

# Strategies Suggested by the Working Groups

## Disposition

Strategy	Improve Parent and Community Involvement	Addendum: this is part of the District's Strategic Plan and applies to all schools (both Magnet and non-Magnet).
Objective	<ul style="list-style-type: none"> <li>a. Parents will be asked to sign contract committing a certain amount of time to the school.</li> <li>b. Increase participation of business partners annually.</li> <li>c. Host events using school facilities such as track, fall festivals, bike rodeo, health fair, and partnering with community members to coordinate said events.</li> </ul>	
Strategy	Promote the goals of Magnet programs by creating a selection process based on a set criteria	Addendum: this is being done now. As part of another strategy the current lottery process will be reviewed.
Objective	<ul style="list-style-type: none"> <li>a. By 2011/12 eliminate existing lottery process</li> </ul>	
Strategy	Assess successful magnet programs that have a wait list in excess of 12% of student population	A version of this was adopted and is on the Consolidated List of Strategies.
Objective	<ul style="list-style-type: none"> <li>a. By 2011/12 no wait list will exceed 12% of student population.</li> </ul>	
Strategy	Replicate successful magnet programs that have a wait list in excess of 100.	A version of this was adopted and is on the Consolidated List of Strategies.
Objective	<ul style="list-style-type: none"> <li>a. Teachers from successful magnet programs mentor the new program teachers.</li> <li>b. Content area preferred learning communities with new and established programs.</li> <li>c. By 2012/13 no wait list will exceed 100 students.</li> </ul>	
Strategy	When at all possible, schools should have program continuity to the next appropriate level.	A version of this was adopted and is on the Consolidated List of Strategies.
Objective	<ul style="list-style-type: none"> <li>a. Annually analyze the success of elementary programs that do not have continuity and within two years tweak elementary programs to create continuity.</li> <li>b. Reinstate tiered continuity</li> </ul>	
Strategy	We want to utilize school spaces to a greater/acceptable level.	A version of this was adopted and is on the Consolidated List of Strategies.
Objective	<ul style="list-style-type: none"> <li>a. Take the students from an over-capacity school (and their instructors) and conduct classes in a second, under-utilized facility (in compliance with other parameters).</li> </ul>	
Strategy	Gifted students at neighborhood elementary and middle schools should track directly to gifted/IB academic diploma high schools.	Addendum: continuity within a Magnet program is related to participation in a Magnet program.
Objective	<ul style="list-style-type: none"> <li>a. Establish a corrected priority for high school selection: gifted to gifted or IB diploma school.</li> </ul>	
Strategy	Include Race and Socio-Economic Status on lottery application	Race cannot be used. Also, as part of another strategy the current lottery process will be reviewed.
Objective	<ul style="list-style-type: none"> <li>a. By 2012/13 goals A &amp; D (Diversity &amp; Utilization) measures will fall into the current parameters that are defined for each.</li> </ul>	
Strategy	Create pattern to provide continuity to all DCPS students.	A version of this was adopted and is on the Consolidated List of Strategies.
Objective	<ul style="list-style-type: none"> <li>a. All DCPS students will flow equally through DCPS schools.</li> <li>b. All staffed gifted students in DCPS will be offered continuity to higher placement.</li> </ul>	
Strategy	Change Goal A to define "Diversity" as both Socio-Economic and Racial diversity	A version of this was adopted and is on the Consolidated List of Strategies.
Objective	<ul style="list-style-type: none"> <li>a.</li> </ul>	
Strategy	Establish Magnet Programs/Schools in all quadrants of the city.	Addendum: this approach would likely make it more difficult to achieve School Board Goal A (to increase diversity) but we could consider this if resources allow at some point in the future.
Objective	<ul style="list-style-type: none"> <li>a.</li> </ul>	
Strategy	Create a magnet program for average students	Addendum: Currently magnet programs are designed and intended to serve all students.
Objective	<ul style="list-style-type: none"> <li>a. By 2011/12 provide a place to nurture average toward graduation.</li> </ul>	

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Strategy	Get historical data documenting movement of students into different performance levels in each school, each magnet school, in Duval County, Florida, and in United States.	Addendum: the District Strategic Plan is designed to address the achievement gap in all schools (both Magnet and non-Magnet schools).
Objective	a. Nix achievement gap- Objective- if upper group increases in academic achievement, and lower group does not proportionally, then this data reporting category will cause teachers to show more energies and focus on lower performing group.	
Strategy	Protect gains being achieved and subject all modifications to a specific vetting process.	Addendum: this is somewhat more tactical than strategic, nonetheless, we will strive to include this as part of our implementation plans.
Objective	a. Point person for the program must clearly state the change, state forecasted impact of the change on each of the magnet program goals and sign off on the change. b. The proposed magnet program change must be communicated to the parents and students of the program in time to print changes in the Magnet Catalog.	
Strategy	Recruit and retain high quality teachers for all magnet programs.	Addendum: the District Strategic Plan is designed to address teacher quality (for both Magnet and non-Magnet schools).
Objective	a. Fund professional development programs that are differentiated based on “program” need. b. Partner with colleges/universities to provide/foster professional development programs.	
Strategy	Review Magnet academic performance vs. non-magnet performance to determine if a school’s magnet program enhances student academic performance in magnet focus area.	Addendum: this is somewhat more tactical than strategic, nonetheless, we will strive to include this as part of our implementation plans.
Objective	a. Track movement of students b. Add other “over-time” assessments	
Strategy	Geographically equitable program offerings and supportive resources.	Addendum: this approach would likely make it more difficult to achieve School Board Goal A (to increase diversity) but we could consider this if resources allow at some point in the future.
Objective	a. In _X_ years, each quadrant will have sufficient resources allocated for magnet programs. Tactic: Academic magnets should have entrance criteria that demonstrate academic talent just as the performing arts schools require a demonstration of talent. Tactic: A priority is given to adding magnet programs that add program continuity where there isn’t any. For example: Middle school continuity for San Pablo’s Fitness Program.	
Strategy	Consider exploring magnet programs to geographical areas where there is an over utilization.	Addendum: this approach would likely make it more difficult to achieve School Board Goal A (to increase diversity) but we could consider this if resources allow at some point in the future.
Objective	a.	
Strategy	Target recruit at neighborhood’s where there is over utilization to ensure those students are aware of magnet opportunities. (Based on periodic review). Include survey data from magnet school students to determine why they left their old school or why they selected a particular magnet	Addendum: Target recruitment is already conducted. Utilization of schools is also addressed within at least one of the strategies on the Consolidated List of Strategies.
Objective	a. 5 year plan on this one and annually for #5	
Strategy	Look at underutilized schools and assess for potential magnet programs.	A version of this was adopted and is on the Consolidated List of Strategies.
Objective	a.	