

# JCPS MAGNET STEERING COMMITTEE

## WORK PLAN

Proposed by: JCPS Magnet Steering Committee

DRAFT 3: May 17, 2016

# Magnet Steering Committee Work Plan

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# Magnet Steering Committee Work Plan

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## EXECUTIVE SUMMARY

### What is the Magnet Steering Committee?

The JCPS Magnet Steering Committee is a task force that includes JCPS district-level staff, school principals and teachers, community members, and students.

The steering committee operates according to a guiding coalition model. Under this model, the committee is managed by a facilitative lead who does not sit on the committee. Committee members include several different stakeholder groups who work collaboratively to identify priorities, needs, metrics, and progress.

### What does the Magnet Steering Committee Do?

The Magnet Steering Committee has been tasked with developing a long-term plan focused around the MSA recommendations. Thus, the committee began with an in-depth review all MSA recommendations to determine whether and how to implement these recommendations in ways that are fair and consistent with district strategic priorities.

### What will the Magnet Steering Committee Deliver?

**Mission**

**JCPS Magnet Program Standards and Indicators**

**Tools and Guidance Documents**

**Recommendations to District Divisions and Board**

**JCPS Options and Magnets Planning Handbook**

# Magnet Steering Committee Work Plan

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Jefferson County Public Schools (JCPS) contracted with the Magnet Schools of America (MSA) to conduct an external review of district practices and schools falling under Options and Magnets. The MSA review resulted in a series of recommendations to JCPS on ways to improve its magnets to make them stronger. One recommendation proposed to JCPS was to “...create a community task force with various stakeholders to determine the purpose, goals, and types of magnet programs that will serve students in the county”. In May 2015, the Jefferson County Board of Education (JCBOE) requested that the Superintendent form a steering committee to include district staff and community stakeholders with the expectation that this committee would review and prioritize the MSA recommendations.

This document details the steering committee development, structure, planning activities, and anticipated deliverables.

## What is the Magnet Steering Committee?

The JCPS Magnet Steering Committee is a task force that includes JCPS district-level staff, school principals and teachers, community members, and students.

The steering committee operates according to a guiding coalition model. Under this model, the committee is managed by a facilitative lead who does not sit on the committee. Committee members include several different stakeholder groups who work collaboratively to identify priorities, needs, metrics, and progress.

### ***Facilitators***

The Superintendent appointed two co-facilitators to assist with steering committee development and to manage progress. Facilitators serve to coordinate committee activities, locate appropriate information and research needed for members to make decisions on recommendations, and move work forward.

### ***Committee Structure and Responsibilities***

The full steering committee is composed of two working groups each with specific responsibilities.

- Core team - drives the work by initiating and sponsoring work, suggesting committee direction, and facilitating communication with JCPS staff and community at-large.
- Extended team – provides input and feedback on Core Team recommendations and priorities.

Both teams include JCPS district- and school-based staff, community members, and students. Current committee members agreed to make a two-year time commitment to the district. The full steering committee meets monthly, while the Core Team meets separately once a month as well. Members of each team also contribute to subcommittees. Progress and work products of subcommittees are presented to the full steering committee in monthly meetings.

### ***Scope of Work***

The primary charge of the Magnet Steering Committee is to determine the purpose and goals of magnets offered by JCPS. The committee will develop and monitor a long-term plan to improve magnet programs and schools district-wide. This work is based on, but not strictly limited to, recommendations made by Magnet Schools of America. The committee can provide input on how to implement the MSA, or committee-initiated, recommendations as well as guidance documents for magnet schools and programs.

# Magnet Steering Committee Work Plan

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Other activities are beyond steering committee scope and responsibility. For example, the committee will not make any policy decisions or adopt official district-wide guidance documents. These activities require approval by JCBOE. In addition, the steering committee is not responsible for actual implementation of district work. Any changes recommended would be implemented by appropriate district staff (e.g., curriculum specialists; Career and Technical Education specialists; district magnet office). However, the steering committee will monitor initial implementation.

## **Mission Statement**

Early in the committee's tenure members worked together to establish a Mission statement:

*Provide specialized educational options that attract a diverse population of students to cohesive, theme-based learning environments that promote excellence in student learning.*

This Mission statement guides their work and describes the purpose of magnet schools within JCPS.

## **Committee Charter**

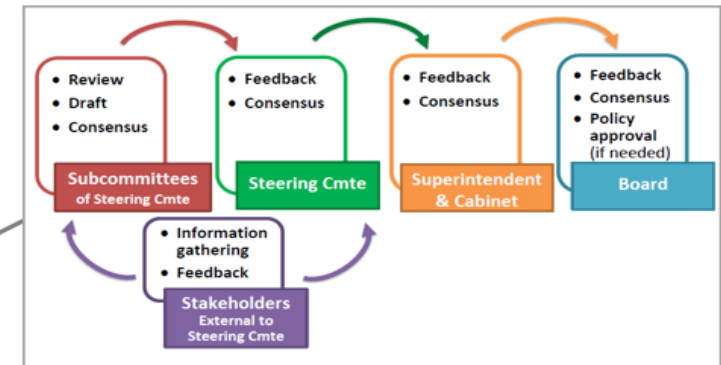
The committee established a charter document to capture the purpose, roles, scope of work, and mission. This document serves to anchor the committee to ensure work is aligned with objectives, and it clearly defines their purpose for non-committee members (see Figure 1).

The steering committee established a set of core processes for prioritizing and implementing work, which also are depicted in Figure 1..

1. Consensus agreement methods
2. Meeting routines
3. Subcommittees for topical work

These central processes allow for a deliberate, consistent method for reviewing and prioritizing the MSA recommendations and suggesting additional committee work. They also make clear the way in which information flows to and from the full steering committee to solicit information and feedback from other groups, such as stakeholders external to the committee as well as the Board.

## 05-12-2016rev



- Prioritize and clarify/modify MSA recommendations to improve Jcps magnet schools and programs.
- Provide input on how to implement MSA and any committee-initiated recommendations in coordination with district departments.
- Review and make recommendations related to district-wide guidance documents for magnet schools and programs.
- Ensure district work is coordinated, focused, equitable, and aligned with the Magnet Mission to offer students programs that enhance their future opportunities.

- Policy decisions (purview of the Board)
- Adoption of district documents for school implementation (purview of the Board)
- Decisions about status of individual magnet programs and schools

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## What does the Magnet Steering Committee Do?

The Magnet Steering Committee has been tasked with developing a long-term plan focused around the MSA recommendations. Thus, the committee began with an in-depth review all MSA recommendations to determine whether and how to implement these recommendations in ways that are fair and consistent with district strategic priorities.

One major objective agreed upon early on by all steering committee members was to develop a more cohesive, systemic approach to magnet schools across the district with consistent and transparent practices aligned to the district's strategic vision. This approach came with recognition that some recommendations by the MSA target larger, systems issues, while others focus on more specific practices among magnet schools and programs or on evaluation and outcomes. As a result, the Core Team considered a framework for moving forward with steering committee work. **Figure 2** shows three guiding questions for organizing and prioritizing this work. The smaller boxes surrounding the three guiding questions reflect examples of objectives and areas of focus.

The Core Team then recommended subcommittees clustered around specific topics and MSA recommendations in order to gather information and research and to suggest strategies for implementing that work. As part of this review, the Core Team, with input from the full committee, identified several additional priorities to create a more cohesive magnet school system across the district. The steering committee engaged in a series of tasks to determine their direction, priorities, and timelines for work. These tasks are described in detail in subsequent pages within this section.

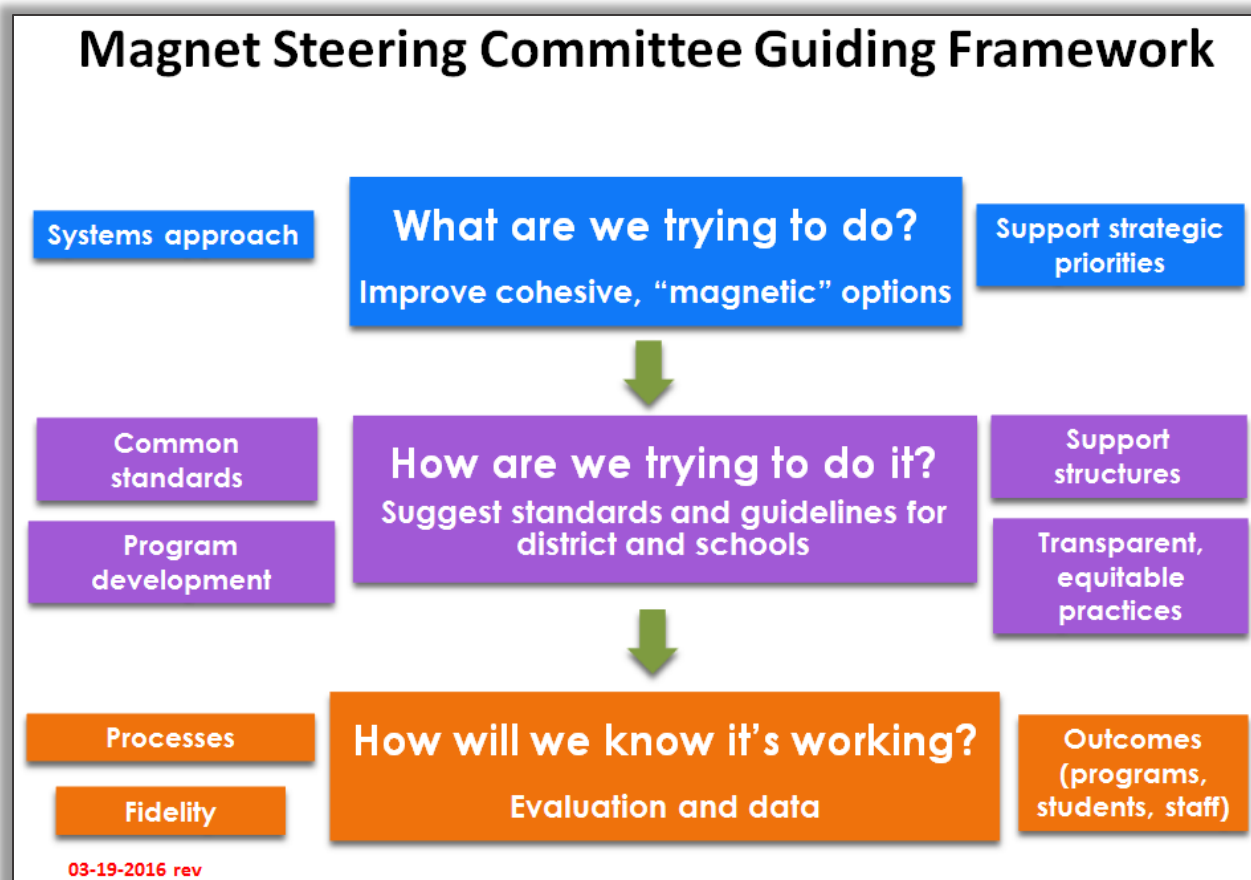


Figure 1. Guiding Framework for Magnet Steering Committee Work

## Magnet Steering Committee Objectives

From this framework, the Magnet Steering Committee focused on several key objectives. These objectives have been formalized as over-arching goals and targets for committee work.

### Goals and Targets

These goals directly link to the Magnet Mission. The goals provide a clear sense of steering committee objectives and illustrate how the committee will know it has been successful. Goals and targets were developed after thorough review of the Magnet Schools of America recommendations and district data.

**Goal 1:** Propose a framework for a district-wide model of magnet schools and programs.

**Target 1a.** Establish clear programmatic success indicators across all ‘magnets’.

**Target 1b.** Ensure components of a district magnet model (e.g., development, implementation, and outcome expectations) are well-aligned.

**Goal 2:** Increase transparency in processes and access to information about magnets community-wide, and model these processes through our own work.

**Target 2a.** Implement a clear, consistent process for reviewing, and receiving feedback on, steering committee work.



**Target 2b.** Propose improvements to protocols for school processes and informational materials.

**Goal 3:** Prioritize and suggest steps that will improve JCPS magnet schools and programs to enhance student opportunities in equitable ways.

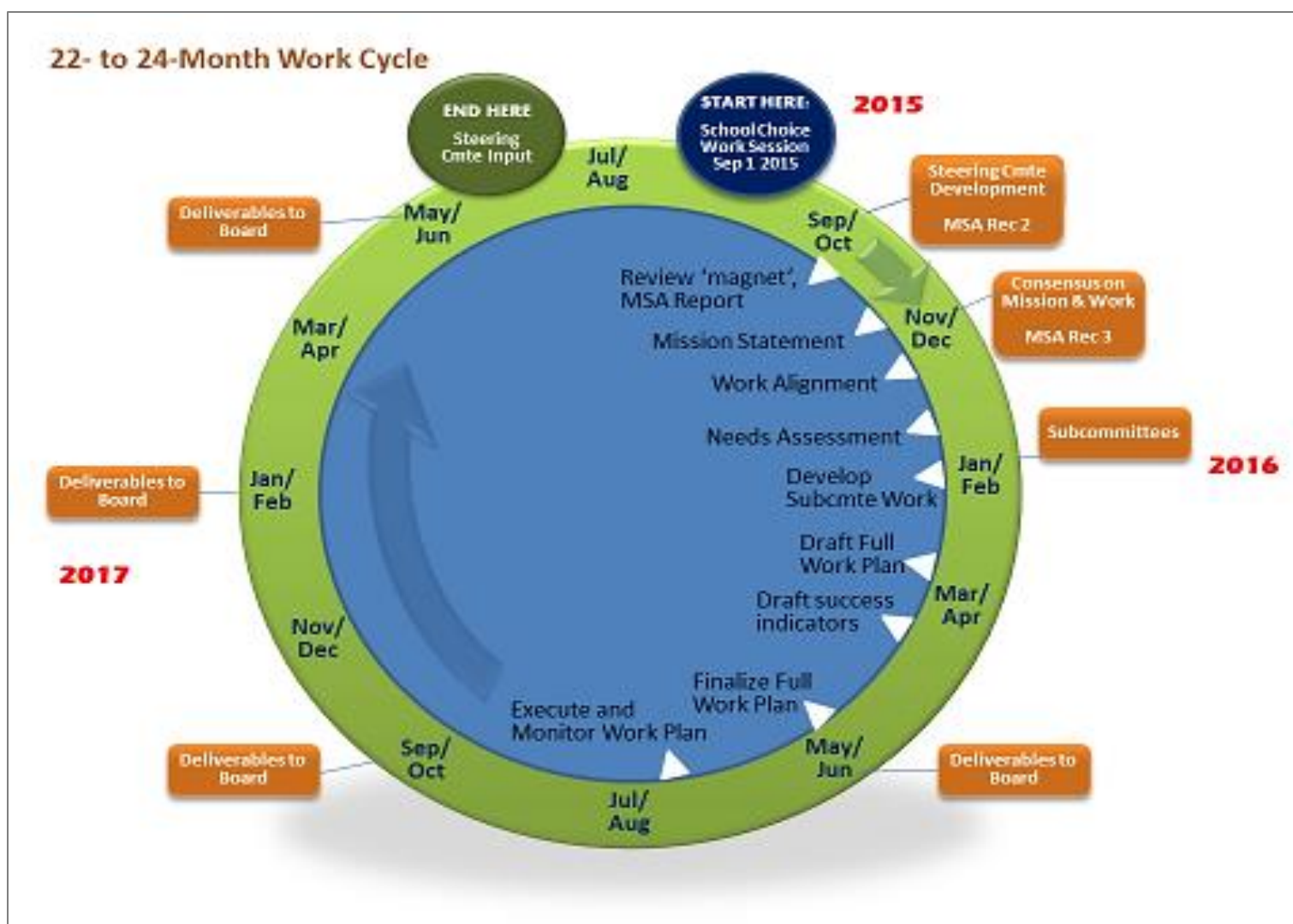
**Target 3a.** Prioritize work through a “systems approach” to ensure consistency and to critically consider the impact of change on all parts of the JCPS school system.

**Target 3b.** Develop a full steering committee work plan with end points by May 2017 (no later than September 2017) and specific deliverables along the way.

### **Work Cycle**

**Figure 3** provides an overview of the Magnet Steering Committee milestones and timelines through 2017. This figure depicts the initial steps the committee took to review the MSA recommendations, understand current programs and district data, and evaluate areas of strength and needs.

More specific tasks are outlined under the section *Subcommittee Management*. In addition, specific tasks and timelines for each subcommittee can be found in Appendix A.



## Subcommittee Work Management

The majority of steering committee work is divided among four subcommittees. These subcommittees focus on clusters of related work, most of which involves recommendations by MSA.

Subcommittee chairs coordinate work, timelines, and meetings, and they report back on progress and products to the full steering committee monthly. The full steering committee provides feedback on subcommittee products or recommendations with consensus voting.

Green highlighting denotes those recommendations considered high priority by the Magnet Steering Committee. The Appendix specific tasks, action steps, and corresponding timelines required to review and implement components of each recommendation (MSA recommendations and steering committee-initiated).

### *Curriculum & Magnet Oversight.*

The Curriculum & Magnet Oversight subcommittee reviews and recommends actions related to the following MSA recommendations.

Rec Number	Key Focus	Description
4	Traditional School Model	The Traditional School model should be reviewed and updated to reflect current research, and examine the following: purpose, philosophy, goals and expectations of the Traditional Program, academic program, student discipline and removal policies and practices, and feeder patterns.
10	Annual school plans	Require all magnet schools to submit to the magnet office for review and approval an annual, publicly available plan that addresses student recruitment, curriculum, instruction, and professional development.
12	Comprehensive STEM programs	Redesign the Math, Science and Technology (MSP) programs to include engineering and emerge as comprehensive STEM programs that have K12 articulation between schools and grade levels.
13	Arts programs	Align the Fine, Visual, and Performing Arts programs K12 and provide clearly articulated pathways.
20	Professional Development	Provide teachers and magnet coordinators with professional development around the theme and curriculum development.
21	District Coordinator/Support	JCPS should support a fulltime position with significant responsibility, resources, and autonomy to coordinate and provide professional development and training to magnet school teachers and principals, as well as coordinate purchasing and oversee all marketing and recruitment efforts.
23	Exemplary School Models	JCPS magnet school and district staff should find exemplary models of like schools to learn from immediately. (linked to Recommendation 20)

### *Magnet School Processes.*

The Magnet School Processes subcommittee reviews and recommends actions related to the following MSA recommendations.

Rec Number	Key Focus	Description
5	Eliminate redundant, undersubscribed, and low achieving magnet schools	The district should create a process to eliminate redundant, undersubscribed, and low achieving magnet schools and programs within one year. This process should require affected schools to submit a plan that specifies how the school will address theme integration, targeted student recruitment, and professional development and training. JCPS should determine which schools, based on their plan, have a viable chance of success and provide them with adequate resources to meet their goals, granting an extension on an annual basis if significant progress is being made. Those that are not making progress, fail to submit a plan, or for whom the plan is deemed inadequate, should be discontinued by the 2015-16 academic year.
6	Process for new magnets	JCPS should create a process for establishing any new magnets or replicating “mirror” magnets based on the following tenants: a. Schools should have a research base that supports their development; b. Building capacity and adequate facilities must be available to accommodate the theme; c. Professional development for principals and staff must be around the theme and instructional focus that supports the theme; d. Demonstrated demand and need should be shown for such a program due to waiting lists or void in offerings;
7	Mirror magnets	Develop mirror magnets, or replicate popular and successful schools where students apply to the theme, and are then assigned to a school with consideration for distance and diversity. These mirror programs may be split between upper and lower campuses that serve continuous grades at nearby campuses.
8	5-STAR program and magnet program comparison	JCPS should evaluate the Five Star Schools to determine to what extent programs are being duplicated, undersubscribed, overenrolled, etc. in conjunction with the magnet program offerings.
9	Whole school magnets	Eliminate programs within schools, and either make them whole school magnets or consider phasing them out. <b>(includes part of Recommendation 1)</b>
22	Fiscal analysis	JCPS should conduct a fiscal analysis of magnet programs to determine what impact program elimination, duplication, and reinvestment would have on the district. <b>(linked to Recommendation 5)</b>

### *Application Process & Access.*

The Magnet School Processes subcommittee reviews and recommends actions related to the following MSA recommendations.

Rec Number	Key Focus	Description
11	Centralized and transparent application process	JCPS should adopt a centralized application process and conduct lotteries for all magnet schools that take into consideration existing factors. This central process should also determine eligibility of students if academic criteria is used. Essays and letters of recommendations should be discontinued as a part of the selection process. Academic records should not be transferred by the families. a. Dupont Manual High School should remain a selective school, however, the student selection process should be made available to all families and students via the website and other sources. b. Students should be aware of the score given to their application, cut scores should be made publicly available, and students should be notified where they stand on the waiting list if placed on one.
14	Transportation access	All JCPS students should have access to magnet programs, and transportation should (continue to) be provided at all schools with the addition of Brown.
25	Inclusive, accessible practices	Marketing materials, applications and choice information should be provided in multiple languages to make them more accessible to families.
NR	Admissions criteria comparison	Review existing admissions criteria by individual school, pathway, and school-level.
NR	Admission criteria guidelines	Propose admission criteria guidelines for schools (e.g., districtwide, clustered by theme or pathway). These may include decision rules for consistency and fairness.

NR = not a separate MSA recommendation; committee-initiated work.

### *Theme and Career Pathway Quality.*

The Theme and Career Pathway Quality subcommittee reviews and recommends actions related to the following MSA recommendations. While these recommendations were not considered HIGH PRIORITY by the steering committee, we need to develop a plan for when and how they will be addressed since none of the following recommendations was removed. Members of this subcommittee coordinate with other subcommittees whose work could impact these recommendations, such as the Magnet School Processes and the Evaluation, Research, and Data subcommittees.

Rec Number	Key Focus	Description
15	Industry standard equipment	Industry standard equipment specific to the theme should be provided to students in all magnet programs, especially at the secondary level.
16	Facility capacity assessment	JCPS should conduct a facilities assessment to determine the capacity, ability to accommodate the theme and students, and attractiveness to families. <b>(linked to Recommendation 15)</b>
17	Career Academy model	Adopt the Career Academy model at the following schools to ensure greater preparation of students for college and careers: Southern, Central, and Iroquois High schools.
24	Industry advisory board	Convene an industry advisory board to provide validation, feedback and suggestions to ensure magnet schools are relevant and continually improving.

### *Evaluation, Research, & Data.*

The Core Team of the steering committee directly oversees several topics clustered together as Evaluation, Research, & Data. The Core Team reviews and recommends actions related to the following MSA recommendations. For example, Core Team members have made requests for specific data and information that would assist them in prioritizing their work. In addition, team members have considered whether and how to develop district-level success criteria and procedures for programmatic evaluation.

Rec Number	Key Focus	Description
19	Student achievement comparisons	Magnet schools should analyze student achievement data by demographic groups (race, socioeconomic status, linguistic, etc.) and conduct ongoing research and evaluation of student outcomes in magnet schools and programs. <b>(includes part of Recommendation 1)</b>
NR	Success indicators	Review external research and program data and available internal data (e.g., achievement, student satisfaction, college-career ready rates, number of certifications achieved, etc.)
NR	Guidelines for success	Propose one or more set of research-based district guidelines/criteria for demonstrating programmatic success.

NR = not a separate MSA recommendation; committee-initiated work.

### **Work Plan Monitoring**

The work plan of the steering committee will be monitored in several ways: (1) facilitator guidance, (2) subcommittee chair oversight, and (3) feedback from the Superintendent and Board via regular reports.

## **What will the Magnet Steering Committee Produce?**

### **Mission**

### **JCPS Magnet Program Standards and Indicators**

### **Tools and Guidance Documents**

### **Recommendations to District Divisions and Board**

### **JCPS Options and Magnets Planning Handbook**

At the end of the Magnet Steering Committee work cycle, the committee will have produced a series of deliverables (recommendations and products). Any deliverables adopted by the Board of Education will be included in a compendium as a central point of reference for the district, community, and other external stakeholders for a clear understanding of how magnet schools contribute to the Jefferson County Public School system and support students.

## **APPENDIX: Tasks and Timelines for Subcommittees**

## Evaluation, Research, & Data (Core Team/full committee)

<b>Milestone:</b>	System processes and criteria for magnet schools (related to MSA recommendations 5, 6, 8, 9, 10, 19, 26)							
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	<b>Task 8</b>
<b>Description</b>	Discussion: Should we develop criteria? What kind?	Identify potential standards and indicators	Develop clear processes for using standards and indicators. Differentiate processes for new magnets, existing magnets, and probation magnets	Develop rubric to evaluate existing magnets aligned with standards and indicators	Align processes, products/tools (i.e., new magnet application; evaluation framework), and standards/indicators	Present drafts to Board for review	Meet with Principal Communication Cmte for feedback and planning	Rollout new processes and standards
<b>Start Date</b>	Jan 2016	Apr 2016	Apr 2016	Apr 2016	Apr 2016	May 18, 2016	June 2016	Sep 2016
<b>End Date</b>	Mar 2016	Jun. 2016	May 10, 2016	May 10, 2016	May 10 2016	May 24 2016	Aug 2016	Oct 2016
<b>Product/Deliverable</b>	Meeting minutes	District-wide standards and indicators	District-wide process documents	Evaluation rubric	Document map	Board materials (include all system components)	Meeting minutes with feedback	Communication and documents



## Curriculum & Magnet Oversight

Milestone:	Traditional school model (Rec 4)				
	Task 1	Task 2	Task 3	Task 4	Task 5
Description	Develop a Common Definition for Traditional Magnet Schools	Review and Revise Traditional School Handbook	Steering Committee submits to Board for review	Board approves revised Guidelines	Rollout revised Traditional Program Guidelines to schools for use
Start Date	Jan. 2016	Jan. 2016	May 18 2016	May 24 2016	May 1 2016
End Date	Feb. 2016	Apr. 2016	May 24 2016	June 10 2016	July 15 2016
Product/Deliverable	Draft Definitions Complete	Drafted Handbook is complete	Guidelines (Recommended)	Guidelines (Board-approved)	Finalized Traditional Program Guidelines

Milestone:	Professional development (Rec 20)			
	Task 1	Task 2	Task 3	Task 4
Description	Define current PD for magnets ("what is")	Magnet Coordinator will work with Science Curriculum Specialist to develop a PD Plan for Environmental Magnet Theme Elementary School Teachers	Environmental Magnet Theme Teachers will develop lessons and resources that align to the curriculum maps and standards to better emphasize and support the EM Theme	Continue to apply the PD model with various magnet themes and schools via collaboration with Magnet School Coordinator and Curriculum Specialists
Start Date	February 10 2016	May 10 2016	October 10 2016	January 10 2017
End Date	April 10 2016	August 10 2016	December 10 2016	June 10 2017
Product/Deliverable	PD Model for Magnet Schools will consist of collaborative sessions facilitated by the Magnet Coordinator, Curriculum specialists and school staff to align lessons and units around magnet themes and curriculum maps.	Well designed PD Plan that emphasizes and supports standards that best align to the Environmental Magnet Theme.	Completed lessons and resources that align to the curriculum maps and standards to better emphasize and support the EM Theme	Completed lessons and resources that align to the curriculum maps and standards to better emphasize and support the relative Magnet Theme

## Curriculum & Magnet Oversight

Milestone:	District coordinator (Rec 21)			
	Task 1	Task 2	Task 3	Task 4
Description	Define new position with responsibilities that support the District Coordinator for Magnet Curriculum and the Coordinator of Magnet Programs (i.e., role differences)	Evaluate funding options, including external sources.	If external funding identified, submit a proposal for funding.	If no external funding sources are available, prepare a funding request for allocation via the regular JCPS Budget Proposal Request process.
Start Date	May 10, 2016	Jun 2016	Pending funding schedule	Dec 2016
End Date	Jun 1, 2016	Sep 2016	Pending funding schedule	Feb 2017
Product/Deliverable	Job description	Procurement evaluation	Proposal	JCPS Budget Proposal

Milestone:	Exemplary school models (Rec 23)			
	Task 1	Task 2	Task 3	Task 4
Description	Identify MSA exemplary magnet districts and schools.	Use Existing Magnet Evaluation Tool/Rubric to establish a process for identifying JCPS exemplary programs.	Establish an awards/recognition process for JCPS exemplary magnets	Rollout exemplary magnet process
Start Date	Fall 2014	October 2016	October 2016	--
End Date	September 2016	January 2017	January 2017	May 2017
Product/Deliverable	List of national exemplars	List of JCPS exemplars	Award process	

## Curriculum & Magnet Oversight

Milestone:	Annual school plans (Rec 10)			
	Task 1	Task 2	Task 3	Task 4
Description	Magnet School Coordinator will create a template for annual school plans	Magnet School Coordinator will share template with all magnet schools	Magnet School Coordinator will assist principals in completing the template	Templates will be kept on file in Magnet Office and updated annually.
Start Date	May 10, 2016	Aug 10, 2016	Aug 10, 2016	Sep 10, 2016
End Date	Jul 10, 2016	Aug 10, 2016	Sep 10, 2016	Sep 10, 2016
Product/Deliverable	Template for Annual School Plans	Email and template sent to all magnet school principals	Small group or individual sessions session will be held with MS Coordinator and Principals	Completed templates will be turned in to Magnet School Coordinator

Milestone:	Comprehensive STEM programs (Rec 12)			
	Task 1	Task 2	Task 3	Task 4
Description	<p>Work with the MSAP grant review committee to understand grant scope and feasibility.</p> <p><u>NOTE:</u> District grant team is responsible for designing and writing an application for 3-year funding aligned to federal requirements. Federal grant includes criteria to: (1) focus on Middle and High School STEM Programs, and (2) offer lottery-based admission.</p>	<p>Ensure steering committee work and grant application are aligned: (1) new processes, (2) new application, and (3) potential standards/indicators.</p> <p><u>NOTE:</u> District application focus is on 3 new district-wide Middle School STEAM Programs and one new High School STEM Program.</p>	<p>Work with Magnet Office to incorporate grant applicant schools into new magnet process.</p> <p><u>NOTE:</u> If Grant is received by the district, the Magnet School Coordinator will work with the identified schools to develop and sustain successful STEM Programs through 2020.</p>	<p>Review and discuss pros and cons of moving to full STEM/STEAM programs with current MST magnets (e.g., principals, SBDMs). Consider impact on STEAM programs, if grant accepted.</p>
Start Date	May 10 2016	May 10 2016	June 2016	Oct 2016
End Date	May 30 2016	May 30 2016	October 2016	Jan 2017
Product/Deliverable	MSAP Grant Application	MSAP Grant Application	Fully functioning STEM Programs in 3 MS and one HS	Recommendation on existing MST programs

## Curriculum & Magnet Oversight

<b>Milestone:</b>	Arts programs (Rec 13)		
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Description</b>	Provide feedback on a plan to be developed by Magnet School Coordinator, Arts Curriculum Specialists, and principals aligning the Fine Arts, Visual Arts and Performing Arts Programs K-12 with clearly articulated pathways.	Analyze pros and cons of establishing a direct K-12 feeder pattern for arts magnet pathways	Present recommendation and plan to Board.
<b>Start Date</b>	Fall 2016	Fall 2016	--
<b>End Date</b>	Fall 2017	Fall 2017	January 2017
<b>Product/Deliverable</b>	Plan to align Arts Programs K-12	Report with analysis	Recommendation on K-12 aligned pathways and Arts Magnet Plan

## Magnet School Processes

<b>Milestone:</b>	Eliminate redundant, undersubscribed, low achieving magnet schools (Rec 5)					
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>
<b>Description</b>	Subcommittee Members will develop a framework to identify, support, and possibly remove low achieving magnet schools	Drafted Framework will be revisited and revised if feedback warrants from Steering Cmte	Discuss plans with probation schools	Work with probation schools to draft a BASIC plan (either continue or opt out)	Framework support process will be presented to Board for review and feedback (no approval should be necessary)	Framework support process will be implemented in the 2016-17 school year
<b>Start Date</b>	Dec. 2015	Feb. 2016			May 24 2916	Jun. 2016
<b>End Date</b>	Ongoing	Ongoing	May 19 2016	May 19 2016		Aug. 2016
<b>Product/Deliverable</b>	Drafted Framework has been developed and shared with the full Steering Committee	Final Framework with supporting documents will be completed in May 2016				Framework support process will be implemented in the 2016-17 school year

## Magnet School Processes

Milestone:	Process for new magnets (Rec 6)								
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9
<b>Description</b>	Subcommittee members will develop an application and planning process for the schools to submit to the district for the consideration and addition of new magnets	Drafted Application Process is being revised per feedback from the Steering Committee	Second revisions from steering committee will be incorporated from April 21	A second and complementary portion of the application process will be developed to support the student assignment needs of the application	Present Application to Board for review	Develop online application tool	Develop model application	Communication plan for principals (e.g., notification, Q/A or brief training)	Application rollout
<b>Start Date</b>	Dec. 2015	Feb. 2016	Apr 21 2016	Feb. 2016	May 18 2016	Jun. 2016	Jun 1 2016	Jun. 2016	Jul 7 27 2016 (opening meeting)
<b>End Date</b>	Ongoing	Ongoing	May 4 2016	May 4 2104	May 24 2016	July 15 2016	Jun 30 2016	July 15 2016???	Aug. 1 2016
<b>Product/Deliverable</b>	Drafted Application Process has been developed and shared with full Steering Committee	Final Application process will be completed in May 2016	Revised Application	Student assignment process for Application	Board materials	Website (or Sharepoint) accessible New Magnet Application	Sample application in PDF	Communication plan	Published Application

<b>Milestone:</b>	5-STAR program and magnet program comparison (Rec 8)			
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Description</b>	Coordinate work with the Career and Technical Education Department, School Business Partnerships. Develop a crosswalk document between Career Academics/Magnet Schools/Ford NGL/JCPS Vision 2020	Document will be shared with representatives from each department for review and revisions	Document will be shared with Magnet Steering Committee for review and revisions	Communication plan for Principals to view document
<b>Start Date</b>	April 2016	August 2016	Fall 2016	Fall 2016
<b>End Date</b>	August 2016	October 2016		
<b>Product/Deliverable</b>		Crosswalk document	Crosswalk document	Crosswalk document

## Magnet School Processes

Milestone:	Whole school magnets (Rec 9)							
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Description	Committee members compile list of all schools that have magnet programs within their school. Determine if programs are successful: indicators, applications, data analysis support school to become whole school, or if data analysis supports phasing school program out	Examine successful whole school magnets, magnets within schools in other districts	Coordinate meetings with specific Central office departments for input. What effect this change would have on the school and district (budget, demographics, personnel, student assignment, transportation, professional development etc.)	Identify what schools will be whole magnet or recommend phase out	Present recommendations to Steering Committee for consideration of eliminating programs, phasing them out, or making whole school magnets			
Start Date	June 2016	June 2016	November 2016	January 2017	Steering Committee dates for March, April 2017			
End Date	August 2016	August 2016	December 2016	February 2017				
Product/ Deliverable	List of schools		Recommendation of status of program	Dialogue with Principals. Recommendation of status of program.				



## Magnet School Processes

Milestone:	Mirror magnets (Rec 7)				
	Task 1	Task 2	Task 3	Task 4	Task 5
Description	Committee members coincide with Recommendation #9. Use of indicators, data analysis, applications to determine popular, successful schools.	Coincide with Recommendation #9 with committee members. Examine popular, successful models in other districts.	Convene committee meeting with specific central office departments for input. What effect this change would have on schools and the district. (budget, personnel, demographics, transportation, student assignment, professional development, etc.)	Identify schools to develop mirror magnets	Present recommendation to Steering Committee
Start Date	Coincide with timeline for Recommendation #9, June 2016	Coincide with timeline for Recommendation #9, June 2016	Coincide with the timeline for Recommendation #9, November 2016	January 2017	Steering Committee dates for March 2017
End Date	August 2016	August 2016	December 2016	February 2017	April 2017
Product/ Deliverable		Recommendation of programs that support becoming mirror program. Provide information to committee members on other districts successful models.		Recommendation of schools dialogue with Principals	

## Application Process and School Access

	<b>MSA RECOMMENDATION 11: Centralized applications, lotteries, admissions criteria, increasing transparency</b>								
<b>Milestone #1:</b>	<b>Evaluate whether the adoption of a lottery-based, centralized application method for all elementary schools will improve the quality of, and equitable access to the district's magnet schools and programs; and whether it is necessary to have a uniform system for elementary schools.</b>								
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	<b>Task 8</b>	<b>Task 9</b>
<b>Description</b>	Make a recommendation regarding the use of a centralized, lottery-based process for admission to elementary magnet schools and programs and whether it is necessary to have a uniform system for all schools. The recommendation will identify data/best practices that support adoption, modification or rejection of the proposal; potential reasons not to implement; and predecessor steps or obstacles to implementation.	Meet with elem principals who use or would like to use criteria for evaluating applications	Adopt, reject, or modify the proposal	Present proposal to full committee	Review committee feedback. Revise proposal	Gather appropriate input from principals, parents, community	Review committee feedback. Revise proposal	Present to Board for approval	Develop implementation plan if required
<b>Start Date</b>	2/18/2016	4/14/2016	5/5/2016	5/15/2016	5/19/2016	TBD	TBD	TBD	TBD
<b>End Date</b>	3/1/2016	4/14/2016	5/15/2016	5/19/2016	5/25/2016	TBD	TBD	TBD	TBD
<b>Product/Deliverable</b>	Draft document		Final proposal	Feedback from committee	Revised proposal if needed	Revise proposal as needed	Revised proposal	Completed document	Implementation plan

## Application Process and School Access

Milestone #2:	Identify whether and how the current system can be simplified to increase the likelihood that parents will fully understand their options as necessary to ensure access							
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Description	Generate a proposal of ways to simplify the current magnet program system. The proposal will identify data/best practices that support adoption, modification or rejection of the proposal; potential reasons not to implement; and predecessor steps or obstacles to implementation.	Adopt, reject, or modify the proposal	Present proposal to full committee	Review committee feedback. Revise proposal	Gather appropriate input from principals, parents, community	Review committee feedback. Revise proposal	Present to Board for approval	Develop implementation plan
Start Date	TBD	TBD	TBD	TBD				
End Date	TBD	TBD	TBD	TBD				
Product/Deliverable	Draft document	Final proposal	Committee provides feedback	Revised proposal if needed	Revise proposal as needed	Revised proposal	Completed document	Implementation plan

## Application Process and School Access

Milestone #3:	Evaluate whether it is possible to develop a system to allow for a true second choice, including an evaluation of whether the district can allow independent applications to multiple magnets without adversely affecting the student's chance of admission.							
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Description	Determine if the district can develop a system to allow for a true second choice, including an evaluation of whether the district can allow independent applications to multiple magnets without adversely affecting the student's chance of admission. The recommendation will identify data/best practices that support adoption, modification or rejection of the proposal; potential reasons not to implement; predecessor steps or obstacles to implementation.	Adopt, reject, or modify the proposal	Present proposal to full committee	Review committee feedback. Revise proposal	Gather appropriate input from principals, parents, community	Review committee feedback. Revise proposal	Present to Board for approval	Develop implementation plan
Start Date	TBD	TBD	TBD	TBD				
End Date	TBD	TBD	TBD	TBD				
Product/Deliverable	Draft document	Final proposal	Committee provides feedback	Revised proposal if needed	Revise proposal as needed	Revised proposal	Completed document	Implementation plan

## Application Process and School Access

Milestone #4:	Evaluate whether the adoption of a lottery-based, centralized application method for all middle and high schools will improve the quality of and equitable access to the district's magnet schools and programs, and whether it is necessary to have a uniform system for all schools.							
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Description	Evaluate whether the adoption of a lottery-based, centralized application method for all middle and high schools will improve the quality of and equitable access to the district's magnet schools and programs and whether it is necessary to have a uniform system for all schools	Adopt, reject, or modify the proposal	Present proposal to full committee	Review committee feedback. Revise proposal	Gather appropriate input from principals, parents, community	Review committee feedback. Revise proposal	Present to Board for approval	Develop implementation plan
Start Date	TBD	TBD	TBD	TBD				
End Date	TBD	TBD	TBD	TBD				
Product/Deliverable	Draft document	Final proposal	Committee provides feedback	Revised proposal if needed	Revise proposal as needed	Revised proposal	Completed document	Implementation plan

## Application Process and School Access

	<b>MSA RECOMMENDATION 25: Increase access to school choice materials in multiple languages (better marketing); methods to educate parents</b>							
<b>Milestone #5</b>	<b>Evaluate the current methods and materials used to educate parents and students about the current system and how those can be improved for pre-k, elementary and middle school parents and students. This should include communication plans for families whose first language is not English.</b>							
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	<b>Task 8</b>
<b>Description</b>	Conduct an analysis of the current methods and materials used to educate parents and students about the school choice system. Make recommendations for how communication can be improved to reach parents of pre-K, elementary and middle school students. The recommendation should include providing information in other languages.	Adopt, reject, or modify the proposal	Present proposal to full committee	Review committee feedback. Revise proposal	Gather appropriate input from principals, parents, community	Review committee feedback. Revise proposal	Present to Board for approval if required	Develop implementation plan
<b>Start Date</b>	TBD	TBD	TBD	TBD				
<b>End Date</b>	TBD	TBD	TBD	TBD				
<b>Product/Deliverable</b>	Draft document	Final proposal	Committee provides feedback	Revised proposal if needed	Revise proposal as needed	Revised proposal	Completed document	Implementation plan

## Application Process and School Access

Milestone #6	Evaluate whether and how the district can develop a system for communication with parents about their child's place on a waiting list for a particular magnet school or program.							
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
<b>Description</b>	Conduct an analysis of whether and how the district can develop a system for communication with parents about their child's place on a waiting list for a particular magnet school or program. Make a recommendation on whether and how this should be implemented. The recommendation will identify data/best practices that support adoption, modification or rejection of the proposal; potential reasons not to implement; and predecessor steps or obstacles to implementation.	Adopt, reject, or modify the proposal	Present proposal to full committee	Review committee feedback. Revise proposal	Gather appropriate input from principals, parents, community	Review committee feedback. Revise proposal	Present to Board for approval if required	Develop implementation plan
<b>Start Date</b>	TBD	TBD	TBD	TBD				
<b>End Date</b>	TBD	TBD	TBD	TBD				
<b>Product/Deliverable</b>	Draft document	Final proposal	Committee provides feedback	Revised proposal if needed	Revise proposal as needed	Revised proposal	Completed document	Implementation plan

## Application Process and School Access

	MSA RECOMMENDATION 26: Inclusive practices (e.g., ESL, ECE)								
Milestone #7	Evaluate current magnet procedures related to student mobility (i.e. change of address and exits from magnet programs).								
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9
Description	Gather data regarding student exits from magnet schools and programs	Evaluate current magnet procedures related to student movement. Make recommendations to reduce student mobility. The recommendations will identify data/best practices that support adoption, modification or rejection of a proposed policy/procedural changes to reduce student mobility; identify potential reasons not to implement; identify predecessor steps or obstacles to implementation	Adopt, reject, or modify the proposal	Present proposal to full committee	Review committee feedback. Revise proposal	Gather appropriate input from principals, parents, community	Review committee feedback. Revise proposal	Present to Board for approval	Develop implementation plan
Start Date	5/15/2016	5/25/2016	6/5/2016	TBD	TBD	Aug. 2016	TBD	TBD	TBD
End Date	5/25/2016	5/31/2016	6/19/2016	TBD	TBD		TBD	TBD	TBD
Product/Deliverable	Data distributed to subcommittee members	Proposal document	Final proposal	Committee provides feedback	Revised proposal if needed	Revise proposal as needed	Revised proposal	Completed document	Implementation plan



## Theme/Career Path Quality

NOTE: Almost all programs under the 5-STAR high schools are career-themed pathways and academies, not “magnets”. Thus, much of the work identified by the following MSA Recommendations is under the purview of the Ford NGL Master Plan. The Magnet Steering Committee is working with the Ford NGL organizing committee to understand and coordinate efforts to ensure that the work of each group is aligned, clearly articulated, and reduces barriers for families.

Milestone:	Industry standard equipment (Rec 15)	
	Task 1	Task 2
Description	Needs assessment per MAGNET program?	Coordinate with Ford NGL committees
Start Date		
End Date		August 2016
Product/ Deliverable		

Milestone:	Facility capacity assessment (Rec 16)	
	Task 1	Task 2
Description	Needs assessment per MAGNET program?	Coordinate with Ford NGL committees
Start Date		
End Date		August 2016
Product/ Deliverable		

Milestone:	Career Academy model (Rec 17)		
	Task 1	Task 2	Task 3
Description	Coordinate with Ford NGL group on new Master Plan 2.0	Align MSA standards to NCAC standards	Review current high school MAGNETS for alignment to NCAC standards
Start Date	May 16 2016	April 2016	
End Date	Aug. 2016	June 2016	October 2016
Product/ Deliverable	???		

Milestone:	Industry advisory board (Rec 24)	
	Task 1	Task 2
Description	Meet with current advisory board (s) to assess needs	Coordinate with Ford NGL on district and school level advisory boards
Start Date		
End Date		
Product/ Deliverable		