

TUSD

MAGNET PLAN

Delivering Excellence In Education Everyday

Tucson Unified Magnet Office



2013-2015

“The District shall, to the extent practicable, implement elements of the Plan in the 2013-2014 school year, and shall fully implement the Plan in the 2014-2015 school year.”

USP Section II(E)(4)

Background

History of Magnet Schools in TUSD

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 on the northwest fringe of 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 parents to help integrate the primarily Latino communities that comprise the Westside schools, but minority students in west side neighborhoods had less incentives to leave their neighborhood schools to help integrate the primarily White east side 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 magnets as a response to Office of Civil Rights complaints about 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 magnets were used as a mechanism to integrate Westside schools with non-neighborhood, non-minority students, and to provide equal educational opportunities to minority neighborhood students attending Westside schools. Into this magnet system, additional magnets were added in the late 1980s and 1990s to include more centralized locations that have traditionally been more integrated. Into the 2000s, TUSD developed some magnets that were successful at integrating their student populations, and other magnets that were less successful at integrating yet successful at providing specialized educational opportunities for their concentrated minority populations.

From the early 1980s through 2011, the demographics of the TUSD changed dramatically. In the early 1980s, TUSD was approximately 60-70% Anglo; by 2011 TUSD was approximately 60-70% Hispanic. In the intervening decades, schools across the nation have utilized magnets in creative ways to improve integration, provide equal access to educational opportunities, and to improve student engagement and achievement. To address these new realities, TUSD will revise a magnet system that was built for the late 20th Century, into a successful and dynamic magnet system built for the 21st Century.

Future of Magnet Schools in TUSD

TUSD will utilize four strategies for assigning students to schools to increase integration:

1. Attendance Boundaries
2. Pairing and Clustering
3. Magnet Schools/Programs¹
4. Open Enrollment

This Magnet Plan outlines TUSD's approach to strategy three (magnet schools and programs) as one part of a comprehensive and coordinated approach to student assignment incorporating all four strategies. TUSD's comprehensive magnet school program offers Tucson students optimum choices for public school education while leading TUSD in its efforts to further integrate TUSD schools and improve academic achievement. (*see* USP Section II.A.1)

What is a Magnet?

A magnet school or program is one that:

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

Magnets 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 with 21st Century skills which will lead to post secondary education and productive employment opportunities. Magnet programs will be an essential component of TUSD's efforts to support integration, increase academic achievement, increase graduation rates, increase school attendance, and increase parent engagement.

What are the Goals of the Magnet Plan?

The primary goal of TUSD's Magnet Plan is to enhance the integrative and educational quality of its magnet schools and programs. Specific goals are as follows:

1. To ensure that students of all races and ethnicities have the opportunity to attend an integrated school (*see* USP Section II.A.1)

GOAL: By 2016-17, increase the number of TUSD students attending integrated magnet schools compared to the numbers of students attending integrated magnet schools in 2012-13.

2. To 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)

GOAL: By 2016-17, all TUSD magnet schools will achieve the definition of integration as set forth in the USP.

3. To recruit and retain a racially and ethnically diverse student body to TUSD magnet schools and programs to ensure that the schools are integrated to the greatest extent practicable. (*see* USP Section II.E.2)

GOAL: By implementing a measureable recruitment and marketing 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.

¹ The term "magnet schools" refers to schools where the entire student body participates in the magnet program. The term "magnet programs" refers to schools where some students participate in the magnet program. Throughout this Plan, the term "magnets" refers to both magnet schools and magnet programs, unless otherwise indicated.

TUSD has hired a Magnet Director responsible for the development and implementation of this Magnet Plan for school years 2013-14 and 2014-15 and, subsequently, of a Comprehensive Magnet Plan. The Magnet Director meets all of the criteria set forth through the TUSD job description and application process. The Magnet Director is working with the Director of Student Assignment to refine the lottery process and explore possible admissions process to ensure successful student integration.

Magnet Plan implementation will include annual evaluations of program implementation and on-going progress monitoring through school visitation, working with magnet leadership teams, and participating in comprehensive monitoring of student achievement through School Support Teams. Magnet schools and programs are assigned specific individuals assigned to work with site-based personnel to assist in effective operations.

As the Comprehensive Magnet Plan must align with the other three student assignment strategies (still in development) and with Outreach and Recruitment strategies (still in development), the Magnet Plan for 2013-15 may not include all 12 elements outlined in the Executive Summary below, or may not include fully developed versions of all 12 elements. All 12 elements will be included in the final Comprehensive Magnet Plan and will align with other student assignment and outreach strategies. The Comprehensive Magnet Plan should be completed by January 2014.

Executive Summary

In creating this Magnet Plan and, ultimately, the Comprehensive Magnet Plan, TUSD shall, at a minimum:

1. Consider the findings of the 2011 Magnet School Study;
2. Align the magnet strategies with the other three student assignment strategies and recruitment efforts;
3. Consider how, whether, and where to add new sites to replicate successful programs and/or add new magnet themes and additional dual language programs, focusing on which geographic area(s) of the District are best suited for new programs to assist the District in meeting its desegregation obligations;
4. Improve, or consider changes to, existing magnet schools/programs that are not promoting integration and/or educational quality, including withdrawal of magnet status;
5. Determine if each magnet school or school with a magnet program shall have an attendance boundary;
6. Determine lottery priorities/criteria for each magnet school/program and a process for criteria review;
7. Ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet; and
8. Ensure that, in the event that a magnet program or school is withdrawn or relocated, TUSD students currently enrolled in the magnet school or program will be permitted to remain in that program until they complete the highest grade offered by that school.

Pursuant to the eight elements outlined above, the Magnet Plan shall, at a minimum, set forth a process and schedule to:

9. Make changes to the theme(s), programs, boundaries, and admissions criteria for existing magnet schools and programs in conformity with the Plan's findings, including developing a process and criteria for significantly changing, withdrawing magnet status from, or closing magnet schools or programs, that are not promoting integration or educational quality. Changes should include the addition of magnet schools and/or programs for the 2013-2014 school year as feasible and for the 2014-2015 school year that will promote integration and educational quality within the District, including increasing the number of dual language programs;
10. Provide necessary training and resources to magnet school/program administrators and certificated staff;
11. Include strategies to specifically engage African American and Latino families, including the families of English language learner (ELL) students; and
12. 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.

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Magnet Plan 2013-15

Attachment I includes the history of magnet schools currently being implemented.

I. Findings of the 2011 Magnet Study

In 2011, Tucson Unified School District (TUSD) contracted with Education Consulting Services to conduct a Comprehensive Magnet Review. The review assessed TUSD's magnets to determine whether (or the extent to which) magnets supported student integration and positively affected student achievement. Generally, the 2011 Study found TUSD's magnet program lacking in several areas including:

- misunderstandings and inadequate implementation of magnets and magnet enrollment processes
- lack of central and site coordination, including lack of adequate central support
- undefined focus/strategy regarding diversity, outreach, marketing, and recruitment
- inadequate monitoring and reporting
- inadequate professional development and curriculum development/alignment
- disjointed transportation and funding activities and strategies
- inadequate community and parent outreach, marketing, and recruitment
(see Attachment B: Summary of 2011 Magnet Study Findings)

This Magnet Plan addresses all issues that were documented in the Comprehensive Magnet Review conducted by Education Consulting Services including the development of theme-based pipelines and the creation of a central office. Each of the individual school plans includes strategies to address the findings of the 2011 Comprehensive Magnet Program Review. Specific magnet program strategies have been embedded in each Individual School Plan (ISC). Synopses of program strategies are included in Attachment A.

II. Alignment with Other Student Assignment Strategies/Recruitment Efforts

The USP requires TUSD to align its magnet strategies with the other three student assignment strategies (open enrollment, boundaries, and pairing/clustering) and with its outreach and recruitment efforts. TUSD is in the process of conducting a comprehensive revision of its open enrollment and magnet application and enrollment processes, conducting a comprehensive boundary review (including an outside demographic study), examining potential sites for pairing and/or clustering, and initiating a marketing, outreach, and recruitment effort in conjunction with an outside marketing firm. These efforts are ongoing, and must be aligned with TUSD's magnet efforts, this section will be more fully developed in the forthcoming Comprehensive Magnet Plan being developed in conjunction with TUSD's Superintendents Leadership Team as the District creates a five-year strategic plan for Curriculum, Operations, and Facilities

A. Alignment with Other Student Assignment Strategies

1. Boundaries; Pairing and/or Clustering (Total Magnets/Preference Areas/Magnet Programs)

Each magnet will fall into one of three categories: (a) Total School Magnet, (b) Total School Magnet with a Preference Area, or (c) Magnet Program. These categories will be more fully defined in Section V of the Comprehensive Magnet Plan in conjunction with the comprehensive boundary review, demographic study, and examination of potential sites for pairing and/or clustering.

a. Total School Magnet

A total school magnet is a school that implements a magnet theme or themes. 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 theme or programs offered by that school.

A total school magnet does not have an attendance area, but may have a preference area. The District 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 District-wide review of boundaries required by the USP.

Research indicates that total school magnets are the most effective at integrating and will be considered for the majority of magnet schools within the district.

b. Total School Magnet with a Preference Area

After careful review of attendance data, flight (mobility) data, and attraction data, if TUSD determines that a total school magnet should have a preference area, it will designate a geographic area around the school as a preference area as long as the demographic data supports that this population will contribute to the integration of the school. 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 around the school. If a Total School Magnet has a preference area, those students living within the preference area who apply to the total school magnet will be given a preference in the lottery, but no more than 50% of the available seats will be allocated to students from the preference area. The preference area will not be an attendance boundary, and the area within the preference area will be assigned to another school pursuant to the District's boundary review process.

c. Magnet Program

These programs operate in a school with an attendance area that implements both a magnet program or programs and a non-magnet program. All students participating in the magnet must apply for and be accepted in the program through the lottery process. Students living in the attendance area are guaranteed a seat in the school, but must apply for and be accepted into the magnet through the lottery if they wish to participate. Enrollment and quality indicator data will be disaggregated for the magnet program and the school. Otherwise the high school will look integrated even if the kids have very little meaningful contact with one another. Research indicates that this type of magnet program is the least effective. In the forthcoming Comprehensive Plan, the District will consider Total Magnet School models for high schools.

2. Open Enrollment and Magnet Applications and Processes

TUSD is currently revising its open enrollment and admissions application and processes. The application and admissions process for magnets will be more fully defined in the Comprehensive Magnet Plan. TUSD has revised its Open Enrollment and Magnet applications using a single application. TUSD is developing systems to make the application available online and at Family Centers so they will be more accessible to families and the community. The lottery process and admissions priorities for oversubscribed magnets and non-magnets are currently under review and development. (See Attachment C: Student Assignment for Oversubscribed Schools). These processes will be more fully defined by the start of the 2014-15 Open Enrollment period in the fall/winter of 2013, and will be further refined in Section VI of the Comprehensive Magnet Plan.

B. Alignment with Other Recruitment Efforts

In the summer of 2013, TUSD hired an outside marketing firm to assist TUSD in creating and coordinating dynamic, attractive, and results-oriented marketing, outreach and recruitment to meet several USP requirements. Pursuant to the USP, TUSD is undergoing an assessment of its parent and community engagement and outreach efforts and resources, upon which TUSD will develop and implement a parent and community engagement plan. TUSD is also strengthening and expanding Family Centers throughout the District to facilitate better community and parent engagement. Through the latter half of 2013, these efforts will inform – and be informed by – this Magnet Plan to ensure alignment. This section will be more fully developed in the forthcoming Comprehensive Magnet Plan. Until then, the recruitment efforts will be employed on two levels. First, the Magnet Department will coordinate all recruitment efforts to ensure that all families are reached and that some populations are not over-targeted. Second, schools will improve theme visibility and internal recruitment strategies (i.e. answering the phone with a scripted message, signage). Schools will also represent themselves at organized events, open houses, and school visitations.

III. Adding, Relocating, or Replicating Magnets

TUSD must consider how, whether, and where to add new sites to replicate successful programs and/or add new magnet themes and additional dual language programs, focusing on which geographic area(s) of TUSD are best suited for new programs to assist TUSD in meeting its desegregation obligations. This section describes: (A) the general strategy for adding or replicating successful magnets; (B) process to add, relocate, or replicate magnets; (C) specific strategies for adding new sites and replicating successful programs in 2013-14 and 2014-15; and (D) specific strategies for consideration for adding, relocating, and/or replicating sites for 2015-16 and beyond.

A. General Strategy for Adding, Relocating, or Replicating

In consultation with magnet experts, the District has drafted a general strategy for adding, relocating, and replacing magnet programs. By strategically placing magnet schools in central locations (generally, most magnets fit within a 5-8 mile radius of the center of the District), integration is more likely to occur. If the District were to be divided into thirds, north to south as it was in the PUSP, there are clear delineations of ethnic/racial populations with the west side being predominately Latino, the center being moderately integrated, and the east side being predominately White. By dividing the District into quadrants (North-East, North-West, South-East, South-West) magnet program locations can be strategically identified to maximize integration opportunities. Most magnets located outside the radius will be eliminated in hopes of attracting minority students to centrally-located schools. By locating magnets in key areas of the 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 develops and expands the magnet plan. Magnets in this plan will not have admissions criteria and enrollment will be determined by a lottery process.

The new magnet themes and revised themes in this plan are for consideration. 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. However, specific schools have been identified in this plan because of location, ethnic composition, and facility capacity. Themes for these schools may be modified or fully developed based on the input and support of the school community, and may or may not fit within a designated pipeline. (See Attachment F: Chart of Potential Pipelines)

The process of creating content rich, academically rigorous magnet programs does not happen overnight. This Magnet Plan proposes a three phase process starting by evaluating existing magnet programs and schools during SY 2013-14 and categorizing them as *Successful*, *Approaches*, *Improvement* or considering them for *Elimination*. The District will evaluate the following components: integration, curriculum/assessment as related to theme, professional development, key personnel and leadership, stable and successful staff, recruitment and marketing, and family engagement. As magnet programs are eliminated, budget will be allocated to support existing magnet programs or to create new magnet programs. As programs are revised or created the plans developed will reflect capacity-building in years one and two through a focus on leadership and professional development. For each year of program implementation, schools will include a sustainability plan that will address fiscal needs should the magnet budget be reduced. This process and schedule for adding, withdrawing, improving, or relocating magnets is outlined in more detail below in Section IX.

B. Processes for Adding, Relocating, and Replicating

1. Adding or Relocating Magnets

TUSD will consider sites for adding magnet programs or relocation based on an assessment of four key criteria: racial/ethnic composition; academic achievement; facility condition/capacity; and geographic location.

- a. 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.
- b. How is the school doing academically compared to other TUSD schools using the state rating system? (in the forthcoming Comprehensive Plan, the District will consider the state rating system and other relevant measures of academic performance)
- c. What is the site's capacity and condition? 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.
- d. Is the location geographically feasible for students of racially/ethnically diverse backgrounds as determined by travel time?

2. Replicating Successful Magnets

A successful magnet is one in which:

- 1) the composition of students enrolling in the program or school meets the definition of Integration,
- 2) the degree to which the magnet has contributed to the integration of the enrollment of the overall student population
- 3) demonstrates educational quality as compared to other TUSD schools. Magnet themes identified as *Successful* will be considered for replication based on models that have proven successful in TUSD and in other Districts.

C. Specific Strategies for Adding or Replicating Magnets in 2013-14 and 2014-15

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 E: 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 5-8 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 Kellond~~), 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 which was not funded. ~~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.~~

~~See Appendix N: Application of Criteria for New Magnets~~

D. Specific Strategies for Consideration for 2015-16 and Beyond

The following strategies are included for consideration only. If adopted, the strategies 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 E: Chart of Magnet Additions). The following sites scored high on the four-criteria assessment (See Section III.B.1):

North East Quadrant	South East Quadrant	North West Quadrant
Hudlow-Kellond ES Catalina HS	Dietz K8 Roberts Naylor K8 Santa Rita HS	Cragin ES Mansfeld MS 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 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-Kellond~~ Elementary

~~Hudlow-Kellond~~ has capacity, and could serve as an integrated magnet that could eventually feed into Dietz or Roskruge and, ultimately, into Catalina's IBDL program. ~~Kellond is not currently integrated but has the potential to become integrated as a magnet school. The District is also considering Kellond Elementary as an alternative site for this future magnet.~~

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

Dietz K-8 could serve as a receiver for ~~Hudlow-Kellond~~, 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 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

5. 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 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.

IV. Improving or Eliminating Magnets

TUSD must improve, or consider changes to, existing magnet schools/programs that are not promoting integration and/or educational quality; including elimination of magnet status (this will not always mean elimination of a program). (See below, Section IX; and see Attachment D: Chart of Magnet Changes).

This section describes the plans for improving or changing existing magnet schools/programs. Section IX (below) outlines the criteria, process and schedule for implementing magnet changes as described in the plans in this section.

A. Improving, or Considering Changes to, Existing Magnet Programs

1. Schools Identified as 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 2013-14, 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 **Leader In Me** and 7 Habits of Highly Effective People
- To impact school culture, the school community will define “Traditional Academics” (this definition will incorporate Culturally Responsive Pedagogy principles and practices)

Pursuant to the USP requirement to “replicate successful programs,” the District will revise Bonillas as a “Traditional Academics” themed magnet. Bonillas will revise its theme, curriculum, school culture, professional development and family engagement practices. Traditional Academics is a theme that speaks to a highly defined and structured school culture, curriculum, and pedagogy. 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, in districts statewide and nationwide, and is recognized by Magnet Schools of America as a viable magnet theme. The school magnet team will visit two traditional magnet-themed schools in Phoenix: Benjamin Franklin Elementary School in Mesa, and Magnet Traditional School in Phoenix (both schools were not integrated before they became magnets, but are now integrated). TUSD will develop a complete curriculum calendar and a defined pedagogical delivery scope. During the second semester of the 2013-14 school year, every classroom will implement a targeted intervention system that uses the “Daily Five” framework. By August 2014, the site will complete scope and sequence/horizontal with vertical articulation evident. By August (and annually thereafter), staff will complete a reflection and review of curriculum and modify curriculum as determined by review. 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, and expand course offerings to 7th grade in 2014-15 and 8th grade in 2015-16.

c. Holladay Fine and Performing Arts: increase scope of program

In SY 2012-13, Holladay was an “Integrated” school. Based on the 40th day enrollment for SY 2013-14, Holladay’s Latino student population increase by five percentage points. With this increase, the school no longer meets the definition of integration. 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. In addition to strengthening its program, 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. This program was included in the FY 13 MSAP grant for program revision. In SY 2013-14, Tully will revision its current diminished magnet, and begin development of a STEM theme. Magnet staff, and external consultant(s), will work with Tully to create curriculum and provide professional development resources. The Magnet Office will support Tully in seeking and forming community partnerships.

e. Roskruge K8: replicate International Business and Dual Language theme

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 may transition to Total Magnet, employing a weighted lottery. ~~The estimated time for this school to become integrated is six years.~~

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

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. 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 measureable 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 9th and 10th 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. Cholla was included in the 2013 MSAP Grant, which was not funded. The budget for the 2013-14 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. ~~If the District receives the MSAP Grant, development and implementation will be accelerated.~~

h. Tucson High: revise and enhance Performing Arts Curriculum

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.

2. Schools Identified as Improvement

a. Carrillo: Museum Studies

Carrillo has spent the last year researching various magnet themes. The staff have proposed a Museum Studies magnet theme. Magnet experts were consulted and are in support of a Museum Studies magnet. Carrillo will work with Museum Studies Magnet in New Haven Connecticut and Museum Studies program in Chattanooga Tennessee to understand the steps that need to be taken to establish this theme (or, alternatively, to develop a different theme)

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, focused on the peak recruitment periods during the next two school years (November through February).

c. Ochoa: improve the Reggio Emilia-Inspired theme through training/curriculum/outreach

Staff will continue theme training, and working with consultants to develop an assessment process to document student work and communicate student success with parents and community members. Ochoa will refine and document curriculum, and 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

The Utterback Fine and Performing Arts (revision) ~~was included in the 2013 MSAP Grant.~~ ~~The~~ budget for 2013-14 includes funding for a coordinator, specialized staff, professional development, and instructional materials to be used as part of the digital arts coursework being developed. ~~If the District receives the MSAP Grant, development and implementation will be accelerated.~~ This magnet needs substantial revision, including creating strong community partnerships, stabilizing the staff, and improvements/repairs to the facility.

f. Tucson High: revise the Science theme to “Integrated Natural Sciences”

Both Palo Verde and Tucson High have science magnet strands that are similar in nature, and therefore are duplicative and, potentially, compete for the same students. Preferably, TUSD’s magnet system would not have secondary schools competing for the same students (primary schools may have similar programs that feed into a secondary school as part of a pipeline). 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 at both sites for a Magnet Coordinator who will coordinate: Curriculum Alignment and Documentation; Theme Integration; and Assessment Alignment.

Tucson High will revise the Science Strand to reflect an “Integrated Natural Science” focus, creating curriculum unique to this school. Acknowledging that science and math go hand in hand, and that technology is a vehicle used in scientific exploration and research, Tucson High will create unique curriculum that fully integrates unique math opportunities into the Science Strand coursework that utilizes advanced technology applications. This science/math/technology integration will be both continuous and contiguous; recognizing and honoring the decades of math/technology development and staff expertise, and ensuring that the benefits to students are not lost but are incorporated into the Science Strand.

(See Attachment M- Sustainability Plan for Tucson High Math and Technology)

g. Pueblo High: revise communication arts

Pueblo High will revise the communication arts magnet theme to include course work that is continuous and contiguous. As new coursework is developed, magnet students will be tracked to this coursework and teachers will be trained in coursework content. This magnet is currently built around particular personalities but, for viability into the future, the District will examine ways to sustain the program should those personalities leave. Pueblo will create a two year comprehensive marketing and recruitment plan.

B. Eliminating Magnet Status Programs

Schools identified to phase out their magnet status in SY 2014-15, will be notified by March 1, 2015, with official elimination occurring by June 30, 2015. In some cases, former magnet programs may continue to operate through other funding (if they meet other TUSD objectives), all subject to funding availability. The following magnets have been identified for phase out in SY 2013-14. (See Attachment D: Chart of Magnet Changes). Considerations included: past record of integrating and future potential for integration, avoiding duplication of other magnet themes, and discontinuing non-existent or nonviable themes or programs.

- ~~Carrillo Elementary (magnet undefined)~~
- ~~Davis Elementary (Spanish Immersion)~~

- Catalina High School (Health – phased out in 2011-12; Aviation/Terra Firma – phased out in 2012-13)
- ~~Pueblo High School (College Prep and Communication Arts)~~
- ~~Tucson High School (Math and Technology Strand)~~

V. 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)

This section will be more fully defined in the Comprehensive Magnet Plan in conjunction with the comprehensive boundary review, demographic study, and examination of potential sites for pairing and/or clustering. The outcomes of the review, study, and examination described above will likely influence the following *preliminary* designations:

Total School Magnet (no attendance boundary)

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

Total School Magnet with Preference Area

- Bonillas ES
- Borton ES
- Holladay ES
- Kellond
- Ochoa ES
- Tully ES
- Robison ES
- Davis*
- Booth-Fickett K8
- Utterback MS
- *Roberts Naylor K8
- ~~*Dietz K8~~
- *Santa Rita HS
- Tucson High Fine and Performing Arts
- Tucson High Integrated Natural Science
- Palo Verde HS
- Cholla HS

*Potential New Magnets, further research, evaluation, analysis will be completed after the comprehensive district assessment

VI. Admissions Priorities and Criteria

TUSD must determine admissions priorities and criteria for each magnet school or program, and must determine a process for criteria review. TUSD is in the process of developing admissions priorities and criteria for magnets. The lottery process and admissions priorities for oversubscribed magnets and non-magnets are currently under review and development. (See Attachment C: Draft Lottery Process for Oversubscribed Schools). The priorities and process for criteria review will be fully defined by the start of the 2014-15 Open Enrollment period in the fall/winter of 2013, and will be further refined in the Comprehensive Magnet Plan.

VII. Magnet Expertise and Training: District-Wide

TUSD must ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet. Each magnet will designate a leadership team by August 1, 2013. During SY 2013-14, each team member will participate in a required program of professional development including:

- Magnets and Student Assignment
- Purpose of Magnet Programs, Student Lottery Process , and 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

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.

VIII. 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 program until they complete the highest grade offered by that school [USP Section II.A.2.]. 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 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. This process will be more fully developed in the Comprehensive Magnet Plan. If or when a magnet program is relocated, 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 through the highest grade in the receiving school (wherever the program is relocated). This process will be more fully developed in the Comprehensive Magnet Plan.

IX. Criteria, Process and Schedule for Magnet Changes

TUSD must develop a process and schedule for making changes to magnet themes and programs, including developing a process and criteria for significantly changing, withdrawing magnet status from, or eliminating magnet schools or programs that are not promoting integration or educational quality. Changes should include the addition of magnet schools and/or programs for SY ~~2013-2014~~2014-2015 year as feasible and for SY ~~2014-2015~~2015-16 that will promote integration and educational quality, including increasing the number of dual language programs. This section describes the schedule (the annual evaluation process) for making changes to magnets through consistent and cyclical evaluation, action, and reevaluation. (See Attachment G: Annual Evaluation Process; and see Attachment H: Evaluation Results, 2013-14).

For example, suppose School X was identified as an *Improvement* magnet in the spring of 2013 because, though its theme was strong, it was not meeting its goals for integration. School X develops a plan over the summer and into the start of the new school year. School X implements its improvement plan during SY 2013-14, and during a significant portion of SY 2014-15. In the spring of 2015, the magnet program will be re-evaluated for significant revision or elimination.

Section IV (above) describes the plans for magnet changes. This section describes the process and schedule for implementing the plans described in Section IV.

A. Criteria and Categories

Using criteria from seven key components of magnet schools, each school will conduct an annual evaluation that will measure the level of success the magnet program has had on integrating the school through curriculum/assessment, professional development, key personnel, leadership, stable and successful staff, marketing and recruitment, and family engagement. Based on this process, magnets will be categorized into one of three phases of magnet implementation (See Attachment G: Annual Evaluation Process; Attachment G: Evaluation Results, 2012-13, and Attachment H: Magnet Evaluation and Magnet Improvement)

Successful Magnet

- A successful magnet is one in which 1) the composition of students enrolling in the program or school meets the definition of Integration, 2) the degree to which the magnet has contributed to the integration of the enrollment of the overall student population 3) demonstrates educational quality as compared to other TUSD schools.
- Promotes educational quality (percentage of students meeting or exceeding on AIMS is greater than or equal to the TUSD average) For the comprehensive plan, additional criteria may be considered including: (such as number of hours in school, variety of extracurricular offerings, increased involvement in and enthusiasm for the learning process, dropout and disciplinary rates, raised expectations resulting from exposure to mentors or programs in higher education and performance on non standardized testing instruments.

Approaches Magnet

- Promotes integration (USP definition not met, but progress toward integration is being made as determined by incoming applicants at the entry grade and newly enrolled students), and
- Promotes educational quality or shows progress towards promoting educational quality (percentage of students meeting or exceeding on AIMS is greater than or equal to the TUSD average, or is moving in that direction along a positive trajectory)
- ~~Level I Two years to improve~~ ~~Level II One year to improve~~
- Three Years To Improve

Improvement Magnet:

- Improvement Magnets do not promote integration and/or educational quality does not show significant improvement when comparing two years of cohort data.
- During the peak recruitment periods over the next two school years (November through February 2013-14 and 2014-15), for enrollment into the 2014-15 and 2015-16 school years, magnet schools in *Improvement* will pilot a weighted lottery as a strategy to increase integration.
- Two years to improve.

Magnet Elimination

- Does not promote integration (USP definition not met, progress toward integration is not being made, and there is no significant or articulable potential for integrating), and
- Does not promote educational quality (percentage of students meeting or exceeding on AIMS is not greater than or equal to the TUSD average, or is not moving in that direction along a positive trajectory, and there is no significant or articulable potential for improvement)
- Completed two years of improvement without any significant improvement in integration

Different magnet themes or programs would be phased out differently, considering several different factors. Based on a preliminary evaluation, current magnets were categorized as identified below, and referred to in Attachment D: Chart of Magnet Changes.

B. Process for *Successful Magnets*

Schools identified as *Successful* will be expected to continuously rejuvenate 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 to be developed pursuant to the USP. The plan must include key partnerships and how these partnerships will be garnered. (See Attachment G: Annual Evaluation Process)

1. Borton Magnet: ~~Project~~Problem-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

2. 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

3. 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

4. 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.

C. Process for *Approaching* Magnets

Approaching schools will develop a Progress Plan that will include measurable integration and recruitment goals. These plans will focus on curriculum, professional development, program enhancement/improvement, and increased parental outreach strategies including those for Latino and African American families.

1. Bonillas: Traditional Academics

Bonillas is in need of a total revision starting with theme, curriculum, school culture, professional development and family engagement. The program will offer students a Traditional Academic program, including a solid foundation of fundamental and higher level thinking skills primarily through direct instruction. In SY 2013-14, Bonillas curriculum will be aligned with Common Core, and teachers will receive targeted professional development. Bonillas will revise its theme, curriculum, school culture, professional development and family engagement. 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. By ~~November 2013~~ the second semester of SY 2013-14, TUSD will develop a complete curriculum calendar. By January, 2014 every classroom will implement a targeted intervention system that uses the “Daily Five” framework. By August 2014, the site will complete scope and sequence/horizontal with vertical articulation evident. By August (and annually thereafter), staff will complete a reflection and review of curriculum and modify curriculum as determined by review. Particular attention will be paid to vertical alignment with Dodge’s Traditional program.

2. Drachman (K-8): Montessori

Drachman’s revised magnet will include multiage groupings that foster peer learning, uninterrupted blocks of work time, and guided choice of work activity. A full complement of specially designed Montessori learning materials is meticulously arranged and available for use in an aesthetically pleasing environment. Drachman teachers will participate in Montessori training, moving toward certification. To offer a complete K-8 continuum, Drachman will phase in grades 7 and 8. To promote integration, Drachman will be a Total School Magnet. Through its Magnet Improvement Plan, Drachman will work on the following indicators:

- Recruitment and marketing
- Curriculum alignment and documentation
- Theme integration
- Assessment alignment
- Professional development for Montessori certification

3. Holladay: Fine and Performing Arts

Holladay will work on the following indicators:

- Curriculum development (curriculum integration through unit development)
- Assessment alignment
- Professional development to support Fine and Performing Arts curriculum
- Particular attention will be paid to vertical alignment with Tucson High’s Fine and Performing Arts program.

4. Tully ES: Revised Theme to STEM

Tully will revise its theme to be a STEM program by investing in curriculum (Engineering Is Elementary) and professional development for all teachers and staff. Staff will work together to create a curriculum map centered on theme-based inquiries. This project-driven curriculum will begin in SY 2013-14.

- Professional development for project driven instruction
- Recruitment and marketing
- Curriculum alignment to Common Core
- Theme Integration
- Assessment Alignment
- Particular attention will be paid to vertical alignment with Mansfield's STEM program

5. Roskrige: Revised Theme to International Business and Dual Language K-8

Roskrige will revise its theme to include an International Business program of study. Staff will work with Catalina to develop a unit sequence for each grade level. Roskrige will seek out partnerships with banks, hospitals, businesses, and not-for profit organizations, and will explore supplemental programs to support the theme (like "Junior Achievement" or "Young Entrepreneurs"). Particular attention will be paid to vertical alignment with Catalina's IBDL program.

6. Safford K8: International Baccalaureate

Safford MS is an IB authorized Middle Years Programme, and has been established for less than three years. However, this school has shown progress toward attracting students (not integrated) and improving student achievement. Through its Magnet Improvement Plan, Safford will work on the following indicators:

- Recruitment and Marketing
- Curriculum Alignment to Common Core
- Theme Integration
- Assessment Alignment
- Professional Development (IB)
- Particular attention will be paid to vertical alignment with Cholla's IB program.

7. Cholla HS: MYP/DP

Cholla is in the process of applying for Middle Years Programme authorization. It will take two-three years to receive authorization. Cholla will be revising the DP curriculum to prepare for reauthorization in SY 2015-16.

8. Tucson HS: Fine and Performing Arts

Through its Magnet Improvement Plan, THS will develop contiguous curriculum.

- Curriculum Alignment
- Theme Integration
- Program Mapping for Continuity

D. Process for Improvement Magnets

Schools identified as *Improvement*, in conjunction with the Magnet Department, will develop a comprehensive Magnet Improvement Plan which includes substantial revision to magnet theme and measurable outcomes for each of the seven components of a magnet program including recruitment goals. This plan will be submitted before the end of the first quarter each school year. These plans include specific strategies, measurable integration goals, timelines for implementation, and will be coordinated with TUSD's outreach and recruitment plan and extensive planning around family engagement and outreach, focusing on Latino and African-American families. (See Attachment G: Annual Evaluation Process; See Attachment H: Evaluation Results)

1. Carrillo: Museum Studies

Museum Studies at Carrillo offers a perspective on the theory and practice of museums in a changing technological, social and political environment. Geared for current and future museum professionals, it emphasizes technology's critical role in today's museum. It also examines new models of education, exhibition, and business strategies while exploring the role of the museum as an agent of social change. Carrillo will establish partnerships with Johns Hopkins Museum Studies program, Museum Studies at Harvard, Princeton and George Washington University. Carrillo will work closely with New Haven Connecticut Magnet Department (CREC Museum Academy) and Normal Park Museum Magnet School in Chattanooga Tennessee. Within two years, Carrillo will establish a comprehensive curriculum and an assessment plan. Carrillo will create a two year recruitment and marketing plan with the emphasis being on year one targeting incoming kindergartners. Progress will be measured by the number of applications accepted that will impact integration.

2. Davis: Spanish Immersion and Dual Language

Davis will focus on recruitment and marketing by developing and implementing recruitment and a marketing plan in conjunction with the Magnet Department.

3. Ochoa ES: Reggio Emilia-Inspired

Reggio Emilia-Inspired curriculum is based on student inquiry and constructivism (students construct their own understanding by experiencing and exploring, then making connections to what they already know). This magnet has been established for less than three years and has shown progress toward attracting students and improving achievement. Through its Magnet Improvement Plan, Ochoa will work on the following indicators:

- Recruitment and Marketing
- Curriculum Alignment to Common Core
- Theme Integration
- Assessment Alignment
- Professional Development (Reggio environment, student assessment and documentation)

4. Robison ES: International Baccalaureate

Robison is an authorized IB school. This magnet has been established for less than three years. However, this school has shown progress toward attracting students (not integrated) and improving student achievement. Through its Magnet Improvement Plan, Robison will work on the following indicators: Recruitment and Marketing; Curriculum Alignment to Common Core; Theme Integration; Assessment Alignment; and Professional Development (IB).

5. Utterback MS: Fine and Performing Arts

Utterback Fine and Performing Arts has embedded academic standards into the arts curriculum. However, the core subject areas have not integrated the arts. Through its Magnet Improvement Plan, Utterback will work on the following indicators:

- developing integrated thematic units in core subject classes
- Recruitment and Marketing
- Professional Development
- Curriculum Alignment to Common Core
- Theme Integration
- Assessment Alignment

6. Tucson HS: Integrated Natural Science

Tucson High will revise the science curriculum to an “Integrated Natural Science” theme unique to Tucson High. During SY ~~2013~~2014-14-15, the curriculum will be mapped for all grades and aligned to Common Core.

- Curriculum Alignment to Common Core
- Theme Integration with Science, Math and Technology
- Assessment Alignment
- Theme Vertical Articulation

E. Process for Magnet Elimination

Using the evaluation and review process, TUSD identified ~~six~~ two magnets for elimination: ~~Carrillo ES, Davis ES, Catalina HS~~ (although, starting in SY 2011-12, Catalina was already in the process of phasing out two of its three magnets), ~~Pueblo HS, and~~ and Tucson HS (math/technology) which will be integrated into the Integrated Natural Science strand. (See above, Section IV.B, and see Attachment ~~ED~~: Chart of Magnet Changes).

X. Process and Schedule for Providing Necessary Training: Site-Specific

TUSD must develop a process and schedule for providing necessary training and resources to magnet school/program administrators and certificated staff.

Starting in SY 2013-14, administrators at magnet schools, and certificated staff involved in magnet programs, will be required to complete at least 45 hours of professional development related to the magnet theme. Each magnet will provide at least 30 hours of professional development related to instructional delivery or pedagogy as related to the theme. The Magnet Department will provide at least 30 hours of training for magnet coordinators. Magnet coordinators will meet monthly to receive comprehensive training facilitated by the Magnet Department. This training will be focused on recruitment and marketing, magnet theme development, magnet theme integration, and community and family engagement.

By ~~September~~March 1, 2014, the Magnet Director will work with Human Resources to develop a policy to ensure that when hiring for vacant positions at magnet schools, administrators and certificated staff in magnet schools have expertise, to the extent possible, and training necessary to ensure successful implementation of the magnet.

XI. 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, including the families of English language learner (ELL) students. 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 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
- time line for implementation.

By January of ~~2014~~2015, all magnet schools will receive training on Action Parent Teacher Team (APTT), a research-based systematic parent engagement program developed by West Ed.

By March of ~~2014~~2015, all teachers will pilot APTT during Spring Parent Teacher Conferences. The District will conduct a survey of parents and teachers to determine the feasibility of full program implementation for SY 2015-16.

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)

XII. 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 [USP Section II.E.2]. Current integration information is outlined in Attachment H: Evaluation Results.

The seven components defined in the Annual Evaluation work together to strengthen magnet programs. A strong magnet program will further integration by attracting a diverse population. Based on the Annual Evaluation, magnet schools will identify specific and measureable goals they will use the data collected from 2011-2012 magnet evaluation or for the first year of implementation as a baseline for each of the following components:

- Integration
- Curriculum and Assessment
- Professional Development
- Key Personnel
- Leadership
- Marketing and Recruitment
- Stable and Successful Staff
- 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, reviewed by the Magnet Department with written feedback by ~~October 15~~ November 1.