

EXHIBIT 3

TUSD

Tucson Unified School District Magnet Plan

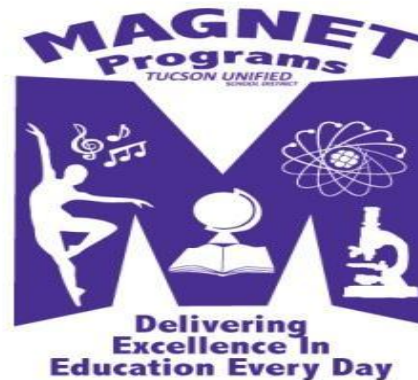


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Section I: Innovative Methodology				<u>Future Considerations</u>
Borton Primary Magnet: Systems Thinking		K-5		
<p>Findings: Inconsistent implementation, academically weak curriculum not documented. Internal review did not indicated academic weakness, but there was inconsistent implementation and undocumented curriculum.</p>				
Systems Thinking offers a powerful new 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 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. Projected FY14- 444 Capacity-550 FY12-13 Living in Boundary-209 Leaving the Boundary- 99 Staying at the School- 110 Attracting Outside the Boundary-306 Total School Magnet	Curriculum	Professional Development	Next Steps	
	<p>Curriculum needs to be developed that reflects the theme and documented by project and rubric development.</p> <p>*By January develop at least one integrated unit, teach, assess, and reflect.</p>	<p>-School leadership needs to define what it means to be “Systems Thinking” trained. Then recognize that training.</p> <p>-Training needed in cultural literacy.</p> <p>-Training in the use of technology.</p> <p>-Training in Theme Integration and Curriculum Mapping.</p>	<p>Develop a Scope and Sequence for training.</p> <p>Develop a training certification process.</p> <p>Up-grade technology.</p> <p>Create marketing and recruitment goals.</p> <p>FY 14 Budget has capacity for magnet coordinator.</p> <p>Admission Requirements- Family Participation Contract.</p>	

Bonillas: Early College Preparation In Liberal Arts <i>(Changed from Back to Basics)</i> K-5				<u>Future Considerations</u>
Findings: 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.				
<p>Early College Preparation in Elementary is an approach to teaching that actively promotes a comprehensive model of college readiness to all students the moment they begin elementary school. Liberal Arts education enables students to be a scholar of the world, training your mind to think critically and independently. Students will be unconfined by choices, able to solve almost any problem, develop creative ideas on different topics and find success on a variety of paths.</p> <p>Projected FY14 -414 Capacity- 550</p> <p>Living in Boundary-301 Leaving the Boundary- 145 Staying at the School- 156 Attracting Outside the Boundary-263</p> <p>Total School Magnet</p>	Curriculum	Professional Development	Next Steps	
		<p>Open Court reading program needs to be up-dated and aligned to Common Core.</p> <p>Explore a different math adoption aligned with Common Core.</p> <p>Explore a traditional science adoption aligned with Common Core.</p>	<p>-All teachers will be Ltrs trained.</p> <p>-Training needed in cultural literacy.</p> <p>-Training in using technology.</p> <p>-Develop a scope and sequence for on-going training of Open Court.</p> <p>-Training in Theme Integration and Curriculum Mapping.</p>	<p>Define school culture of “Early College Prep.”</p> <p>Explore “No Excuses U” to align with Dodge.</p> <p>FY 14 Budget capacity for coordinator.</p> <p>Create marketing and recruitment goals.</p> <p>Admissions Requirement: Family Participation Contract.</p>

Dodge Middle School: Early College Preparation in Liberal Arts <i>(was Back to Basics)</i> 6-8			
Findings: 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.			
<p>Back to Basics is not a recognized theme. Dodge is in the process of defining what it means to offer traditional teaching methodology and curriculum.</p> <p>Projected FY14-420 Capacity 345</p> <p>FY 12-13 Living in Boundary-0 Leaving the Boundary- 0 Staying at the School- 0 Attracting Outside the Boundary-418</p> <p>Total School Magnet</p>	Curriculum	Professional Development	Next Steps
	<p>Dodge needs to create course descriptions that are unique to this school.</p> <p>Also, pacing calendars aligned with Common Core.</p> <p>Dodge will be exploring KIPP as a possible programmatic framework.</p> <p>Define school culture of “traditional” teaching and curriculum.</p>	<p>-Training needed in cultural literacy.</p> <p>-Training in Theme Integration and Curriculum Mapping.</p> <p>-Training in using technology.</p>	<p>Define “College Prep” skills and create an implementation matrix articulated vertically and horizontally.</p> <p>Create marketing and recruitment goals.</p> <p>Admissions Requirement- Family Participation Contract.</p> <p>FY 14 Budget has capacity for .5 coordinator.</p>
			<p>Explore options for replicating program south central.</p> <p>Explore options of expanding program by considering a larger site.</p>

Drachman Montessori Magnet : Montessori				K-6	
Findings: Teachers at Drachman need to be trained in Montessori methodology and how to use Montessori materials.					
<p>Components necessary for a program to be considered authentically Montessori include multiage groupings that foster peer learning, uninterrupted blocks of work time, and guided choice of work activity. In addition, a full complement of specially designed Montessori learning materials are meticulously arranged and available for use in an aesthetically pleasing environment.</p> <p>Projected FY14- 310 Capacity- 390</p> <p>FY 12-13 (Shares Boundary with Carrillo) Living in boundary- Leaving the boundary- Staying in the school- Attracting Outside the boundary-114</p>	Curriculum	Professional Development	Next Steps	Future Considerations	
	<p>Drachman has a scope and sequence- However, it needs to be aligned with Common Core.</p>	<p>All teachers need to be certified: AMA Montessori: Priority for FY 14</p> <p>-Training needed in cultural literacy.</p> <p>-Training in using technology.</p>	<p>FY 14- Procure required management training from Center of Montessori Training.</p> <p>Create training plan and align Magnet funding FY 14.</p> <p>Curriculum committee needs to align scope and sequence to Common Core.</p> <p>Create marketing and recruitment goals.</p> <p>Admissions Requirement: Family Participation Contract.</p> <p>FY 14 Budget capacity for a .5 coordinator.</p>	<p>Because of the nature of Montessori Program, Drachman should be considered as a school without neighborhood boundaries. Currently, Drachman shares boundaries with Carrillo.</p> <p>Teachers who complete the Montessori Training should receive an additional stipend every year they stay at Drachman.</p>	
Total School Magnet					

Ochoa Community Magnet: Reggio Emilia			K-5	
Findings: 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.				
	Curriculum	Professional Development	Next Steps	<u>Future Considerations</u>
<p>Reggio Emilia was originally purposed to meet the needs of preschool students. The curriculum is based on student inquiry and the methodology is constructivism. Students construct their own understanding by experiencing and exploring, then making connections to what they already know.</p> <p>Projected FY14- 217 Capacity-370</p> <p>FY12-13 Living in Boundary- 186 Leaving the Boundary- 87 Staying at the School- 99 Attracting Outside the Boundary-121</p>	<p>Continue to develop student lead curriculum aligned to Common Core.</p>	<p>-Training in Reggio Inspired teaching is a developmental process and organic in nature.</p> <p>-Continue to send staff to Opal School as a benchmark school.</p> <p>-Training needed in cultural literacy.</p> <p>-Training in using technology.</p>	<p>Continue relationship with Tucson Children’s Project.</p> <p>FY14 Budget capacity for .5 coordinator.</p>	

Section 2: Fine and Performing Arts Continuum

Holladay Fine and Performing Arts				K-5	<u>Future Considerations</u>
Findings: Holladay should be commended for adding K-2 program.					
Holladay offers music, drama, and visual arts curriculum and learning experiences.	Curriculum	Professional Development	Next Steps		
Projected FY 14-388 Capacity-330 FY12-13 Living in Boundary-265 Leaving the Boundary- 153 Staying at the School- 127 Attracting Outside the Boundary- 147	Curriculum needs to be integrated. Arts component needs to have a scope and sequence. *By January, develop, teach, and reflect one integrated unit.	-Locate a benchmark school. -Training in Theme Integration and Curriculum Mapping. -Training needed in cultural literacy. -Training in using technology.	Train teachers in theme integration. Create marketing and recruitment goals. Start developing meaningful partnerships to support the theme. Admissions- Family Participation Contract.	Howell Elementary is centrally located and involved in OMA. Considerations should be made to expand the theme continuum or relocate the Holladay Fine Arts Program to increase capacity. Projected- 345 Capacity: 380 White 22.7% African Am. 9.6% Hispanic 59.8% Native Am. 2.9% Asian 2.6% Multi-Racial 2.3%	
Total School Magnet					

Carrillo Magnet Elementary: Early College Preparation and Fine Arts <i>(Theme was Science-Technology-Art-Math)</i>			
Findings: 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.			
<u>Future Considerations</u>			
Using a “No Excuses U” approach, Carrillo will develop a defined set of standards and expectations of what it means to be “Early College Preparation”. These standards and strategies will be used throughout the curriculum. The Fine Arts will be integrated into project based units that explore all aspects of art and art history. Projected FY 14- 304 Capacity-390 FY12-13 Living In Boundary- 113 Leaving the Boundary -46 Staying at School- 67 Attracting Outside Boundary-247 Total School Magnet	Curriculum A defined scope and sequence of Early College Prep needs to be created. A Program of Study in the K-5 Arts needs to be developed including Essential Knowledge, Central Ideas, Key Concepts, and Lines of Inquiry.	Professional Development -Curriculum Development -Teaching methodologies aligned with project-based learning. -All teachers will participate in Gifted and Talented Training to create a “Cluster Model”. -Training in Theme Integration and Curriculum Mapping.	Next Steps Define Early College Prep- create a matrix articulated horizontal and vertically. Admissions Requirement: Family Participation Contract.

Cragin- Performing Arts Exploratory Academy (New Magnet)		K-5		
<p>FY 13-14 Planning Year with Arts Specialist</p> <p>Projected FY14-348 Capacity-510</p> <p>Current Enrollment- 351 White 26.2% African American 11.4% Hispanic 52.7% Native American 2.3% Asian .9% Multi-Racial 6.6%</p> <p>Total School Magnet</p>	<p>Begin to define what it means to be an exploratory academy.</p> <p>Create a performing arts matrix that will be used as the framework for the Program of Study.</p> <p>Vertically and Horizontally articulate the Program of Study.</p> <p>Create the Scope of Sequence of the Program of Study.</p>	<p>-Exposure to Arts curriculum and teaching methodology.</p> <p>-Investigate successful Performing Arts schools. (possible school visitation)</p> <p>-Training in Theme Integration and Curriculum Mapping.</p>	<p>MSAP Grant FY 13</p> <p>FY14 Budget capacity for a coordinator.</p> <p>Research successful Performing Arts Programs.</p> <p>Admissions: Family Participation Contract.</p>	<p>*Cragin was funded FY13 \$85,000. to begin to explore Performing Arts Magnet Theme.</p> <p>FY16 Study enrollment to determine application only or neighborhood application.</p>

Utterback Middle School For Fine And Performing Arts				6-8	
<p>Findings: 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.</p> <p>Internal review indicates that not all arts teachers are experts or highly qualified.</p>					
					<u>Future Considerations</u>
<p>Utterback is a Fine and Performing Arts Magnet that is attracting students from outside the attendance zone. Projected FY14- 759 Capacity-880</p> <p>FY12-13 Living In Boundary- 578 Leaving the Boundary-169 Staying at School –409 Attracting Outside of Boundary-274</p> <p><u>Vail-</u> Projected-650 Capacity-730 Enrollment 684 White 31.9% African Am. 5.8% Hispanic 50.6% Native Am. 2.2% Asian 3.8% Multi-Racial 5.7</p> <p>Total School Magnet</p>	<p>Curriculum</p> <p>Work on integrating art theme into core areas, and align with Common Core.</p> <p>Write a scope and sequence for Communication Arts course offerings for FY 14-15.</p>	<p>Professional Development</p> <p>-Training in Theme Integration and Common Core.</p> <p>-Training needed in cultural literacy.</p> <p>-Training in using technology.</p>	<p>Next Steps</p> <p>MSAP Grant FY 12</p> <p>-Locate a benchmark school.</p> <p>-Theme integration units.</p> <p>-FY 14- begin to recruit highly qualified performing arts teachers and core content staff.</p> <p>-Admissions: Performance to place students at appropriate level of coursework.</p> <p>Family Participation Contract.</p>	<p>With the current feeder schools, Utterback will not be a true magnet because of a multitude of feeder schools and students who are forced to attend. Some might not want to attend a Fine Arts magnet.</p> <p>Consider relocating program to Vail- However, the Utterback tradition is held in high esteem by the community and the facility has special attributes that lends itself to a Fine Arts program.</p>	

Tucson Magnet High School: Fine and Performing Arts Strand				<u>Future Considerations</u>
Findings: 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.				
	Curriculum	Professional Development	Next Steps	
<p>Tucson High has a comprehensive Fine and Performing Arts program that all students can participate. *Tucson High attracts students, but not for purpose of the magnet. Students are attracted to Tucson High because it offers great programs. Tucson High will be creating course work that offers congruent and continuous curriculum for fine arts magnet students.</p> <p>Projected FY14- 3098 Capacity-2900 FY12-13 Living In Boundary- 1921 Leaving the Boundary-459 Staying at School –1462 Attracting Outside of Boundary-1697</p> <p>Fine and Performing Arts Magnet Students= 740</p> <p>School-Within-A-School Magnet Program</p>	<p>Course offerings need to be contiguous and congruent.</p> <p>Courses need to be mapped to Mohave.</p> <p>Needs to be integrated into core curriculum and aligned with Common Core.</p>	<p>-Locate a benchmark school.</p> <p>-Training in Theme Integration and Curriculum Mapping.</p> <p>-Training needed in cultural literacy.</p> <p>-Training in using technology.</p>	<p>Define what it means to be a “Fine and Performing Arts” magnet student as compared to a student taking Fine Arts coursework.</p> <p>Define how many seats for Fine and Performing Arts magnet students for scheduling and defining oversubscribed.</p> <p>Develop marketing and recruitment goals.</p> <p>Admissions- Family Participation Contract.</p>	<p>Increase the capacity of Fine and Performing Arts seats.</p> <p>Reduce magnet strands to Fine and Performing Arts . This will off set oversubscription - and provide students who are interested in science and math an opportunity to attend a comprehensive STEAM HS at Palo Verde (Elimination of duplicate themes within high schools)</p>

Pueblo High Magnet School: Communication Arts				<u>Future Considerations</u>
Findings: 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.				
	Curriculum	Professional Development	Next Steps	
<p>Currently, Pueblo has 273 students enrolled in the Magnet Programs and most not attending Magnet related coursework.</p> <p>Projected FY14-1647 Capacity-1900</p> <p>FY12-13 Living In Boundary- 2079 Leaving the Boundary- 778 Staying at School –1301 Attracting Outside Boundary-388 Magnet Students- 273</p> <p>School-Within-A-School Magnet Program</p>	<p>-Needs scope and sequence Course offerings need to be contiguous and congruent.</p> <p>- Needs to be continuous</p> <p>-Communication Arts needs to be embedded in core classes</p>	<p>-Core teachers should receive training in Communication Arts</p>	<p>Phase in theme integration starting Fy14 Freshman.</p>	<p>There are 111 white-students living within the boundary, of this 59 are attending Pueblo. Pueblo will need to attract at least 248 white students to meet the intent of integration.</p>

Section 3: STEM/STEAM Continuum

Tully Magnet Elementary- STEM <i>(was Accelerated Learning then changed to OMA- not board approved)</i>				Future Considerations
Findings: 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.				
	Curriculum	Professional Development	Next Steps	
<p>Tully is currently without theme. A survey was done of faculty and community- 98% support STEM.</p> <p>Projection FY14-404 Capacity-530</p> <p>FY12-13 Living In Boundary- 286 Leaving the Boundary-67 Staying at the School- 219 Attracting Outside Boundary-195</p> <p>Total School Magnet</p>	<p>FY14 Budget has capacity to purchase Engineering Is Elementary kits (2) for each grade level. Teachers will use these kits as a model to developing integrated instructional units.</p>	<p>-STEM training.</p> <p>-Locate a benchmark school.</p> <p>-Training in Theme Integration and Curriculum Mapping.</p> <p>-Training needed in cultural literacy.</p> <p>-Training in using technology.</p> <p>-Participation with STEM Academy at U of A.</p>	<p>MSAP Grant</p> <p>Develop one integrated theme unit to implement in the Fall.</p> <p>Develop marketing and recruitment goals.</p> <p>FY 13-A team will be attending the Magnet Schools of America conference.</p> <p>Admissions- Family Participation Contract.</p>	

Mansfield Middle Magnet: Science- Technology-Engineering-Math (New Magnet)				
6-8				
	Curriculum	Professional Development	Next Steps	Future Considerations
<p>During FY13-14, Mansfield will be exploring STEM curriculum and methodology. Implementation to start in in 6th grade in January, 2014.</p> <p>FY 14 Projected-826 Capacity-810</p> <p>Enrolled 679 White 10.5% African American 4.4% Hispanic 79.1% Native American 3.1% Asian 1.9% Multi-Racial 1.0%</p> <p>Total School Magnet</p>	<p>Teacher will begin explore STEM Academy as a curriculum base.</p> <p>Teachers in CORE subject areas will create at least one integrated STEM unit using STEM Academy as a starting point.</p> <p>Inquiry –Based instruction.</p> <p>Participation with STEM Academy at U of A.</p>	<p>FY 14- We have created a master schedule and added more rigorous coursework within the STEM theme.</p> <p>-Training in Theme Integration and Curriculum Mapping.</p> <p>Work with staff to create an implementation time line.</p>	<p>MSAP Grant</p> <p>Secure staff to begin to implement STEM.</p> <p>Begin partnerships with community businesses and colleges.</p> <p>STEM Specialized teachers.</p> <p>FY13 A team will be attending Magnet Schools of America conference.</p>	<p>FY 15- Study Flight/Attraction Data to determine if Mansfeld could support an application only process.</p> <p>Enrollment will shift as Maxwell grows the middle school program.</p>

Palo Verde Magnet High: Science-Technology-Engineering-Art-Math (STEAM)				Future Considerations
Findings: Palo Verde has only one theme recognized by the governing board which is Engineering Technology.				
<p>Palo Verde will be completing the School Improvement Grant cycle in FY13-14. They will be phasing in a total school STEAM program for freshmen in FY 15.</p> <p>Projections FY14- 893 Capacity-2070</p> <p>FY12-13 Living In Boundary- 1250 Leaving the Boundary- 692 Staying at the School- 558 Attracting Outside Boundary-334</p> <p>Currently- School-Within-A-School Magnet Goal- Total School Magnet by FY18</p>	<p>Curriculum</p> <p>Create coursework structure for STEAM freshman</p> <p>Explore Project Lead the Way: Catalina Foothills, Sonoran Science Academy, Desert View</p>	<p>Professional Development</p> <p>-Locate a benchmark school STEM training</p> <p>-Training in theme integration</p> <p>-Training needed in cultural literacy</p> <p>-Training in using technology</p>	<p>Next Steps</p> <p>-Palo Verde will visit Catalina Foothills and Sonoran Science Academy to see Project Lead The Way.</p> <p>-Develop marketing and recruitment goals</p> <p>-Admissions: Family Participation Contract Palo Verde staff need to work together to define the "Art" in STEAM. This component can not be Fine and Performing Arts, as it will compete with Tucson High. Palo Verde is looking at some creative ideas to integrate art into the STEM curriculum.</p>	<p>FY 15 Phase in Total School Magnet to be completed by FY18 .</p> <p>Magnet budget capacity must be garnered to support the expansion of STEAM in FY 15 and beyond.</p>

Section 4: Dual Language Continuum				<u>Future Considerations</u>
Davis Bilingual Magnet Elementary: Spanish Immersion				
Findings: 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.				
<p>Davis offers an Immersion program K-2, and a partial immersion program 3-5.</p> <p>Projected FY 14- 387 Capacity-350</p> <p>Living in boundary- 106 Leaving the boundary- 22 Staying at school-84 Attracting from outside boundary-233</p>	<p>Curriculum</p> <p>District materials need to be up-dated and be available to all students.</p>	<p>Professional Development</p> <p>-Immersion instruction.</p> <p>-Training needed in cultural literacy.</p> <p>-Training in using technology.</p> <p>-Training in up-dated materials.</p>	<p>Next Steps</p> <p>Explore materials to enrich the curriculum.</p> <p>FY 14 does not have budget capacity for a coordinator.</p> <p>Admissions: Family Participation Contract.</p>	<p>Relocating magnet to a larger facility for increased capacity. However, the tradition of this magnet is held in high esteem by the community.</p>

Roskruge Middle Magnet : Dual Language (Spanish/English) Expand to K-8				<u>Future Considerations</u>
Findings: 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.				
	Curriculum	Professional Development	Next Steps	
Projected FY 14- 676 Capacity-550 FY12-13 Living in boundary- 128 Leaving in boundary- 44 Staying in school- 84 Attracting from outside boundary-580	Expand to K-8 District materials need to up-dated. Students need access to more resources and materials.	-Benchmark to a successful dual language magnet. -Training needed in cultural literacy. -Training in using technology.	Develop marketing and recruitment goals. Admissions: Family Participation Contract. FY14 Budget has capacity for coordinator.	Roskruge will expand to be a K-8 Dual Language Magnet. Relocate magnet to a larger facility- However the tradition of this magnet is held in high esteem by the community.

Catalina High School: <u>Proposed</u> <i>International Business and Economics with a Dual Language Strand-</i>				
Findings: 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 <i>Terra Firma</i> (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.				
Catalina's magnet themes have diminished and some have already been eliminated because of lack of highly qualified staff and lack of student interest. Projected FY 14-1067 Capacity-1500 Living In Boundary- 1439 Leaving Boundary- 674 Staying at School-765 Attracting Outside of Boundary- 39	Curriculum	Professional Development	Next Steps	<u>Future Considerations</u>
	Terra Firma could become part of the overall theme for instructional support, but not a stand-alone theme. *Unit Development FY14 *Unit Implementation FY15			

Expand Dual Language Programs to Central/East Side Elementary and Middle School	Consider Hudlow as International Studies offering multiple languages Capacity-390, Projected 294 Enrolled FY 13 White 34.2% African American 10.3% Hispanic 49.0% Native American 1.7% Asian 1.7% Multi-Racial 3.1%	**The number of Bilingual Certified Teachers is limited. If the district expands Dual Language Schools, a pathway for teacher certification must be implemented.
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	Consider Dietz K-8 School as an International Studies magnet with Dual Language Strand Capacity-490 Projected 387 White 29.5% African American 6.6% Hispanic 51% Native American .9% Asian 2.3% Multi-Racial 9.7%	
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Section 5: International Baccalaureate Continuum				
Robison Magnet Elementary: IB Primary Years Programme Authorized				<u>Future Considerations</u>
Findings: Well implemented. Classroom strategies observed. District must commit to continuing funding the program.				
Robison is an authorized IB Primary Years Programme Projected FY 14- 343 Capacity-430 FY12-13 Living In Boundary- 420 Leaving Boundary- 187 Staying in Boundary- 233 Attracting Outside Boundary- 120 Total School Magnet	Curriculum	Professional Development	Next Steps	
	Written, taught, assessed and reflected	On-going	-Marketing and recruitment goals and articulated plan FY14 budget sustains program Admissions: Family Participation Contract	

Safford Middle School Magnet: IB Primary Years and Middle Years Programme				<u>Future Considerations</u>
Safford Middle School is a Primary Years Programme and Middle Years Programme candidate school. They will receive their authorization visit in April. Projected FY 14- 920 Capacity-980 FY 12-13 Living in boundary- 490 Leaving boundary- 212 Staying in boundary-278 Attracting outside boundary-609 Total School Magnet	Curriculum	Professional Development	Next Steps	
	Written, taught, assessed, reflected	On-going	-Marketing and recruitment goals FY 14 budget sustains program Admissions: Family Participation Contract	
Cholla Magnet High School: Middle Years Programme				<u>Future Considerations</u>
Cholla is n Middle Years Programme candidate school in year one. It will take two to three years to receive authorization. Projected FY 14- 1568 Capacity-1650 FY12-13 (Total School) Living in boundary- 2365 Leaving boundary- 1109 Staying in boundary-1256 Attracting outside boundary-334 School-Within-A-School Magnet Program	Curriculum	Professional Development	Next Steps	If MSAP funding is not available, there is not budget capacity to implement a school-wide MYP program.
	To be developed	IB level 1 and IB Assessment for each teacher	MSAP Grant Grow program starting with three sections -Secure funding for MYP training -Admissions: Family Participation Contract	

Cholla Magnet High School- Diploma Programme				<u>Future Considerations</u>
Magnet Students-100 School-Within-A-School Magnet Program	Curriculum	Professional Development	Admissions- Family Participation Contract	FY 15 Consider removing the Law program as a magnet strand. However, the program should stay in-tact so all students can participate.
	Written, taught, reflected	On-going		

Section 6: Future Programs

Future Considerations- Computer Science and Technology Continuum:

Offering a Computer Science and Technology magnet continuum is a priority for Tucson Unified. The outcome being students who are prepared to enter college having the skills that emphasizes high quality research that will prepare students for undergraduate study in the design and development of computer systems and applications in business and industry and for scientific positions in industrial and academic computing research. Our strengths would lie in the traditional mainstream areas of computer science: algorithms, programming languages, operating systems, distributed computing, networks, databases and theory of computing.

Myers Ganoung Elementary- Total School Magnet	Myers Ganoung offers a prime location and has building capacity. Projected- 425 Capacity- 590 Enrolled-430 White 10% African American 11.6% Multi-Racial 3.0%	Hispanic 69.3% Native American 4.0% Asian 2.1%	Computer Science and Technology is an extremely viable theme continuum. However, Creating a Computer Science and Technology continuum is expensive to start up and sustain. This continuum would be considered for FY 17 MSAP Grant.
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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 zone who apply to the total school magnet will be given a preference in the lottery.

School-Within-A-School Magnet

A school-within-a-school magnet is a school with an attendance zone that implements both a magnet program or programs and a non-magnet program. All students participating in the magnet program or programs must apply for and be accepted in the school through the lottery process. Students living in the attendance zone are guaranteed a seat in the non-magnet program, but must apply for and be accepted into the magnet program or programs through the lottery process.

Pursuant to Section __ of the USP, the District must review all boundaries within the District. This task is to be completed for schools east of Country Club by December 31, 2013, and the remaining schools by December 31, 2014. As part of the first phase of this process, the District will examine all magnet schools or schools with magnet programs to determine whether the schools that are implementing a magnet program or magnet programs should be designated as a total school magnet (with or without a preference zone) or a school-within-a-school magnet.

The District shall consider the following criteria in determining whether a school should be a total school magnet, with or without a preference zone, or a school-within-a-school magnet school.

- Is there capacity in surrounding schools to accept students who do not apply to the magnet school?
- Is the school in a location that is likely to attract a diverse applicant pool of students from around the District (central location, access to transportation corridors)?
- Is the facility sufficient to serve the needs of the magnet program, and likely to attract students from around the District (large enough facility with any specialized spaces or equipment for magnet program)?

Section 8: District Process for Identifying, Designating, Revising, Relocating, or Eliminating Magnet Programs

<p><u>Process to identify and designate a magnet</u></p> <p>Schools considered for magnet status will be evaluated based on a rubric.</p>	<p><u>Rubric Content:</u></p> <ul style="list-style-type: none"> - racial and ethnic composition of students residing in attendance zone does not meet definition of integration in USP - there is capacity in surrounding schools to accept students who do not apply if the school should become a magnet school - location of school is geographically accessible to students of racially and ethnically diverse backgrounds - facility can support student capacity and the theme
<p><u>Process to identify magnet schools in need of improvement</u></p> <p>Schools found deficient in two or more criteria will conduct an evaluation and will develop a Magnet Improvement Plan.</p>	<p>A magnet school found deficient in at least two of the following criteria, they will be in:</p> <p style="text-align: center;"><u>Magnet Improvement Status</u></p> <ul style="list-style-type: none"> -- a review of applicant data for the magnet school or program shows that, for the last school year, the number of students applying for the entry grade of a school or program has decreased. -- a review of applicant data for the magnet school or program shows that, for the last school year, the racial and ethnic composition of students applying for the entry grade or any other grade where significant numbers of seats are available in that program, has not been integrated and/ or does not show progress toward reaching the goal of being integrated. -- a review of AIMS results (or other state-mandated test results) for the magnet school program shows that, for the last year, the number and percent of magnet students scoring as meeting or exceeding the standard (or such equivalent measure of proficiency as may be established for any other state-mandated test) has decreased. <p>All magnet schools will conduct an evaluation of magnet program(s) annually.</p>

	<p>Schools that have deficiencies in any of the above criteria will use the data from the evaluation to determine what improvements need to be made. Schools will evaluate the following indicators:</p> <p>Enrollment (Ethnicity, Attraction, Open, Magnet, Applications, Application Acceptance) Curriculum Development and Implementation Assessment Professional Development Key Personnel Leadership Recruitment and Marketing Stable and Successful Staff AIMS (or other state mandated assessment)</p> <p>This data will be used to create the Magnet Improvement Plan.</p>
<p><u>Process to identify schools to revise a magnet program</u></p> <p>Each magnet school will complete an annual review. A school not meeting two of the three criteria for two years will be considered for revision. Once in revision, the school has two years to meet the criteria.</p>	<p style="text-align: center;"><u>Criteria to Revise Magnet Program or Pedagogy</u></p> <p>-- a review of applicant data for the magnet school or program shows that, for the last two school years, the number of students applying for the entry grade of a school or program has decreased.</p> <p>-- a review of applicant data for the magnet school or program shows that, for two school years, the racial and ethnic composition of students applying for the entry grade or any other grade where significant numbers of seats are available in that program, has not been integrated and/ or does not show progress toward reaching the goal of being integrated.</p> <p>-- a review of AIMS results (or other state-mandated test results) for the magnet school program shows that, for the last two years, the number and percent of magnet students scoring as meeting or exceeding the standard (or such equivalent measure of proficiency as may be established for any other state-mandated test) has decreased.</p> <p>A school has two years to implement revisions and meet the identified criteria.</p>

<p><u>Process identifying schools for possible relocating or eliminating a magnet program</u></p> <p>Each magnet school will complete an annual review. The school will have two years operating under a revised magnet plan. If the school is not able to successfully revise the magnet to meet at least two of the three criteria, the school will be considered to have the magnet status relocated or eliminated.</p>	<p><u>Criteria to Relocate or Eliminate a Magnet Program</u></p> <p>-- a review of applicant data for the magnet school or program shows that, for last four school years, the number of students applying for the entry grade of a school or program has decreased.</p> <p>-- a review of applicant data for the magnet school or program shows that, for four school years, the racial and ethnic composition of students applying for the entry grade or any other grade where significant numbers of seats are available in that program, has not been integrated and/ or does not show progress toward reaching the goal of being integrated.</p> <p>-- a review of AIMS results (or other state-mandated test results) for the magnet school program shows that, for the last four years, the number and percent of students scoring as meeting or exceeding the standard (or such equivalent measure of proficiency as may be established for any other state-mandated test) has decreased.</p> <p>-- the district has provided support and/or considered revising the theme, and such efforts have not increased the number of applicants, the racial/ethnic diversity of applicants and/or the academic achievement of the school/program's students.</p>
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<p><u>Magnet Evaluation Process</u></p> <p>A. Criteria not met school moves to Magnet Improvement. Improvement plan developed for following year.</p> <p>B. Magnet Improvement Implementation- criteria not met revision plan developed</p>	<p>Each year programs will be reviewed and evaluated.</p> <hr/> <p><u>Meets</u></p> <p>Annual Review → No Deficiencies → Program Continues</p> <hr/> <p><u>Magnet Improvement: Criteria not met after one year.</u></p> <p>A Plan of Improvement including district level support must be approved by the Magnet Office. If criteria are met after one year of implementation, the school moves to 'Meets'.</p> <hr/> <p><u>Revision: Criteria not met after two years</u></p>
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<p>C. Revision Implementation- if criteria is met the school moves to 'Meets', if not met;</p>	<p>Significant revisions must be made to the professional development, curriculum, theme, pedagogy, or recruitment strategies. The plan has two years to meet the criteria. If the criteria is met, the school moves to 'Meets'.</p>
<p>D. the school has another year to implement revision. If criteria not met at the end of Yr4, the magnet will be considered for relocation or elimination.</p>	<p><u>Falls Far Below: Criteria not met after four years</u> <u>MAGNET CONSIDERED FOR ELIMINATION OR RELOCATION</u></p>