EVALAUTION PROCESS
FOR SCHOOL YEARS 2013-14 AND 2014-15**

	Annual Review competed by Aug 1 each year; Plans developed by end of the first quarter each school year	School Designations
SUCCESSFUL	<ul style="list-style-type: none"> If no deficiencies are found, the magnet continues as a “Successful” magnet. The programs will continue to be monitored and adjusted as necessary. If deficiencies are found, the magnet is reclassified as “Improvement” 	Borton Magnet Elementary Booth-Fickett K-8 Dodge Middle School Holladay Magnet Elementary Palo Verde Magnet High School
APPROACHES	<p>“Approaches” magnets require significant revisions to the <u>theme</u>, professional development, curriculum, pedagogy, and recruitment strategies. <u>The school will develop a comprehensive plan that addresses deficiencies from the annual magnet review and recruitment/marketing strategies.</u> Schools that have been determined to be “Approaches” have until January of <u>2016</u> to <u>meet</u> integration standards as determined by the <u>2016-on-time application</u> results <u>for the incoming grade.</u></p>	Drachman Montessori K-8 Tully Elementary Safford K-8 Utterback Magnet Middle School Cholla Magnet High School Tucson High Life Science Tucson High Fine Arts
IMPROVEMENT	<p>“Improvement” magnets will work in conjunction with the Magnet Office to develop and implement <u>a strategic recruitment and marketing plan that includes measureable goals, strategies, activities, and timelines. This plan will be developed by September 1 for immediate implementation. Schools in “Improvement” will also consider total theme revisions and/or revisions to curriculum and professional development.</u></p> <p>Magnets designated as <u>“Improvement”</u>, will have until January of <u>2015</u> to meet integration standards <u>as determined by the on-time application results for the incoming grade.</u></p>	Ochoa Community Magnet Robison Magnet Elementary <u>Catalina Magnet High School</u> <u>Bonillas Magnet Elementary</u>
ELIMINATION	<p>Magnets that have not met the integration standards using the <u>on-time application results received for the incoming grade by January 2014</u> will begin to phase out the magnet program beginning with the lowest grade for school year 2015.</p>	<u>Carrillo Elementary</u> <u>Roskruge K-8</u> <u>Davis Magnet Elementary</u> <u>Pueblo Magnet High</u> <u>Tucson High Math Strand</u>

ATTACHMENT G

ATTACHMENT G: EVALUATION RESULTS, 2012-13

“SUCCESSFUL” MAGNETS 2012-13

Borton Magnet K-5: Project Based Systems Thinking					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	418 / 490	Integrated	NA	A	B

Holladay K-5: Fine and Performing Arts					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	281/330	Integrated	B	C	C

Booth-Fickett K-8: Math, Science					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	1193/1210	Neutral	C	C	C

Dodge 6-8: Traditional Academics					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	429/550	Integrated	B	A	A

Palo Verde HS- STEAM					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Successful	928 / 2070	Integrated	C	B	B

“APPROACHING” MAGNETS 2012-13

DRACHMAN MONTESSORI					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	319/390	Racially Concentrated	B	B	C

TUCSON HS: LIFE SCIENCE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	3141/2900	Racially Concentrated	C	C	?

SAFFORD K-8: INTERNATIONAL BACCALAREATE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	888/980	Racially Concentrated	D	D	C

TULLY: STEM					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	446/590	Racially Concentrated	B	B	B

UTTERBACK: FINE AND PERFORMING ARTS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	681/880	Racially Concentrated	D	D	C

TUCSON HIGH : FINE AND PERFORMING ARTS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	3141/2900	Racially Concentrated	C	C	B

CHOLLA HS:INTERNATIONAL BACCALUAREATE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	1581/1650	Racially Concentrated	D	C	?

“IMPROVEMENT” MAGNETS 2012-13

BONILLAS: TRADITIONAL ACADEMICS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	420/550	Racially Concentrated	C	C	C

OCHOA COMMUNITY MAGNET: REGGIO EMILIA					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	249/370	Racially Concentrated	D	D	B

ROBISON: INTERNATIONAL BACCAUALUREATE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Improvement	354/430	Racially Concentrated	D	D	C

“ELIMINATION” MAGNETS 2012-13

CARRILLO: SCIENCE, TECHNOLOGY, ART, MUSIC					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	314/390	Racially Concentrated	C	B	A

DAVIS: BILINGUAL (IMMERSION)					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	317/350	Racially Concentrated	D	C	B

CATALINA HS: AVIATION, HEALTH CARE, TERA FIRMA					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	1160/1500	Integrated	D	D	D

PUEBLO HS :COMMUNICATION ARTS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	1687/1900	Racially Concentrated	C	D	C

TUCSON HIGH MATH/TECHNOLOGY					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Elimination	3141/2900	Racially Concentrated	C	C	B

ADDITIONS 2014-15

CRAGIN: PERFORMING ARTS					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Addition	351/510	Integrated	D	C	C

MANSFELD: STEM					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Addition	679/810	Racially Concentrated	D	C	C

CATALINA:INTERNATIONAL BUSINESS AND DUAL LANGUAGE					
Category	Enrollment/Capacity	Integration	ADE Label		
			2011	2012	2013
Addition	1160/1500	Integrated	D	D	D

POTENTIAL ADDITIONS 2014-15

HUDLOW ES					
Theme	Enrollment/Capacity	Integration	ADE Label		
			11	12	13
Expeditionary Learning and Dual Language	292/390	Integrated	D	C	B

DIETZ K8					
Theme	Enrollment/Capacity	Integration	ADE Label		
			11	12	13
Global Enterprise and Dual Language	349/490	Integrated	D	C	C

ROBERTS-NAYLOR K8					
Theme	Enrollment/Capacity	Integration	ADE Label		
			11	12	13
Integrated Technology	617/830	Integrated	D	C	C

VAIL MS					
Theme	Enrollment/Capacity	Integration	ADE Label		
			11	12	13
Performing Arts	684/?	Integrated	D	C	C

SANTA RITA HS					
Theme	Enrollment/Capacity	Integration	ADE Label		
			11	12	13
Early Middle College Medical Sciences	954/2070	Neutral	D	C	C

ATTACHMENT H

ATTACHMENT H: MULTIPLE YEARS MOBILITY

This index is a measure of how many students are transferring in and out of school. The percentages are calculated by the number of entries after the first day, plus reentries, plus the number of students withdrawn; divided by first day enrollment plus entries after the first day of school.

SCHOOL	2011		2012		2013	
	SCHOOL	DISTRICT	SCHOOL	DISTRICT	SCHOOL	DISTRICT
ELEMENTARY SCHOOLS						
BONILLAS	26.2%	30.8%	23.9%	31.5%	26.3%	34.4%
BORTON	26.5%	30.8%	21.6%	31.5%	18.3%	34.4%
CARRILLO	10.7%	30.8%	14.5%	31.5%	26.0%	34.4%
DAVIS	8.2%	30.8%	9.3%	31.5%	14.1%	34.4%
DRACHMAN	21.9%	30.8%	25.7%	31.5%	29.7%	34.4%
HOLLADAY	30.7%	30.8%	33.0%	31.5%	33.2%	34.4%
OCHOA	39.8%	30.8%	48.5%	31.5%	43.2%	34.4%
ROBISON	29.6%	30.8%	26.8%	31.5%	27.2%	34.4%
TULLY	28.5%	30.8%	31.3%	31.5%	34.4%	34.4%
K-8 SCHOOLS						
BOOTH-FICKETT	20.1%	29.0%	23.4%	31.9%	27.2%	33.6%
ROSKRUGE	11.2%	29.0%	14.1%	31.9%	20.4%	33.6%
SAFFORD	30.7%	29.0%	28.6%	31.9%	28.4%	33.6%
MIDDLE SCHOOLS						
UTTERBACK	28.9%	29.0%	30.5%	31.9%	34.7%	33.6%
DODGE	4.9%	29.0%	7.0%	31.9%	8.0%	33.6%
HIGH SCHOOLS						
CATALINA	47.5%	37.1%	53.1%	36.0%	58.1%	36.1%
CHOLLA	41.6%	37.1%	42.9%	36.0%	42.1%	36.1%
PALO VERDE	39.0%	37.1%	37.7%	36.0%	47.5%	36.1%
PUEBLO	45.5%	37.1%	46.2%	36.0%	46.6%	36.1%
TUCSON HIGH	22.6%	37.1%	22.6%	36.0%	20.7%	36.1%
POTENTIAL MAGNETS						
CRAGIN*	40.5%	30.8%	47.5%	31.5%	50.6%	34.4%
MANSFELD*	32.7%	29.0%	30.5%	31.9%	27.8%	33.6%

ATTACHMENT I

ATTACHMENT I: 2012-13 and 2013-14 TUSD MAGNETS and POTENTIAL THEMES

*indicates the magnet has been identified to have its magnet status eliminated in SY 2013-14

ELEMENTARY MAGNETS	K-8 MAGNETS	MIDDLE SCHOOL MAGNETS	HIGH SCHOOL MAGNETS
*Carrillo ES Undefined	Booth-Fickett K8 Science and Math	Dodge MS Traditional Academics	*Catalina HS Aviation/Health; Terra Firma
*Davis ES Spanish Immersion	*Roskruge K8 Bilingual	Utterback MS Performing Arts	Cholla HS Int'l <i>Baccalaureate</i> (IB)
Bonillas ES Traditional Academics	Safford K8 Int'l <i>Baccalaureate</i> (IB)		Palo Verde HS STEAM
Borton ES Project-Based; Systems Thinking			*Pueblo HS Communication Arts and College Prep
Drachman ES Montessori			Tucson HS Fine and Performing Arts; Life Sciences
Holladay ES Fine and Performing Arts			*Tucson HS Math/Tech
Ochoa ES Reggio Emilia-based			
Robison ES Int'l <i>Baccalaureate</i> (IB)			
Tully ES STEM			
CURRENT THEMES		THEMES FOR FUTURE CONSIDERATION	
Systems Thinking		Traditional Academics	
Reggio Emilia-Based		International Studies and Dual Language	
Montessori		Global Enterprise and Dual Language	
Performing Arts		Expeditionary Learning and Dual Language	
Fine and Performing Arts		Innovative or Integrated Technology	
Science and Math			
Science, Technology, Engineering, Math (STEM)			
Science, Technology, Engineering, Arts, Math (STEAM)			
Life Sciences			
International Baccalaureate (IB)			
Dual Language (including Spanish Immersion)			

ATTACHMENT J

ATTACHMENT J: DETAILED MAGNET HISTORY

Tucson Unified School District Magnet Elementary Schools

School Name	Magnet Theme(s)	Grades	Year Approved by Governing Board	Year Approved by Court	Year Program Started	First Choice Theme(s)	Year Program Started
Bonillas	Basic Education	K-5	1983	1983	SY83-84	Back to Basics	SY09-10
Borton	Early Childhood*; <i>System Thinking; Project Based Learning</i>	PreK-5	EC 1979 <i>ST N/A</i> <i>PBL N/A</i>	EC 1979 <i>ST N/A</i> <i>PBL N/A</i>	EC SY79-80 ST SY04-05 PBL SY04-05	Inquiry Systems PBL	SY09-10
Carrillo	Intermediate*; Anthropology Sociology & Archaeology; <i>Science Technology Art & Music (STAM)</i>	K-6	I 1979 ASA 1981 <i>STAM N/A</i>	I 1979 ASA 1981 <i>STAM N/A</i>	I SY79-80 ASA SY81-82 STAM SY09-10	STAM	SY09-10
Davis	Dual Language	K-5	1981	1981	SY81-82	Dual Language	SY09-10
Drachman	Early Childhood*; Montessori	K-6	EC-1981 M-2002	EC 1981 M 2002	EC SY81-82 M SY02-03	Montessori	SY09-10
Holladay	Fine Arts	K-5	1979	1979	SY79-80	Fine Arts	SY09-10
Ochoa	Reggio Emilia Inspired	K-5	2011	<i>N/A</i>	SY10-11	Reggio Emilia Inspired	SY10-11
Robison	International Baccalaureate	K-5	2011	<i>N/A</i>	SY10-11	International Baccalaureate	SY10-11
Tully	Accelerated Learning*; <i>OMA Gold</i>	PreK-5	AL-1993 <i>OMA-N/A</i>	AL-1993 <i>OMA-N/A</i>	AL-SY94-95; OMA-SY10-11	OMA Gold	SY10-11

*Magnet theme changed

Italicized magnet themes were not approved by the Governing Board, or the Court, or both

**Tucson Unified School District
Magnet Middle/K-8 Schools**

School Name	Magnet Theme(s)	Grades	Year Approved by Governing Board	Year Approved by Court	Year Program Started	First Choice Theme(s)	Year Program Started
Booth-Fickett K-8	Math/Science	K-8	1984	1984	SY84-85	Math/Science	SY09-10
Dodge	Basic Education	6-8	1986	1986	SY86-87	Traditional	SY09-10
Roskruge K-8	Dual Language	K-8	1987	1987	SY87-88	Dual Language	SY09-10
Safford K-8	Bilingual*; Engineering; <i>International Baccalaureate</i>	K-8	B-1979 E-1988 IB-2011	B-1979 E – 1988 <i>IB-N/A</i>	B-SY79-80; E-SY89-90 IB-SY10-11	International Baccalaureate	SY10-11
Utterback	Fine Arts	6-8	1979	1979	SY79-80	Project Based Learning	SY09-10

*Magnet theme changed.

Italicized magnet themes were not approved by the Governing Board, or the Court, or both

History of Desegregation in Tucson Unified School District

For over a century, students attended neighborhood schools in Tucson. Minority groups were clustered in the west. As the population grew in Tucson, schools with the latest in educational designs were built to address the eastward growth of the city. While growth was occurring to the east, older schools in west side minority neighborhoods began to decline in achievement and aging schools were not updated.

In 1973, the Federal Department of Health, Education, and Welfare, through its San Francisco Office for Civil Rights demanded that the district desegregate its schools to achieve specific racial guidelines. At the time, there were 28 racially identifiable schools.

In May 1974, a Federal District Court case was filed on behalf of African-American students against the Tucson Unified School District (Fisher Plaintiffs). Several months later, a similar suit was filed on behalf of Mexican-American students (Mendoza Plaintiffs). The cases were consolidated into one court case in 1975. The United States of America intervened. The plaintiffs cited a number of factors within the suit to support their claim that African-American and Mexican-American students were subjected to inferior, segregated schools.

The district responded that housing patterns were to blame for racial imbalance and that they would oppose forced busing. On January 12, 1977, a trial began, with testimony ending on January 22, 1977. The case was taken under submission.

On June 5, 1978, the District Court found that TUSD had acted with segregative intent in the past and failed in its obligations to rectify the effects of its past actions. The Court approved the Consent Decree, agreed upon by all parties, which included the district's proposed desegregation plan. The plan provided for the desegregation of nine schools on the northwest fringe of the district in a three-phase program. Borton, Holladay and Utterback would be desegregated by 1979, with minority enrollments below 50%. Cavett and Pueblo Gardens would be reassigned to new junior high schools that would have minority enrollments below 50%. A study was to be made to consider closing, consolidating, or maintaining Carrillo, Davis, and Drachman. In the fall of 1978, an intensive phonics program would be implemented for a class of Mexican American first grade students. University Heights, Roosevelt and Spring schools would be closed. Sabino Junior High would eventually close and merge with Sabino High School. Teachers and counselors in affected schools would receive cultural sensitivity training, especially addressing low expectations for minority students. Uniform district standards for student suspension and expulsion would be developed.

In September 1978, school began with few incidents. The district empaneled a 47 member citizens' committee to study school circumstances and make recommendations to the Governing Board for implementation of the court order. The judge was willing to allow the committee time to develop a plan for the second phase of desegregation which would meet committee needs. However, the District Court judge died in February and a new judge assumed responsibilities for the TUSD desegregation case.

In May, 1979 the District Court approved a magnet school plan to bus approximately 1,000 students in the 1979-80 school year. The magnet school plan would be implemented at Borton and Holladay. Seven magnet schools were created in the original three phases (21 schools) to achieve voluntary student movement for desegregation purposes.

For Borton and Holladay magnets, there were extra funds, class size limits of 25: 1, and teacher aides were provided for each class. There was an hour of after school child care provided to attract working parents, in addition to door-to-door transportation. The schools were refurbished and provided with new instructional equipment. These incentives attracted Anglo parents, but those who lived in the community had no options to leave the neighborhood school. They were required to attend the schools with the promise that they would receive improved educational opportunities.

With a grant from the federal government, the district created three new magnets as part of phase three of the desegregation plan. Davis became a bilingual magnet, while Drachman and Carrillo were paired to become primary and intermediate magnet programs. The three schools filled their Anglo quotas. An Arizona Daily Star editorial praised TUSD in 1980 " ... *The plan means the district will not raze any of the old neighborhood schools and will renovate them to meet current safety standards. It is a triumph for Tucson's aging barrios and their strong tradition of neighborhood closeness. Best of all, the plan offers the hope that minority children with alarmingly low performance records will improve.* "

The district created a Department of Black Studies to provide courses in black history and culture for the 3,000 African-American students in the district. In 1982, Safford was approved as a math and engineering magnet which included computer education as an attraction. In 1983, Tucson High was designated as a magnet high school in basic skills with specialties in computer science, math and science. In 1985, performing arts, industrial arts and cooperative education magnet programs were added to Tucson High.

In the ensuing years, TUSD added more schools to its magnet program. Currently, there are 22 schools in TUSD with magnet programs. There are fifteen total school magnets (10 elementary, 5 middle schools, and 2 high schools) and five high schools with program-within-the-school magnets.

Despite the successes of magnet schools in TUSD, critics point out that there are still issues with desegregation in TUSD. At first there were complaints that only Anglos could choose to attend the first magnets. These complaints were alleviated when Booth-Fickett and Bonillas were opened as magnet programs giving minority students magnet options.

**Tucson Unified School District
Magnet High Schools**

School Name	Magnet Theme(s)	Grade s	Year Approved by Governing Board	Year Approve d by Court	Year Program Started	First Choice Theme(s)	Year Program Started
Catalina	Aviation/Aerospace; Health Related Studies; Traditional Studies; <i>Terra Firma Learning Community (College Prep)</i>	9-12	AA-1995 HRS-1995 TS-2002 <i>TFLC-N/A</i>	AA-1995 HRS- 1995 TS-2002 <i>TFLC- N/A</i>	AA- SY95-96 HRS- SY95-96 TS- SY02-03 TFLC- SY11-12	Aviation; AFJROTC; Constructio n; Culinary Arts	SY10-11
Cholla	Intercultural/Internatio nal Studies & Law- Related Education; International Baccalaureate	9-12	LRE-1996 IB-2008	LRE- 1996 IB-2008	LRE- SY96-97 IB- SY08-09	Law Related Education; Intercultural /Internationa l Studies; International Baccalarea te	SY10-11
Howenstine	Service Learning	9-12	1999	1999	SY99-00	Service Learning	SY10-11
Palo Verde	Engineering/Technolo gy	9-12	1995	1995	SY95-96	Engineering / Technology	SY10-11
Pueblo	Communication Arts; <i>College Prep</i>	9-12	CA-1996 <i>CP-N/A</i>	CA-1996 <i>CP-N/A</i>	CA- SY96-97 CP-SY	College Prep	SY10-11
Tucson	Fine Arts; Math/Science	9-12	1983	1983	SY83-84	Fine Arts	SY10-11

ATTACHMENT K

ATTACHMENT K: MULTIPLE YEARS MOBILITY

SCHOOL	2011		2012		2013	
	SCHOOL	DISTRICT	SCHOOL	DISTRICT	SCHOOL	DISTRICT
BONILLAS	26.2%	30.8%	23.9%	31.5%	26.3%	34.4%
BORTON	26.5%	30.8%	21.6%	31.5%	18.3%	34.4%
CARRILLO	10.7%	30.8%	14.5%	31.5%	26.0%	34.4%
DAVIS	8.2%	30.8%	9.3%	31.5%	14.1%	34.4%
DRACHMAN	21.9%	30.8%	25.7%	31.5%	29.7%	34.4%
HOLLADAY	30.7%	30.8%	33.0%	31.5%	33.2%	34.4%
OCHOA	39.8%	30.8%	48.5%	31.5%	43.2%	34.4%
ROBISON	29.6%	30.8%	26.8%	31.5%	27.2%	34.4%
TULLY	28.5%	30.8%	31.3%	31.5%	34.4%	34.4%
K-8						
BOOTH-FICKETT	20.1%	29.0%	23.4%	31.9%	27.2%	33.6%
ROSKRUGE	11.2%	29.0%	14.1%	31.9%	20.4%	33.6%
SAFFORD	30.7%	29.0%	28.6%	31.9%	28.4%	33.6%
MIDDLE SCHOOLS						
UTTERBACK	28.9%	29.0%	30.5%	31.9%	34.7%	33.6%
DODGE	4.9%	29.0%	7.0%	31.9%	8.0%	33.6%
HIGH SCHOOLS						
CATALINA	47.5%	37.1%	53.1%	36.0%	58.1%	36.1%
CHOLLA	41.6%	37.1%	42.9%	36.0%	42.1%	36.1%
PALO VERDE	39.0%	37.1%	37.7%	36.0%	47.5%	36.1%
PUEBLO	45.5%	37.1%	46.2%	36.0%	46.6%	36.1%
TUCSON HIGH	22.6%	37.1%	22.6%	36.0%	20.7%	36.1%
POTENTIAL MAGNETS						
CRAGIN*	40.5%	30.8%	47.5%	31.5%	50.6%	34.4%
MANSFELD*	32.7%	29.0%	30.5%	31.9%	27.8%	33.6%

ATTACHMENT L

ATTACHMENT L: EXPERT CONSULTATION

Tucson Unified School District Experts Consulted

	EXPERT /	DATE(S) CONSULTED
1.	Maree Sneed	Dec. 2012-June 2013
2.	Gary Orfield	June, 2013
3.	Caroline Massengil	August,2013
4.	Diane Creekmore	May, 2013 / Sept. 2013
5.	Ed Linhand	June, 2013
6.	Genevieve Siegel-Hawley	September, 2013

ATTACHMENT M

Section I-Enrollment

Enrollment Trends Comparing 2009-2010 (40th day), 2010-2011 (40th day), 2011-2012 (40th 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	District Enrollment
White					
African American					
Hispanic					
Native					
Asian					
Mixed Race					

Definition of Integration: A school will be considered integrated if:

- (1) Enrollment includes two racial/ethnic groups at a minimum of 20 percent
- (2) No group exceeds 70 percent of the school's enrollment and
- (3) No group is more than 25 percentage points above its 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

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								

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:

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

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

YES

NO

As a result of this data:

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.	
	Curriculum Map		Written Curriculum		Assessments		Lesson Plans	
	Yes	No	Yes	No	Yes	No	Yes	No
Kindergarten								
First								
Second								
Third								
Fourth								
Fifth								

Test 7: During the 2011-12 school year, students were 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			

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. Units		
Magnet curriculum is project-based. Project Planning		
Magnet curriculum is integrated in all subject areas. Lesson Plans/Lesson Maps		
The way in which curriculum is <u>delivered</u> is unique to this school.		
Curriculum delivery methodology includes multiple opportunities		

for student interaction. Walk through Instruments		
Data is collected on student mastery and revisions made in curriculum delivery. Evidence of data reviews Assessment reviews based on theme content		
Curriculum is reviewed at least annually and adjustments made. Sign In Sheets Noted Curriculum Changes		

Summary of Test 6:

Summary of Test 7:

Summary of Test 8:

Is the curriculum at this school documented, paced, assessed, reflected, and adjusted?

YES NO

Is the curriculum at this unique? YES NO

Is the methodology implemented at this school unique? YES NO

Do students experience theme immersion for a minimum of three hours per day?

YES NO

Is theme integration evident by horizontal and vertical articulation? YES NO

As a result of this review:

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 2010-11	Hours 2011-12	Hours 2012-13	Average Hours Annually

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

School Quality Survey Data

Add percentage "Agree" and "Strongly Agree"	2010-11	2011-12	2012-13
(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.			
(6) My professional growth is valued, supported and encourage as part of my job.			



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

	Yes	No	Action
Teachers are given time daily to collaborate. Schedules Agendas Minutes Sign in sheets			
Teachers collaborate in vertical teams at least once a week. Schedules Agendas Minutes Sign in sheets			
Teachers collaborate in horizontal teams at least twice a year. Schedules Agendas Minutes Sign in sheets			

Summary of Test 9:

Summary of Test 10:

Summary of Test 11:

Is there a certification or recognition for teachers who have completed magnet theme related training? YES NO

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

As a result of this review:

Section 4 - Key Personnel

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

12	Key Personnel	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

As a result of this review:



Section 5 - Leadership

Test 13: The magnet leadership at the school level involves multiple stakeholders.

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

Summary of Test 13:

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? YES NO

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. Parent Survey Summary of Results Agenda and minutes that are evidence that survey results were communicated.			
14.2	Pubic meetings are held at least quarterly to inform the community of magnet theme implementation. Sign in sheets Agendas End of session survey			
14.3	The school provides at least four community outreach events to inform the greater community of magnet theme. Pictures Surveys Advertising			
14.4	All of the community partnerships support the magnet theme. List of partnerships and how they support the theme Letters of support			
14.5	Community Champions that contribute to the success of the magnet have been identified and celebrated. List of Champions Evidence of celebrations			

Test 15: There is a marketing and recruitment plan.

15	Recruitment	Yes	No	Action
15.1	The leadership team has developed an annual recruitment plan that indicates what, when, where and who. Plan			
15.2	The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan. Recruitment data Plan revisions			

15	Marketing			
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 that includes community partnerships? YES NO

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

As a result of this review:

Section 7 - Stable and Successful Staff

Test 16: The school has a stable staff that has 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
2010-10					
2011-12					
2012-13					
CURRENT					

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	
2010-10									
2011-12									
2012-13									
CURRENT									

Summary Test 16:

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

If no, why has 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	
	#	%	#	%	#	%	#	%
2010-11								
2011-10								
2012-13								
CURRENT								



Test 17 Summary:

Has 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	10-11							
		11-12							
		12-13							
		Change							
MATH	% Mast	10-11							
		11-12							
		12-13							
		Change							

Test 18: Summary

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

YES NO



Section 7 - Other

Section 8- Title I

Summary of Title I Needs Assessment:

Test 18: Title I: Attach "Action Plan"

Does your Title I Plan support or supplement you magnet theme?

YES

NO

Section 8 - Other

Elementary 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 school 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 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?		

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

What do you need to do?

2013-2014

MAGNET IMPROVEMENT PLAN



SCHOOL NAME:	MAGNET THEME:
---------------------	----------------------

Please write a summary 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)	

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.

Only areas marked "NO" need to 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?		
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?		
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?		
3	Have students in all ethnic categories shown increases in student achievement?		
3	Does your Title I Plan support or supplement you magnet theme?		

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.		

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-Based Professional Development (Research)		1. 2. 3.		
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.		

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
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		

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:

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

ATTACHMENT N

ATTACHMENT N: SUSTAINABILITY

Tucson Unified School District

	2013-14	2014-15 (PROPOSED)
Carrillo	<p>Transportation</p> <p>Art Teacher Music Teacher Technology Teacher Orchestra Teacher (itinerant)</p> <p>Supplies for Art and Music</p> <p><u>Funding</u> ~\$175,000 (DESEG)</p>	<p style="color: green;">Transportation starting with kindergartners in the 2014-15 school year</p> <p style="color: green;">*Deseg funds transportation for current students until they complete 5th grade at Carrillo.</p> <p>Art Teacher Music Teacher Technology Teacher Orchestra Teacher (itinerant)</p> <p style="color: green;">Supplies for Art and Music (additional funding to support before/after school program)</p> <p style="color: green;">Before/After School Program</p> <p><u>Funding</u> ~\$192,000 (M&O)</p>

	2013-14	2014-15 (PROPOSED)
Davis	<p>Transportation</p> <p>Art Teacher Mariachi Teacher Librarian DL Teacher Assistants (6)</p> <p>Instructional Supplies</p> <p><u>Funding</u> ~\$190,000 (DESEG)</p>	<p>Transportation</p> <p>Art Teacher Mariachi Teacher Librarian DL Teacher Assistants (6)</p> <p>Instructional Supplies</p> <p style="color: green;">Supplemental Materials, Classroom Supplemental Materials, Library Supplemental Materials, DL Program</p> <p style="color: green;">Before/After School Program</p> <p style="color: green;">Part-time Dual-Language Coordinator (split with Roskruge)</p> <p><u>Funding</u> ~\$220,000 (DESEG)</p>

	2013-14	2014-15 (PROPOSED)
Tucson High Math and Technology	Transportation Math/Technology Teachers Other Certified (Subs, Loss of Planning, etc.) <u>Funding ~\$530,000 (DESEG)</u>	Transportation Math/Technology Teachers Other Certified (Subs, Loss of Planning, etc.) *PHASED OUT BY GRADE LEVEL UNTIL 2016-17 <u>Funding ~\$400,000 (DESEG)</u> *Phased down to \$0 by 2017-18

	2013-14	2014-15 (PROPOSED)
Pueblo	Transportation Communication Arts Teachers (10) Field Tech Radio Station License Supplies/Materials Magnet Coordinator	Transportation Communication Arts Teachers (7) Field Tech Radio Station License <u>Additional Supplies/Materials</u> <u>Funding ~\$380,000 (CTE/JTED/M&O)</u> AVID Coordinator AVID Elective Teacher AVID (costs) Travel (team of 8) Fees <u>Funding ~\$155,000 (DESEG)</u> <u>Total Funding: ~\$535,000 (MULTIPLE SOURCES)</u>