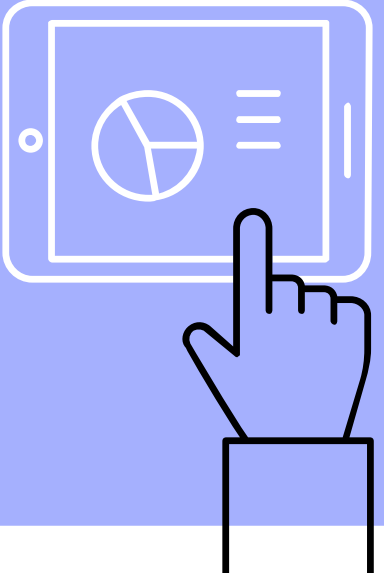
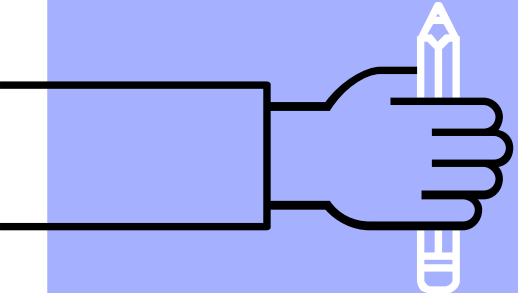




Magnet School Planning Update



Building Committee
February 28, 2019



Bristol Public Schools Vision of the Graduate

All Bristol Public School students will graduate with the essential academic knowledge, skills and dispositions that empower them to be self-sufficient and make meaningful contributions in a rapidly changing global society.

MEANINGFULLY CONTRIBUTE TO A GLOBAL SOCIETY

COLLABORATION

- Demonstrates ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work and value the individual contributions made by each team member

GLOBAL AWARENESS

- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understand other nations and cultures including the use of non-English language



SUCCESSFULLY EMPLOY SKILLS FOR SELF-SUFFICIENCY

GOAL DIRECTED

- Set goals with tangible and intangible success criteria
- Use time and financial resources wisely to meet goals, complete tasks, and manage projects
- Balance tactical (short-term) goals
- Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals

HEALTH LITERACY

- Obtain, interpret and understand basic health information and services and use such information and services in ways that enhance health
- Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Understand basic public health and safety issues

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

EMPATHY

- Demonstrating understanding of others perspectives and needs
- Listen with an open mind to understand others' situations
- Understand the concept of community as a means for supporting others in need

FINANCIAL LITERACY

- Know how to make appropriate personal economic choices
- Understand the role of the economy in society
- Determine a career that will lead to self-sufficiency

CIVIC LITERACY

- Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercise the rights and obligations of citizenship at local, state, national and global levels
- Understand the local and global implications of civic decisions



EFFECTIVELY COMMUNICATE IN A GLOBAL SOCIETY

MEDIA LITERACY

- Understand both how and why media messages are constructed, and for what purpose
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media



COMMUNICATIONS AND TECHNOLOGY LITERACY

- Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society

INFORMATION LITERACY

- Access information on efficiently (time) and effectively (sources)
- Evaluate information critically and competently
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

COMMUNICATION

- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact
- Communicate effectively in diverse environments (including becoming multi-lingual)

DEMONSTRATE ACADEMIC KNOWLEDGE AND SKILLS

CONTENT MASTERY

- Develop and draw from a baseline understanding of knowledge in academic disciplines from our British curriculum

CRITICAL THINKING AND PROBLEM SOLVING

- Collect, assess and analyze relevant information
- Reason effectively. Use systems thinking
- Make sound judgments and decision. Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experience, processes and solutions
- Transfer knowledge to other situations



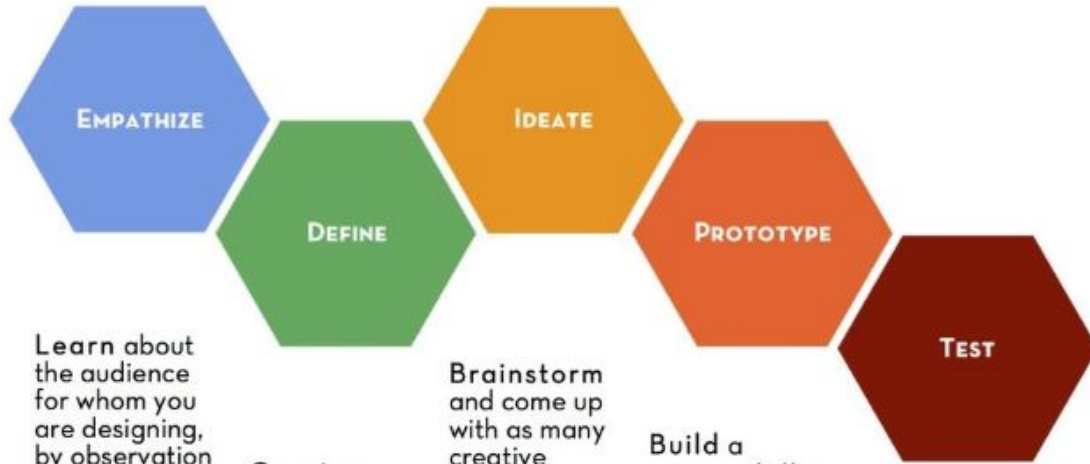
Teach and Learn with Passion and Purpose
Accountability | Excellence | Inclusiveness | Innovation | Trust



Bristol Public Schools Vision of the Graduate

All Bristol Public School students will graduate with the essential academic knowledge, skills and dispositions that empower them to be self-sufficient and make meaningful contributions in a rapidly changing global society.

- Make meaningful contributions
- Communicate effectively
- Successfully employ skills for self-sufficiency
- Demonstrate academic content and critical thinking skills



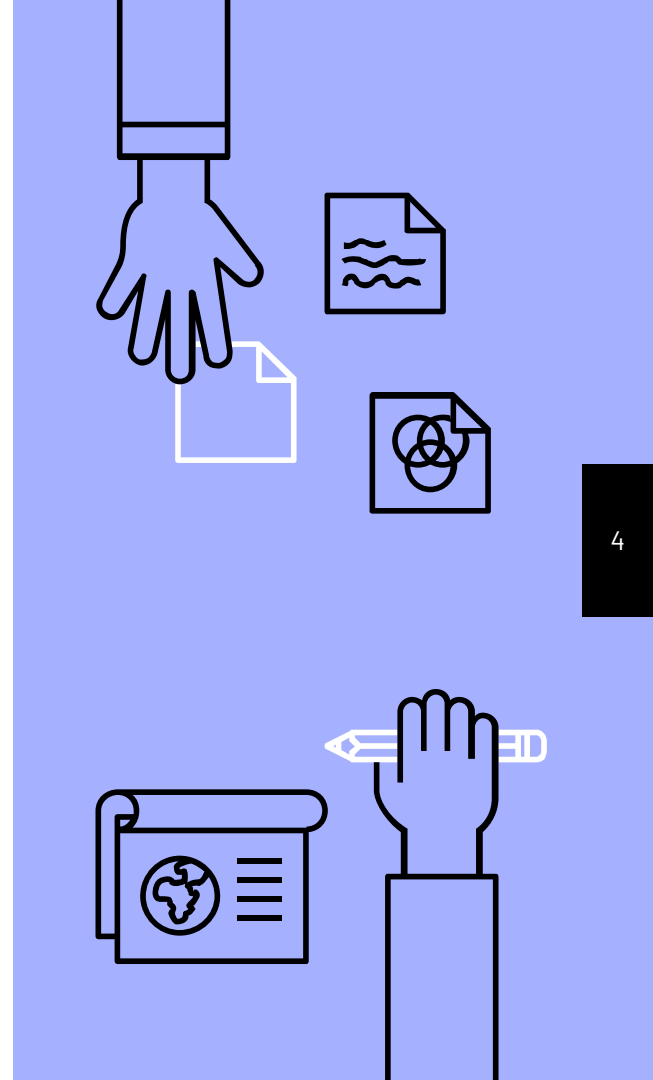
Learn about the audience for whom you are designing, by observation and interview. *Who is my user? What matters to this person?*

Create a point of view that is based on user needs and insights. *What are their needs?*

Brainstorm and come up with as many creative solutions as possible. *Wild ideas encouraged!*

Build a representation of one or more of your ideas to show to others. *How can I show my idea? Remember: A prototype is just a rough draft!*

Share your prototyped idea with your original user for feedback. *What worked? What didn't?*



What we're hearing. . .

There could be unique opportunities to collaborate with teachers of other subjects in a more creative way.

How can we make the program unique but flexible so that we can adapt to future needs?

How can we maintain what we're currently offering at our schools and increase or deepen those opportunities within the magnet?

Let's be sure that we continue to prepare students for the global job market.

Middle school students need to be feel like they are within a community but not trapped with the same group of students every period.

We're concerned about how the magnet school may impede our ability to offer courses, such as our Advanced Placement offerings in core subjects at the high school.

We hear so much about STEM and the future. How does creative arts fit into that?

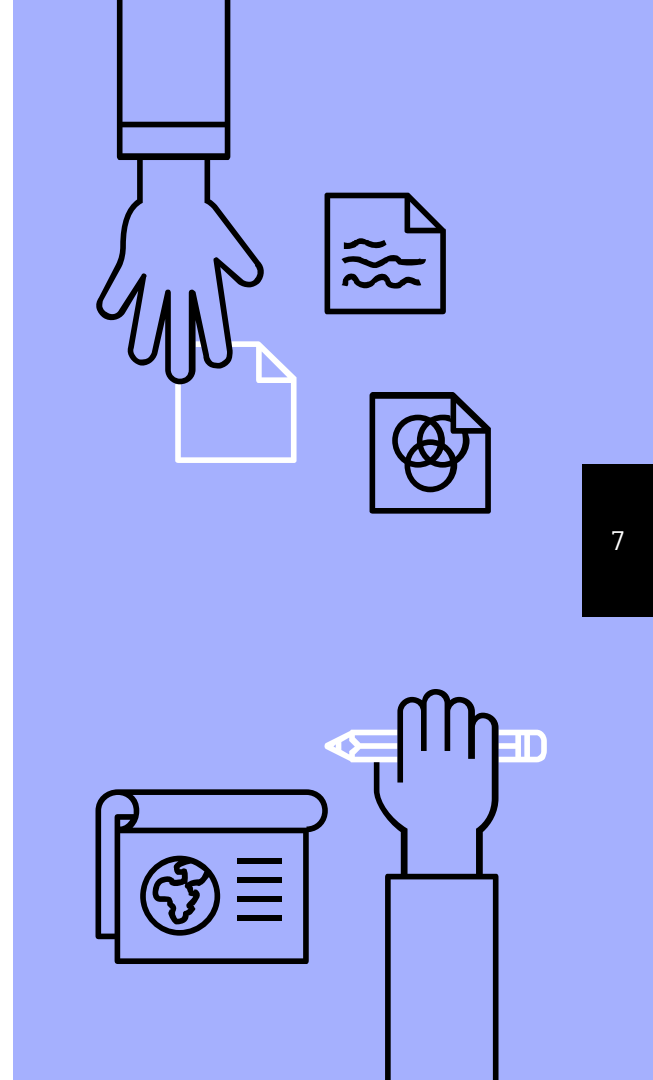
Some initial design principles

- Our vision for our graduates is constant, regardless of the school or program.
- All students will have learning around science, technology, engineering, and mathematics AND the humanities.
- Instructional design must make our students agile problem-solvers who connect with others.
- The magnet school needs to increase opportunities for all students, not only those who attend the magnet.

Process to date

- ▶ Programming committee convened by Dr. Moreau began meeting on November 1 and met every other week through December
 - Goal: Determine room and space specifications based on program needs
 - Members: Teachers of encore and core from middle and high school, middle and high school administrators, community members, curriculum supervisors
 - Actions: Visited Waterbury Arts Magnet, Visited current MBS, developed pathways, discussed options for program

▶

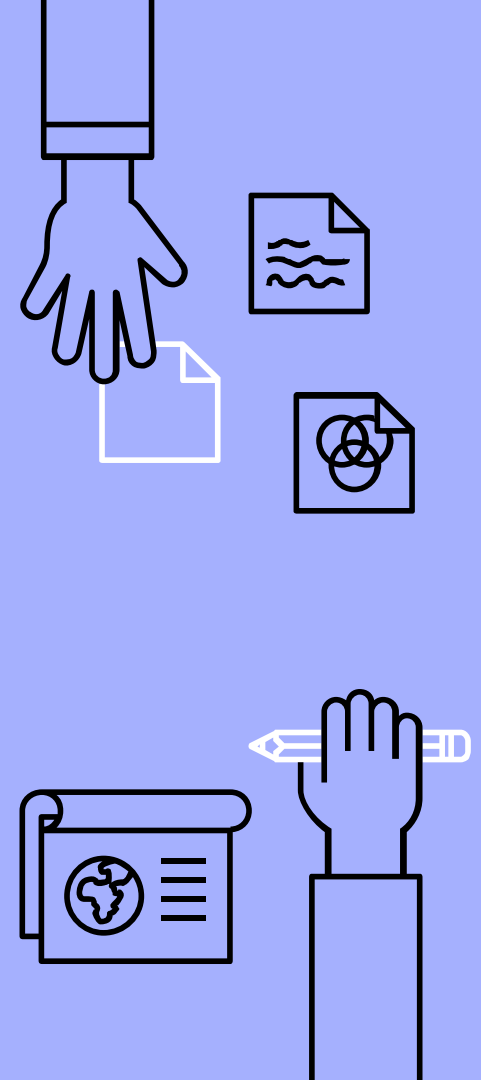


Original Operational Plan

6-12 Arts magnet

525 students

- ▶ All students will receive discipline-based academic coursework during half of each day, sharing space with between middle and high school levels.
- ▶ 16 academic classrooms, 16 teachers
- ▶ 2 special support classrooms
- ▶ 4 science labs

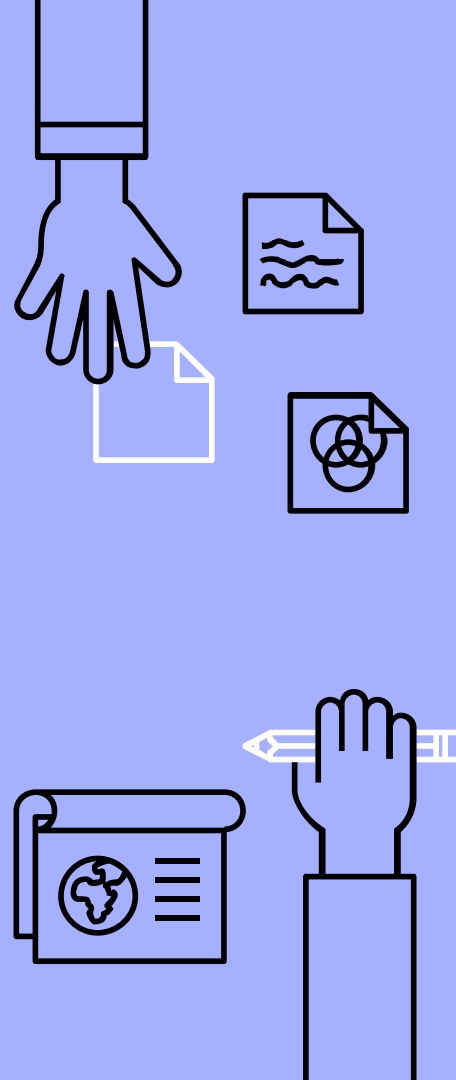


First round of planning

- ▶ 300 of the students would be high school students, 75 per grade
- ▶ Need to meet certification requirements and graduation requirements (which the state of CT recently changed for the class of 2023)

Example:

	Class size/Section	# Teachers	# of spaces utilized in full day
English I	25/3 sections	1	1
English II	25/3 sections		
English III	25/3 sections	1	1
English IV	25/3 sections		

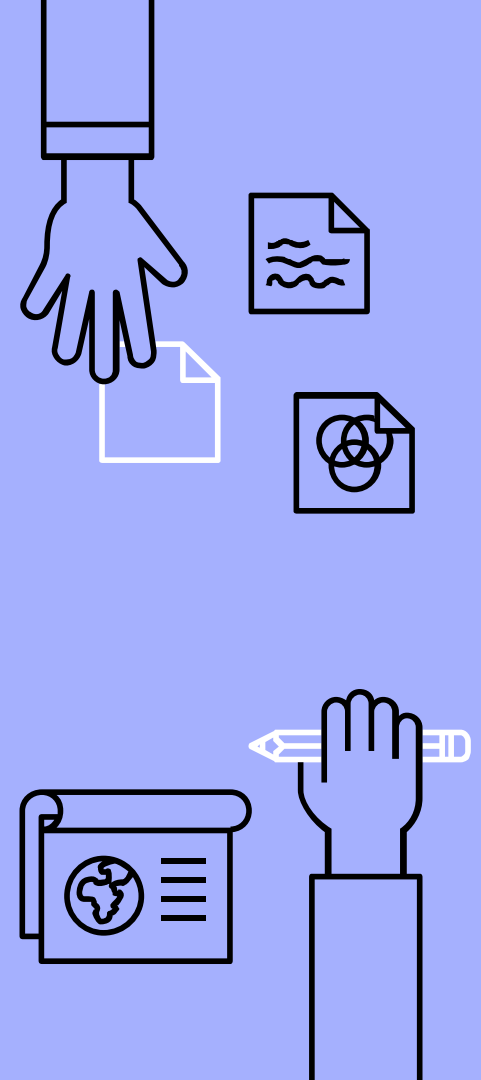


First round of planning

Middle Level
Example:

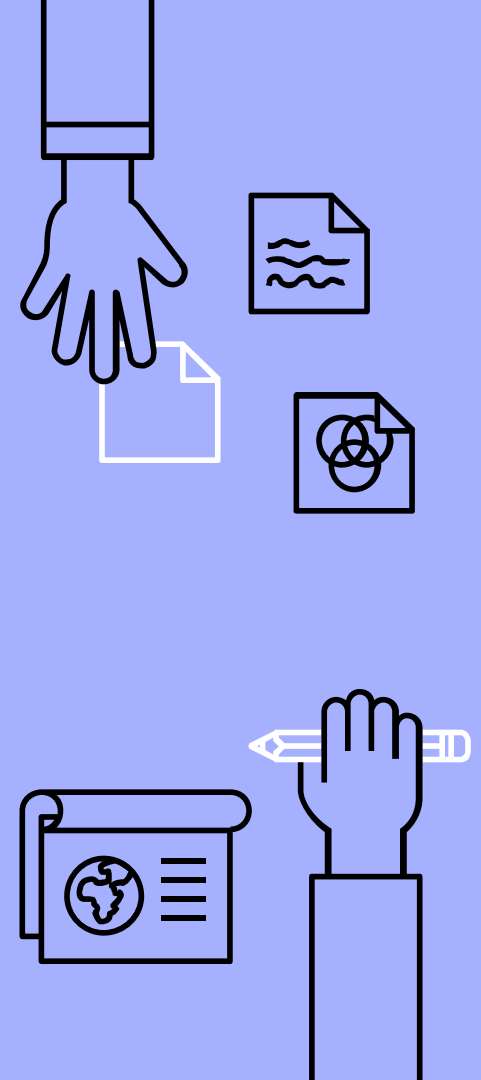
Course	# students/ Sections	Teachers	Rooms
English 6	18-20/4 sections	1	1
English 7	18-20/ 4 sections	1	1
English 8	18-20/4 sections	1	1

To teach English: 5 teachers, 5 classrooms



Staff and space minimum counts

Level/dept	Staff	Space
MS English	3	3
MS Math	3	3
MS Science	3	3
MS Social studies	3	3
HS English	2	2
HS Social Studies	1.5	1-2
World Language	1.5-2	1-2
HS Math	2	2
HS Science	2	3
HS Health	1	1
HS Physical Education	1	1
	23.5-24	21-22, excluding the gym



Some initial concepts

Grades 9-12 at the Magnet

- Students will take their academic core requirements at their home high school.
- Students choose a pathway of electives geared toward the creative arts industry and take those courses at the magnet.
- Pathways will be defined by:
 - A set number of credits (# TBD, 4-6)
 - A course that provides college credit or certification
 - A business course (CTE requirement)
 - An art course (Art requirement)
 - An internship/work experience within the field
 - A culminating demonstration of mastery
- Options for pathway scheduling could be: alternating day (eg., A day) or afternoon programming. *Still under development.*

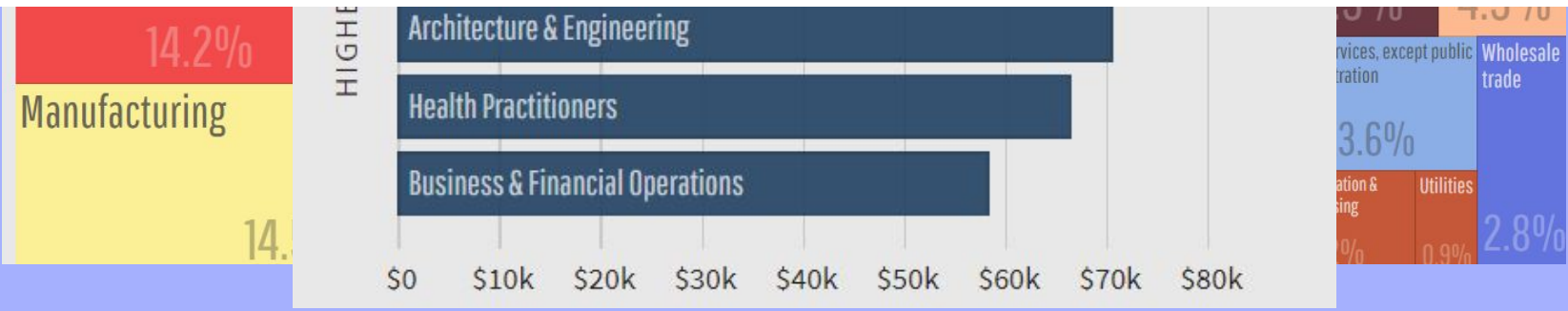
Planning for Pathways



High school magnet program will need to attract 225 students, grades 9-12 to meet requirements.

To determine potential earnings, we looked at the highest paid jobs held by residents of Bristol, CT, by median earnings, are Management; Computer & Mathematical; and Architecture & Engineering jobs.

Critical Question: Will the magnet pathways draw 300 high school students?



Source: https://datausa.io/profile/geo/bristol-ct/#category_occupations, accessed August 3, 2018

Possible pathways

Potential Pathways at Bristol Central and Bristol Eastern High School

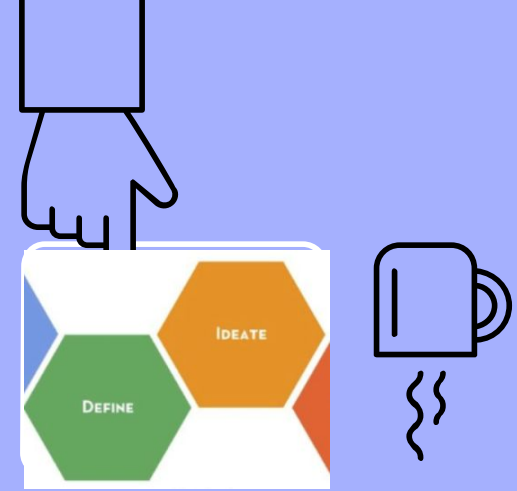
Possible Pathways for the Professional Service Industry and a Liberal Art Studies pathway

- Engineering and Manufacturing
- Medical/Public health
- Education and Human Services
- Technological Industries: Digital marketing and social media, Cyber-security
- Global enterprise

Potential Pathways at the MB Magnet School for the Creative Arts

Possible Pathways for the Creative Arts Industry

- Creative construction
- Visual Arts
- Musical Arts
- Television, Video, and Theatrical Productions
- Entertainment, Sports, Events management
- Marketing communications



Planning for Pathways



High school administrators and school counselors also considered what courses are not currently available within their schools and for what programs students are leaving our schools to attend other schools such as BTEC.

We are also in the process of surveying middle school parents and students about the courses they would choose in their high school experience:

Sample questions:

Select the top three creative arts course categories you would like to see offered to students:

- Visual Arts
- Musical Arts
- Television/Video Production
- Theatre Production
- Design and Construction
- Entertainment and Sports Marketing
- Culinary/Food Service Entertainment and Industry

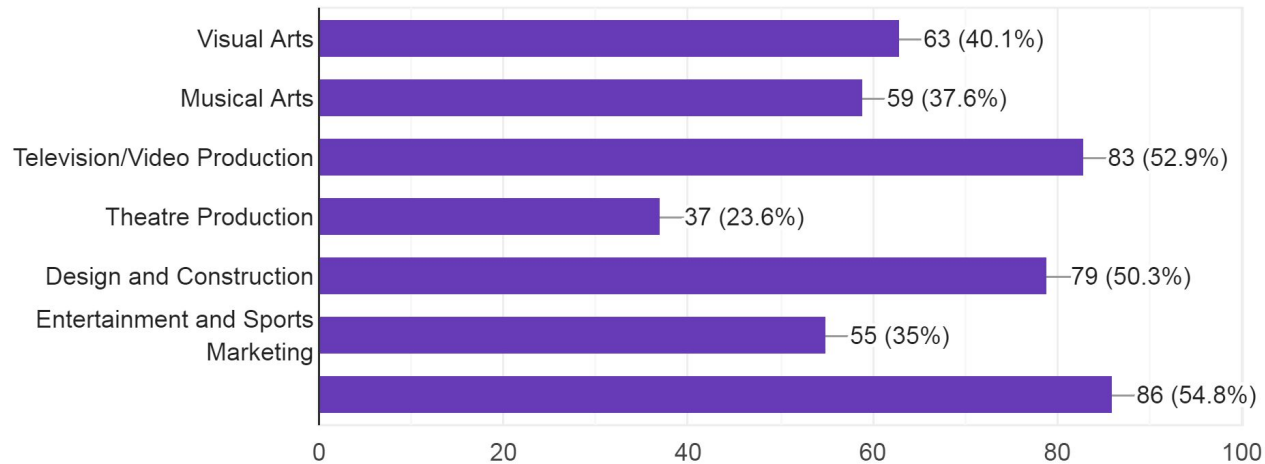
I predict my son/daughter will explore the following as a future career area.

- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics

Planning for Pathways

Select the top three creative arts course categories you would like to see offered to students:

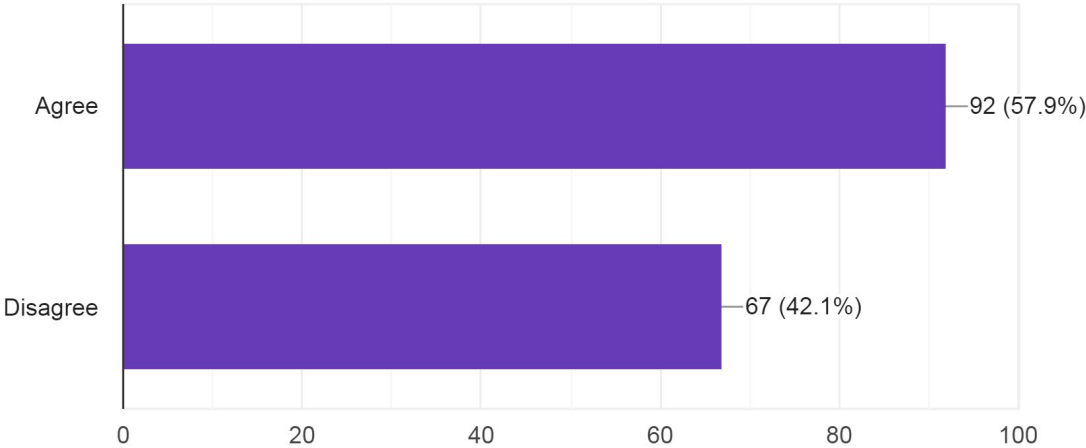
157 responses



Planning for Pathways

Agree/Disagree. I believe all students should take all encore classes in middle school.

159 responses



Potential Pathways

High School Administrators and School counselors anticipated the following number of enrollments in the pathways based on current enrollment in courses in our schools.

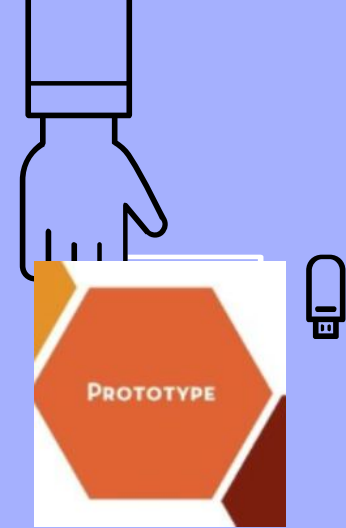
Pathway	Anticipated yearly enrollment	Current # of seniors who have more than 3 courses in the area	Additional Information	Est. # of Teachers
Visual Arts	60	100 (BE), 59 (BC)		.5 (3 sections)
Musical Arts	30	51 (BE), 45 (BC)		.5 (2 sections)
TV/Video/Theatre Productions	60	41 (BE), 38 (BC)		.5 (3 sections)
Creative Construction	60			.5 (3 sections)
Entertainment/Sports/Events Management	30	28 (BE-business). 39 (BC-business)	Does not exist in our current schools	.5 (2 sections)
Marketing and Communications	30		Only one course in our current schools	1 (6 sect-keystone)
TOTAL	300			3.5 teachers (low #)

Critical Questions:

- ▶ Will the magnet pathways draw 300 high school students? What will be the plan if it does not?
- ▶ What will the staffing need be on the pathway side? How can we be flexible? What will the Board support?
- ▶ How will these pathways impact courses at the high schools?

Visual of Potential Schedules

Freshmen		Sophomore	
A	B	A	B
Hum Req (1)	STEM req (1)	Hum Req (4)	STEM req (3)
Hum Req (2)	STEM req (2)	Hum Req (5)	STEM req (4)
Hum WL (3)	PE/Health (1)	Pathway 3-CTE Req (5)	PE/Health (1)
Pathway 1	Pathway 2	Pathway 4	Pathway 5



Visual of Potential Schedules

Junior		Senior	
A	B	A	B
Hum Req (6)	STEM req (6)	Hum Req (8)	STEM req (8)
Hum Req (7)	STEM req (7)	Hum Req (9)	STEM req (9)
Pathway 7 (Art)	PE/Health (1)	MBC Req (10) Pathway	PE/Pathway 12
Pathway 8	Pathway 9	Pathway 11	Pathway Work exp



Visual of Potential Schedules

Junior	
A	B
Hum Req (6)	STEM req (6)
Hum Req (7)	STEM req (7)
Pathway 7 (Art)	PE/Health (1)
Pathway 8	Pathway 9

Junior	
A	B
Hum Req (6)	Pathway 7 (Art)
Hum Req (7)	Pathway 8
STEM req (6)	PE/Health (1)
STEM req (7)	Pathway 9

Critical Questions:

- ▶ Will mid-day transportation be supported to not restrict high school programming?
- ▶ How will the scheduling of pathways interact with one another and with the high schools?

Design Questions

- ▶ Will the magnet pathways draw 300 high school students? What will be the plan if it does not?
- ▶ How important will World Language be to the MBIAMS students?
- ▶ Will mid-day transportation be supported to not restrict high school programming?
- ▶ How will the scheduling of pathways interact with one another and with the high schools?
- ▶ What will the staffing need be on the pathway side? What will the Board support?
- ▶ How will these pathways impact courses at the high schools?



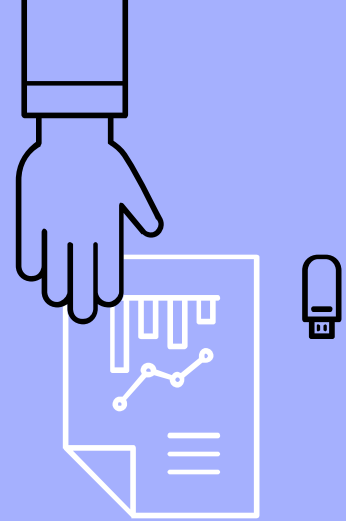
Some MS initial concepts

Grades 6-8

- 75 students per grade
- Students will have the opportunity to explore all or many of the potential pathways within the school

Design Questions

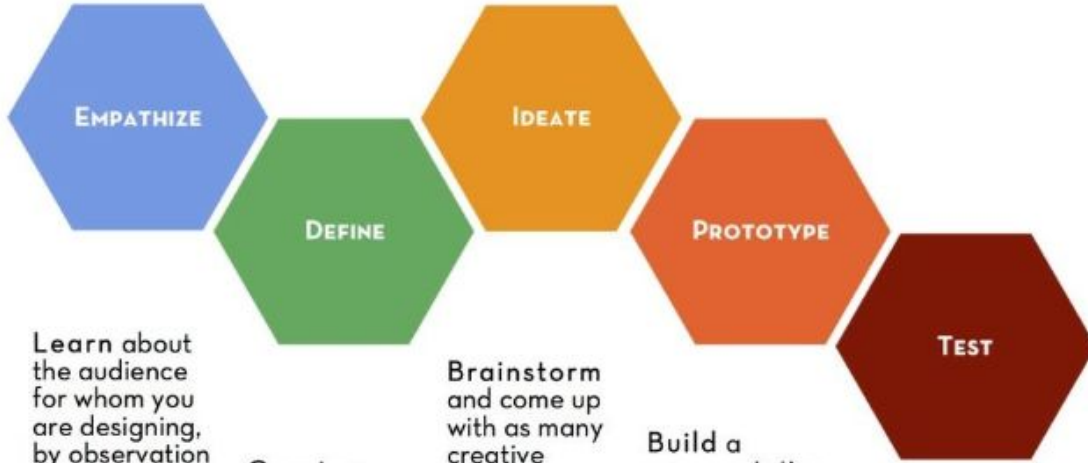
- Can we adjust the students per grade to avoid an equity issue of disproportionate class sizes?
- Can we build a schedule where students can have an experience in all pathways? (Shorter classes)
- Is teaming critically important or can we establish student advisory?



Next steps

- ▶ Focus our attention on middle school programming
 - Phase in the high school pathways to plan
- ▶ Continue to listen to middle school and high school students, parents, and teachers
 - Hold community sessions for input
- ▶ Build upon design principles and constraints
- ▶ Continue to inform the Board of Education on program design progress and confirm support of the final design before actual programming begins





Learn about the audience for whom you are designing, by observation and interview. *Who is my user? What matters to this person?*

Create a point of view that is based on user needs and insights. *What are their needs?*

Brainstorm and come up with as many creative solutions as possible. *Wild ideas encouraged!*

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