

MONTCLAIR PUBLIC SCHOOLS



REPORT ON
MAGNET PROGRAMS
AND
SMALL LEARNING COMMUNITIES (SLCs)

SCHOOL YEAR

2017 - 2018

June 18, 2018

EXECUTIVE SUMMARY

The “choice” system in the Montclair Public Schools was implemented originally as a voluntary desegregation plan in 1977. Beginning with only two magnet programs, the plan has grown continually and now includes all seven elementary schools and three middle schools. The term “neighborhood school” no longer exists in Montclair; the entire township is the neighborhood for every school.

In September of 1977, the district’s first magnet schools opened: a gifted and talented program to draw white students to a school with a predominance of students of color and a fundamental back-to-basics program to draw students of color to a school with a predominance of white students.

Montclair’s magnet system has come a long way in the past 41 years. What started as a desegregation plan has turned into a dynamic and intricate process of engaging students in a robust and extensive offering of educational opportunities. When parents register their children for elementary school at the district’s Central Office, they must rank their preference of schools.

In February 2010, a new student enrollment/assignment-by-zone policy was approved by the Board of Education. Under the plan, each address in town was assigned into one of three “educational/opportunity” zones, labeled Zone A, Zone B and Zone C. (These zones were conceived by the Task Force for public school enrollment purposes only and are not intended to replace existing township or ward delineations.) Zones were created using census data, which included household income and Title 1 status (eligibility for Free or Reduced Lunch). Students from all three zones are represented in each school.

In a continual effort to have the magnet program evolve in alignment with current research and best practice, the district did a thorough review of the magnet program approximately ten years ago. The district has again elected to conduct an internal self-audit. This report will provide a high-level overview of this self-audit. The following questions will be addressed in the summary associated with each school:

- The current magnet themes
- The current magnet coordinators/teachers
- Specific recommendations for magnet theme enhancement

The ultimate intent of this report is to ascertain the current status of the magnet programs and the SLCs programming to inform subsequent planning, services and supports for each magnet/SLC.

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BRADFORD

The magnet theme of Bradford School is The University Magnet. Bradford reflects a strong and growing partnership with Montclair State University (MSU). Bradford is proud to work with many different colleges on campus, including the College of Education and Human Services, the College of Science and Mathematics, the College of the Arts, the College of Business, and the College of Humanities and Social Sciences. Bradford does not have a magnet teacher. Currently, the principal is responsible for the overall coordination of educational experiences associated with the University Magnet.

Students do not have any magnet classes. Learning experiences with the University occur regularly on MSU's campus as well as in Bradford classrooms (these experiences are considered the magnet classes). Bradford students visit MSU for weekly music recitals, dance and theater performances, health and physical education stations, science experiments in the Forensics Lab, and a host of other learning experiences. MSU faculty provide professional development for our teachers during faculty meetings, facilitate math and science learning stations in our classrooms, perform dance assemblies for our students, and facilitate field days and an annual on-campus six-mile, walk-a-thon for Grades 3-5 and a three-mile, walk-a-thon for Grades 2 and 3 to raise money for local charities. The magnet experience schedule is dependent on when opportunities are available and coordinated into the classroom schedules.

In order to enhance the Bradford School magnet, we must first understand and appreciate the unique school-university partnership. Accordingly, an ongoing effort to coordinate the work would enhance the already stellar programming provided. It has been a wonderful experience having the amazing resource of MSU in the school's backyard, allowing the school community to enhance the learning of students in a hands-on and meaningful way.

BUZZ ALDRIN MIDDLE SCHOOL

The magnet theme for Buzz Aldrin Middle School is STEM (Science, Technology, Engineering, and Math). There is one magnet teacher who is assigned to this program.

Students have the opportunity to take STEM-based electives. Some of these classes are required (such as Technology Essentials and Project Lead the Way). Students' minutes of exposure depend on the number of electives in their schedules. The average number of minutes is 120-240 per week. For students who take advantage of the opportunity for after-school activities, such as Science Olympiad and Robotics, the number of minutes increases.

Buzz Aldrin is sometimes called the STEAM (Science, Technology, Engineering, Arts, and Mathematics) magnet because a vibrant arts program is included in the school's schedule. Also, one of the school's goals has been to increase STEM experiences for ALL students. Students are encouraged to apply the content and skills of Science, Technology, Engineering, and Mathematics in ways that will help them to make connections across all disciplines and opportunities are provided for students to develop the ability to think critically, solve problems, and make advances in the STEM fields. One way this is accomplished is by offering activities and events with a school-wide approach. Some examples of this are the Engineering Design Challenge, STEAM Career Day, and Innovation Faire, all held annually. Similarly, Buzz Aldrin continues to explore ways in which new and improved electives can be implemented. One quote that is often used by Buzz Aldrin Middle School is this: "It is important to remember that STEM in itself is not a curriculum, but rather a way of organizing and delivering instruction. It is not another 'ingredient' in the lesson soup, but a recipe for helping learners apply their knowledge, work together with their peers, and see the relevance in what they are learning." (Vasquez, Sneider, & Comer, 2013)

Part of the excitement of being a STEM magnet school is the ability to partner with institutions and organizations such as science centers and hospitals. Buzz Aldrin Middle School has formed partnerships with Montclair State University, Liberty Science Center, Hackensack UMC Mountainside Hospital, We Care Solar, and Upright Africa. We are presently considering collaborations with other universities. The school is equipped with several technology learning centers and has the rich resources to allow students access to solving real-world problems and connecting with people and ideas from around the world.

CHARLES H. BULLOCK

Charles H. Bullock's magnet theme is Environmental Science. Environmental Science is the study of the natural world and its inhabitants. It is a learning process that strengthens our knowledge and awareness about the environment and its associated challenges. It is the devotion to developing the skills to address these challenges and fostering the attitudes and commitments to make informed decisions and take responsible actions. Knowledge of Environmental Science helps children recognize their roles and responsibilities to themselves, to their neighbors, and to the world. This understanding also helps our children become curious about their world around them. It provides our students with the tools they need to address challenges, protect natural resources, understand different perspectives, and take informed actions to find sustainable solutions. At present, there is no magnet teacher assigned to this program.

Students at Charles H. Bullock School are ultimately exposed to approximately 40 minutes a week of the magnet theme, but it all depends on how much can be integrated into their regular studies. It could be more, given a particular week, and it is addressed by the classroom teachers in all grades.

It would be a valuable asset if Charles H. Bullock had a magnet teacher who could focus on building magnet offerings.

EDGEMONT

Edgemont School has the magnet theme utilizing the Montessori method. Like all of Montclair's public schools, Edgemont provides a comprehensive academic program that fulfills the basic academic curriculum of the district. Edgemont offers its core subjects in such a way that it is enhanced by the Montessori philosophy, practices, and materials. Perhaps the most outstanding feature of the Montessori approach is that Montessori takes its cues and its pace from the children. The starting point of a Montessori education is each child's innate curiosity. From that starting point, Montessori-trained teachers recognize that a child can develop many different skills, observations and senses. Their goal is to help educate the "whole child." This philosophy develops active and natural learners. It also develops the special character of children educated through Montessori: Philosophy-independent thinkers, confident decision makers and empathetic individuals. What stands out in a Montessori environment is the focus on the children themselves and on the children's learning. That focus can be seen in many ways and felt throughout the design of the learning environments (classrooms) and special programs at Edgemont Montessori School. Currently, there is one magnet teacher assigned to this program.

The Montessori philosophy, methods, and materials are integrated in all subject areas--it is the way they teach at Edgemont. In addition, all students participate in Cosmic Studies. Cosmic Studies is how science is done at a Montessori School. The term Cosmic Studies is used to describe the rich interdisciplinary, inquiry-based, experiential connections between all the science, social, and cultural studies. In the state-of-the-art Cosmic Studies Lab, students develop an understanding of the world around them through hands-on, project-based explorations and real-life applications aligned to the Next Generation Science Standards. Students in grades K-3 attend Cosmic Studies 80 minutes a week. Students in grades 4-5 attend Cosmic Studies 120 minutes a week.

The ultimate challenge with Edgemont is hiring Montessori certified teachers and providing ongoing training in Montessori philosophy, practices, and methods. This is something they strive to do in the future.

GLENFIELD MIDDLE SCHOOL

Glenfield Middle School is the Visual and Performing Arts School. It is committed to cultivating the developmental, intellectual and creative talents of its students by ensuring rigorous academic instruction infused with rich, art-centric experiences and opportunities. Students are exposed to the magnet through a variety of elective classes (i.e. Dance, Drama, Vocal Music, Art).

A student can take several quarter or semester courses over a particular school year. Quarter classes are 40 minutes per day for each marking period and semester classes are 80 minutes once every three days. Some full-year classes which are 40 minutes per day, every day are also offered.

The course catalog outlines all courses. Glenfield has found that a true magnet program cannot be accomplished through the instruction of one teacher. A magnet school is most successful when it's governed by a philosophy woven into every fabric of the school. The Arts can be found throughout Glenfield.

HILLSIDE

It's important to reiterate, Hillside is not a performing arts magnet. Hillside's magnet theme - **Gifted and Talented** - presumes ALL children have special gifts and talents. As an educational community it is the school's responsibility to identify and nurture these gifts and talents in each child. Due to the wide variety of choices at Hillside, students of all abilities, interests and backgrounds are able to discover areas in which they will excel. In addition to the rigorous English Language Arts (ELA), Math, Science and Social Studies curriculum, Hillside offers academic aesthetics, Mandarin and Spanish language courses, an instrumental music program, traditional Physical Education offerings (including gymnastics and dance), a drama program, chorus program, technology courses, and an extensive visual arts program.

Students are directly exposed to the magnet theme primarily through an elective, aesthetic program. Students select two classes per A & B-Day, which means they are scheduled for four classes per trimester. There are three trimesters, which means students are enrolled in 12 classes per school year. Of these 12 classes, three are state-mandated, physical education classes. Students are exposed to the magnet theme nine periods (360 minutes) every six-days (three consecutive A-Days and then three consecutive B-Days).

Aesthetics

The magnet theme catalog was updated again this year and includes approximately 70 courses. Families can select from a wide variety of courses – some of which are referred to as “Aesthetics.” These courses are designed to allow children to explore a range of areas. Electives to highlight include world language (choice of Mandarin or Spanish) at different levels. The music program boasts the Hillside Chorus, Hillside Philharmonic (orchestra), and a multi-level percussion program, including Hillside Drum Corps and Drums of Thunder. In addition to basic drama classes and stage production, the drama program includes a musical theater performing group, known as Traveling Troupe and an annual musical (enrollment open to 4th & 5th graders). The dance program offers several disciplines and also has a performing troupe, known as Hillside Dance Company. The technology program includes classes in desktop publishing and web design, as well as basic word processing. There is even a school newspaper, the Hillside Gazette, combining both writing and technology skills.

Creative “I”

Accelerated learning opportunities are referred to as Creative “I” classes. These courses provide more exploration opportunities and add to an enriching experience at Hillside School. Participation in these courses require that children qualify through a screening process, which takes place in late spring and in the fall for third graders. Families will receive qualifying letters in June and individual schedules, reflecting eligible enrollment into Creative “I” courses, by September, of the new school year.

Response to Intervention (Rtl)

Tier II instruction takes place during the daily Rtl period and during ELA & Math aesthetic support courses.

Hillside's magnet program is a philosophy woven into every fabric of the school. All general education and related arts teachers deliver aesthetic curriculum. In addition, Hillside has five magnet teachers (science, percussion, mandarin, dance, and drama). Scheduling for and supervising this magnet theme is a huge project, identical to a middle school master schedule.

NISHUANE

Nishuane School is the district's K-2 Gifted and Talented magnet. It provides students with the foundational academic skills to develop their talents and interests. The school has a drama teacher because of this magnet. The magnet program offers children many opportunities to participate in a variety of Aesthetic/Creative "I" (CI) elective courses.

The students are directly exposed to this magnet theme for 90 minutes and production practice/performances. These 90 minutes are Aesthetics/CI time. Aesthetics/CI are offered two times a week for 45 minutes. This applies to each grade level.

In addition to the core academic subjects and the related arts classes described below, students take two Aesthetic/CI courses each cycle and six courses per year. This totals 90 minutes of Aesthetic/CI courses a week. Aesthetic enrichment courses are designed for the students' exploration of a variety of disciplines to see what they like and to cultivate their strengths and talents. Creative "I" courses provide enrichment for children who have aptitude in one or more subjects. Scheduling for Aesthetics/CI is a labor-intensive and intricate process, which requires staffing to: Develop the registration process, organize students'/families' registrations, respond to family questions about registration/screening/courses, screen all students who express interest in Creative "I" courses and then schedule approximately 250 students into 67 different courses with 133 sections of the courses throughout the year.

The Special Nishuane Arts Program (SNAP) is also an integral part of every child's academic experience. In addition to physical education, music, art, technology and World Language; students also have classes in drama and enrichment. In the enrichment program, students receive additional instruction in large- and small-group settings to develop creative thinking, problem solving, and critical thinking skills.

SNAP teachers collaborate with classroom teachers to select, write and create productions that integrate classroom learning with all areas of a show. There are three productions each year. All students participate in a production each year. This approach for productions is a comprehensive and time-consuming process, which also requires reconfiguring academic schedules to incorporate time for production practices and much facilitation and communication between staff.

NORTHEAST

The magnet theme for Northeast School is the Global Studies magnet. At present there is one magnet teacher assigned to this program.

All students in K-5 receive 40 minutes of specific instruction in a Global Studies class. In addition, teachers integrate their study of each grade level's continent into their classrooms.

K-2 students present an integrated continent performance for the school and families each year that incorporates their knowledge of the geography and culture of their particular focus country through art, music, dance, technology, and world languages. All students are invited to participate in the Annual Geography Bee, World Soccer-thon, and Global Bazaar.

RENAISSANCE

Renaissance can be defined as a learning community that educates the whole child through action/field research and full inclusion programming.

The students are directly exposed to magnet themed content by a) Community Service: 40 min. per week, b) Field Research: may fluctuate depending on grade and field research (generally between 60 - 90 minutes). The current setup is specific to Renaissance in terms of the action research and community service. Some of the examples of action research, by grade, that the students participate in during the school year include:

In 6th grade the students travel to Iselin, NJ to learn about Indian and Hindu ancient cultures. The students in 7th grade travel to lower Manhattan to visit the African burial grounds and learn about the history, then complete follow-up assignments in their Social Studies class. In 8th grade the students along with their Social Studies teacher travel to NYSE, 9/11 Memorial Museum, and the NYC Tours of the Underground Railroad and Immigration to learn about the historical eras that are taught in class.

Community Service is done every week. During every cycle, students participate in community service where they travel to different locations around town inclusive of Toni's Kitchen, the elementary schools, etc., and perform service based on the needs of each location.

WATCHUNG

Watchung School encompasses the magnet theme of STEAM (Science, Technology, Engineering, Arts, and Math) throughout its building. There is currently one magnet teacher assigned to this program, but all teachers embrace and teach to the magnet.

Currently, students are directly exposed to the magnet-themed content between 160-190 minutes per week. This content is delivered through our designated STEAM class serving students in grades K-5 and our FLEX classes, serving students grades 1-5.

Watchung's STEAM class embraces the idea of science, technology, engineering, art, and math by involving all aspects into creative and collaborative team building, hands-on exercises. Students work together to learn and explore these aspects through cross-curricular approaches and allowing their creativity to expand beyond a book and a lecture. Watchung's Greenhouse is also a component that teaches students about the natural sciences in conjunction with hydroponics that is used in both the STEAM and FLEX classes.

Watchung's FLEX classes were designed to embrace and expand the magnet by providing students with the opportunity of choice through the delivery of STEAM themed classes. Basic core content and homeroom teachers alike, dedicate a period a week to a STEAM themed course that each student will be able to engage in throughout the year. Students have the opportunity to choose three different FLEX classes (one for each cycle) throughout the year. Classes range from Robotics, Coding and 2D-3D (Analog to Digital) to Virtual Reality 101, and Broadcast Studio to Recycled Art. Overall, Watchung's course catalog currently offers more than 50 courses for students to choose from and continues to grow each year based on students' interests.

Montclair High School

There are currently three Small Learning Communities at Montclair High School. They are the Civics and Government Institute (CGI), the Center for Social Justice (CSJ) and Science, Technology, Engineering and Mathematics (STEM). For each Small Learning Community there is one teacher or leader assigned to that particular program.

Students who choose to join CGI in their sophomore year participate in student-run government, debates, elective courses, international relations, community service partnerships, US History, and British and American Literature. This constitutes three periods of the students' day, while they leave the Institute for the remainder of their academic requirements. Throughout their three years in the Institute, students are given many opportunities to develop leadership skills to be used during their years at MHS and in the future. Meanwhile CSJ meets for three periods a day. English and History classes are conducted in a two-period block on alternating days with the additional period used for the Student Inquiry/Activist Lab. The Inquiry and Activism lab (Period 2) is designed to study the origins and contemporary manifestations of social inequalities with students designing and executing direct action plans to address these issues. Lastly, STEM is a blocked class during periods 3 and 4. The STEM elective is called PBL (Project Based Learning). This format allows students the flexibility to develop skills needed in a future career in any of the STEM fields (Science Technology, Engineering and Mathematics).

Public Demonstrations of Learning, or PDLs, are an integral part of CGI. Each year students create varied presentations based upon the theme they are studying. Sophomores participate in the Social Reform Panels and the War Room Museums. The Literature Circles conclude the Economics theme midway through the junior year, while "We the People" presentations occur senior year. All students participate and all parents and friends are welcome to view these exciting, alternative-learning experiences and assessments.

CSJ is a three-year, interdisciplinary program that combines English and History into thematic units with the opportunity to take classes at the Honors, High Honors, and Advanced Placement levels. A strong emphasis is placed on the impact that social movements have had on the development of history, humanities, and the arts. Building social consciousness is the purpose of having students perform community service. Students identify and address a need in the community and then develop an ongoing relationship with an organization that address that issue. Each student is required to perform a minimum of 30 hours of community service a year and keep a portfolio of this experience. Students write about their experiences by keeping a log and writing a reflection paper on the service performed. Differentiated instruction has allowed the CSJ to bring together a more heterogeneous population of students. Having students with IEPs and 504s, along with other diverse learners in Honors and High Honors/Advanced Placement level courses, make the CSJ a true diverse classroom inclusive of all learning styles. This increases the overall expectations for all students. Offering multiple levels creates an innovative and unique learning experience not found in the traditional classroom setting.

The Montclair High School STEM courses are designed so that students have the opportunity to develop multicultural and multi-discipline relationships within teams of diverse skills and backgrounds. Students interact with their peers to collaboratively solve problems and develop leadership skills. The curricula and course sequence not only improve the academic component of the students' lives, but also provides valuable and practical life lessons that can be applied to the pressing issues of the future and the present. The mission of the Science, Technology, Engineering and Mathematics (STEM) Academy at Montclair High School is to integrate a broad exposure to the fields of engineering and technology with a balanced high school experience, and to prepare those with the aptitude and passion to pursue post-secondary education and careers in these disciplines.

**Demographic Information for Civics & Government (CGI), Center for Social Justice (CSJ) and Science,
Technology, Engineering and Mathematics (STEM)**

	7640/Government Studies I H		7641/Government Studies II H		7642/Government Studies III H		Civics & Government Institute	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Gr. Total	77	101	83	72	48	60	208	233
Total %								
ELL Total								
Total %							0.00%	0.00%
IEP Total	6	4	9	6	1	7	16	17
Total %	7.8	4	10.8	8.3	2.1	11.7	7.69%	7.30%
Low Income								
Total	2	4	1	2	3	1	6	7
Total %	2.60	4	1.2	2.8	6.3	1.7	2.88%	3.00%
504 Total	8	3	6	7	9	6	23	16
Total %	10.4	3	7.2	9.7	18.8	10	11.06%	6.87%
Hispanic Total	9	11	4	7	3	2	16	20
Total %	12	11	5	10	6	3	7.69%	8.58%
White Total	56	67	62	51	38	46	156	164
Total %	73	66	75	70	80	77	75.00%	70.39%
Black Total	8	10	7	8	4	6	19	24
Total %	10	10	8	11	8	10	9.13%	10.30%
AM IN					1		1	0
Total %					2		48%	
Asian	3	8	3	4	1	1	7	13
Total %	4	8	4	6	2	2	3.37%	5.58%
Haw/Pl								
Total %								
Multi	1	5	7	2	1	5	9	12
Total %	1	5	8	3	2	8	4.33%	5.15%
Male	34	47	44	28	20	32	98	107
Total %	44	47	53	39	42	53	47.12%	45.92%
Female	43	54	39	44	28	28	110	126
Total %	56	53	47	61	58	47	52.88%	54.08%

	SJ10/Social Justice 10H		SJ11/Social Justice 11H		SJ12/Social Justice 12H		Social Justice Total	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Gr. Total	73	87	64	72	57	55	194	214
Total %								
ELL Total								
Total %							0.00%	0.00%
IEP Total	16	11	9	14	0	8	25	33
Total %	21.9	12.6	14.1	19.4	0	14.5	12.89%	15.42%
Low Income Total	8	5	9	9	4	8	21	22
Total %	11	5.7	14.1	12.5	7	14.5	10.82%	10.28%
504 Total	11	6	5	13	14	4	30	23
Total %	15.1	6.9	7.8	18.1	24.6	7.3	15.46%	10.75%
Hispanic Total	12	12	3	12	6	3	21	27
Total %	16	14	5	17	11	5	10.82%	12.62%
White Total	29	42	28	30	24	25	81	97
Total %	40	48	44	41	42	46	41.75%	45.33%
Black Total	27	26	25	27	23	23	75	76
Total %	37	30	30	38	40	42	38.66%	35.51%
AM IN					1			
Total %					2		0.00%	0.00%
Asian	3	2	6	3	1	3	10	3
Total %	4	2	9	4	2	5	5.15%	3.74%
Haw/Pl								
Total %							0.00%	0.00%
Multi	2	5	2	0	3	1	7	6
Total %	3	6	3	0	5	2	3.61%	2.80%
Male	20	14	11	19	15	11	46	44
Total %	27	16	17	26	26	20	23.71%	20.56%
Female	53	73	53	53	42	44	148	170
Total %	73	84	83	74	74	80	76.29%	79.44%

	PBL/STEM Project Based Learning		PBL/STEM Project Based Learning		STEM Total	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Gr. Total	21	33	28	33	49	66
Total %					0.00%	0.00%
ELL Total						
Total %					0.00%	0.00%
IEP Total	3	4	3	5	6	9
Total %	14.3	12.1	10.7	15.2	12.24	13.64%
Low Income Total	2	4	3	4	5	8
Total %	9.5	12.1	10.7	15.2	10.20%	12.12%
504 Total	3	5	7	3	10	8
Total %	14.3	15.2	25	9.1	20.41%	12.12%
Hispanic Total	2	1	5	4	7	5
Total %	10	3	18	12	14.29%	7.58%
White Total	14	16	14	18	28	34
Total %	66	49	49	55	57.14%	51.52%
Black Total	3	11	7	6	10	17
Total %	14	33	25	18	20.41%	25.76%
AM IN					0	0
Total %					0.00%	0.00%
Asian	2	2	1	4	3	6
Total %	10	6	4	12	6.12%	9.09%
Haw/Pl						
Total %						
Multi	0	3	1	1	1	4
Total %	1	5	8	3	2.04%	6.06%
Male	12	22	21	22	33	44
Total %	57	67	75	67	67.35%	66.67%
Female	9	11	7	11	16	22
Total %	43	33	25	33	32.65%	3.33%

RECOMMENDATIONS AND NEXT STEPS

The recommendations and next steps are as follows:

1. Engage in a comprehensive development/reimagining/refining effort to communicate a shared vision for each school magnet.
 - a. Maintain the magnet theme with integrity.
 - i. Conduct a school-based magnet review (voice from students, staff and parents/guardians).
2. Ensure there is a rigorous, innovative and relevant curriculum for each magnet/SLC class and program in every school.
3. Provide ongoing professional development regarding magnet themes and transdisciplinary learning.
4. Develop thoughtful partnerships and community outreach efforts aligned with magnet themes.
5. Provide equitable staffing for each magnet/SLC.
 - a. Immediate needs include increasing magnet staffing at Bradford, Charles H. Bullock and Renaissance. Currently, there are no magnet teachers assigned to these three schools.
 - i. Explore how additional in-school support for the SLCs can enhance programming.
 - ii. Examine the feasibility for SLC expansion.
6. Actively seek additional grant opportunities to increase magnet programming.
7. Solicit external support to review our magnet programming (within three years of implementing the above considerations).