

## AGENDA

### ITEM # 18

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**Hartford Board of Education  
Special Meeting – Tuesday, January 15, 2008  
Hartford Public High School Library – 55 Forest Street  
Hartford, Connecticut**

## MINUTES

### I. Opening – 5:50 p.m.

At 6:15 p.m. Mayor Perez called the meeting to order. A quorum was present.

<u>Present:</u> Honorable Mayor Eddie A. Perez, Chair Ms. Ada Miranda, First Vice Chair Mr. David MacDonald, Secretary Ms. Elizabeth Brad Noel Ms. Sharon Patterson-Stallings Mr. Israel Flores	<u>Absent:</u> Ms. Andrea Comer Ms. Pamela Richmond Mr. Luis Rodriguez-Davila
Superintendent Steven Adamowski	

### II. Workshop Session

Mr. Mayor Perez asked Superintendent Adamowski to introduce the workshop session. Superintendent Adamowski stated Thirman L. Milner School and Dominic Burns School have been the two lowest performing elementary schools in the city of Hartford, based upon recent data from Title I “No Child Left Behind” (NCLB). Based on the guidance of the Board’s framework for All Choice System of Schools, the district began to engage with those schools and communities to design the specifications for the redesign of those schools. Dr. Adamowski stated that the design teams will present their recommendations which are The Core Knowledge Academy at Thirman L. Miner and the Academy for Latino Studies at Dominic Burns School. Superintendent Adamowski introduced Dr. Christina Kishimoto who will present the designs for those two schools.

Dr. Kishimoto provided an overview of the presentation; she stated that there has been a lot of work involving the school community, teachers, parents, community members, as well as partners to develop two school designs that will address several features that parents have asked for these communities. At Milner, the proposal is the Core Knowledge Academy, as part of the Thirman L. Milner elementary school that will have attached a parent institute and a character education program. In the Burns Elementary School Community we are looking at the Latino Studies Academy. There is a partnership established with the World Affair Council as well as with the Institute for Puerto Rican and Latino Studies, which is an academic research institute at UCONN that can provide rich training and resources in curriculum development and in professional development for teachers, as well as exposure for students on college campuses.

Dr. Kishimoto acknowledged all of the design team members who were key in developing the design specifications for Milner. She invited Mr. Trevor Ellis, math coordinator at Milner School, and Ms. Brandi

Lumpris, teacher of the year at Milner elementary school, to introduce the design specifications for Milner.

Ms. Lumpris explained that the Core Knowledge Academy at Thirman L. Milner Elementary School will serve as a Pre-K - 8 school offering a unique school option for neighborhood students through the Hartford All-Choice System of Schools plan. The Academy design will focus on three key components for success:

1. The Core Knowledge Sequence and Curriculum
2. Saxon Math – a core math program recommended by Core Knowledge
3. Project ACHIEVE’s Positive Behavioral Self-Management System

The Core Knowledge philosophy states, *“We can and must establish high expectations for all young children, recognizing that the rates and approaches to learning may vary among individuals.”* The Core Knowledge curriculum addresses the fairness gaps in American education by developing a curriculum based on principles of cognitive science of how people learn. The Core Knowledge curriculum is research-based and was developed collaboratively by teachers nationally. These teachers believe schools need to provide a foundation of cultural literacy and develop students’ ability to use information and skills required in a complex world. Teachers who teach at the Core Knowledge Academy must believe in and commit to the Core Knowledge philosophy and curriculum design.

#### **What is the Core Knowledge Sequence?**

- Core Knowledge provides students with a rich and broad knowledge base on which future instruction can build.
- The ultimate goal is to ensure all children are given access to the same knowledge base that assures educational success.
- The Core Knowledge sequence provides a detailed, explicit and systematic sequence of grade-specific content taught consistently year after year.
- This core content is organized to spiral through the grade levels, becoming more sophisticated and detailed in each successive grade.
- Students retain information much longer and skills more easily when meaningful content is combined with the teaching of skills.

#### **The use of the Core Knowledge Sequence:**

- Maximizes learning time
- Sets clear procedures
- Establishes daily routines
- Is framed around project-based and inquiry-based learning
- Is student-centered
- Provides opportunities for cooperative learning
- Scaffolds information
- Utilizes formative and summative assessments
- Aligns with state standards

#### **Project ACHIEVE Positive Behavioral Support System**

As recommended by Core Knowledge, the Design Team is pursuing a relationship with Dr. Howie Knoff, Director of Project ACHIEVE, in order to put systems in place to ensure school redesign efforts are fully implemented and that support is provided at every level of the Academy’s operation. Project ACHIEVE’s evidence-based model uses seven interdependent components that focus the school on the academic achievement and social-emotional/behavioral development of all students. These components are:

1. Strategic Planning and Organizational Analysis
2. Problem Solving, Teaming and Consultation
3. Effective School, Schooling and Professional Development
4. Academic Instruction Linked to Academic Assessment, Intervention and Achievement
5. Behavioral Instruction Linked to Behavioral Assessment, Intervention and Achievement
6. Parent and Community Training, Support and Outreach
7. Data Management, Evaluation and Accountability

### **School Mission & Vision**

The Core Knowledge Foundation Mission is: "To offer all children a better chance in life, and create a fairer and more literate society by educating America's youth in a: Solid, Specific, Sequenced and Shared curriculum."

In alignment with the Foundation, the Core Knowledge Academy at Milner School, defines its purpose as "To offer and expose the children of Hartford to an array of life choices by preparing them through a solid, specific, sequenced and shared curriculum. Our students will attain superior levels of academic performance and literacy skills through the use of a rigorous Core Knowledge curriculum, which will prepare them for college preparatory high school courses of study. They will learn and contribute to learning within a safe learning environment. In addition, the students, parents and staff will commit to the success of every student through the creation of a positive, supportive learning environment."

### **Governance Structure**

- The Core Knowledge Academy Governance Team
- Principal
- Three Core Knowledge Curriculum Coordinators
- Grade Level Teams
- Teacher Learning Teams

### **Student Body**

The Core Knowledge Academy at Thirman Milner School will promote and foster student accountability and ownership for the learning community.

#### Student Profile

- Approximately 66 students per grade; 3 classes at 22 students each.
- Total school PRE-K-8: 604 students

### **Parental Role - The Core Knowledge Parent Institute**

Core Knowledge provides a clear outline of what children are expected to learn in school. Therefore, parents will know what their children are learning in school and will be able to participate in their children's education both at home and at school. Parent involvement is further increased through participation in content-focused traditions that are unique to each grade. Core Knowledge provides a common ground for communication, and increases teacher, student and parent engagement.

The Core Knowledge Parent Institute will provide ongoing opportunities for parents to become engaged with and knowledgeable about current curricular expectations for their children. There will be parent sessions prior to the beginning of each trimester. Through participation in the parent institute:

### **Teacher Capacity**

The Core Knowledge Academy at Thirman L. Milner Elementary School needs dedicated and experienced teachers who are committed to and have an understanding of the needs of the students and families in the Milner Community.

## **Professional Development**

Once the Core Knowledge Academy becomes a “Friend of Core Knowledge” by establishing the school’s commitment to use Core Knowledge, a Core Knowledge consultant will assess the needs of the academy and assist in the planning and implementation of Core Knowledge training. A separate Pre-K consultant will assist in Pre-K setup and training.

Mr. Ellis continued with the Core Curriculum portion of the presentation.

## **Curriculum & Instruction - Curriculum Approach**

### **Key Principles**

- What children are able to learn at any given moment depends on what they already know
- What they already know is a function of their previous experiences
- Rich background knowledge and superior vocabulary go hand in hand
- Background knowledge and vocabulary are prerequisites to literacy
- Background knowledge correlates with excellent problem solving skills

The Core Knowledge Foundation is a nonprofit educational organization that provides a grade-by-grade sequenced curriculum around a body of knowledge that they believe should form the core of a Pre-K-8 curriculum. This body of knowledge was determined by working teams of teachers from the highest performing elementary schools around the world in collaboration with parents, scientists and professional curriculum organizations. The curriculum provides a common ground around four key aspects:

1. The curriculum is solid; the curriculum defines a body of lasting knowledge that exists despite the fast changing pace of information, current events and technology.
2. The curriculum is sequenced; the Core Knowledge curriculum is sequenced so knowledge builds on knowledge.
3. The curriculum is specific; the curriculum clearly identified specific important knowledge in language arts, history and geography, math, science and the fine arts.
4. The curriculum is shared; the goal of the Core Knowledge Foundation is to provide all children, regardless of background, with the shared knowledge they need in order to take part in our national literate culture.

### **Literacy**

A balanced literacy program will be used to ensure all students are able to read on grade level by the end of grade two. The program will be research-based, assessment-based, comprehensive, integrated and dynamic. A balanced approach to literacy empowers teachers and specialists to respond to the individual assessed literacy needs of children, as they relate to their appropriate instructional and developmental levels. The overarching purpose of learning to read is to gain meaning, increase understanding and develop a love of reading.

### **Mathematics**

Students will develop numeracy skills in order to successfully master state standards through a hands-on, problem-solving approach. Students will investigate, ask questions and think critically about math as a part of their everyday lives. Computer software and on-line programs will be used to reinforce skills and emphasize having fun with math.

The Core Knowledge Academy at Thirman Milner School will implement Saxon Math beginning in the Fall of 2009. Saxon Math is a structured math learning program that aligns with national math standards. Saxon introduces new math skills then scaffolds back. Students learn new skills and continuously revisit previously learned skills. A problem solving component that addresses national standards is also included in the program.

## **Technology**

- The Academy will explore the addition of computers in every classroom.
- The Academy will explore the possibility of placing a SMART Board in every classroom to allow for interactive learning experiences, presentations and demonstration.
- Students will use the Internet to communicate with Core Knowledge “sister” schools to talk about current class projects.
- Students will use computers and the Internet to assist with research projects and PowerPoint presentations.
- Computer classes will emphasize research skills.

## **Optional Programming**

The early violin program will provide Pre-K students with instruction in violin, including proper bow hold, posture, vocabulary about the instrument, following directions, generating a longer attention span, ensemble playing, and a myriad of other child-centered activities. Students will continue lessons under the Instrumental Music Teacher in alignment with the Core Knowledge curriculum sequence to build musical knowledge and to develop an appreciation and understanding of music and the art.

## **Curriculum Resources**

1. Curriculum Resources include:
2. Core Knowledge Curriculum Sequence for each teacher grades Pre-K-8.
3. Teacher Handbook
4. The Teacher Handbook and the Day-by-Day Planner
5. End-of-year
6. Grader Books

## **Community Partnerships**

The Academy will seek community support through area colleges, cultural venues and business partners for tutoring, mentoring and providing content-based enrichment activities for our students through a well-defined partnership process driven by the School Improvement Plan. The School Governance Council will play a role in ensuring partnerships are fully aligned, first with the instructional goals of the school. For example, the design team would like to identify a corporate sponsor to purchase Grader Books for parents and to sponsor parent curriculum workshops.

## **Learning Outcomes and Assessment Design**

Student assessment, in addition to district and state mandates, will be both formative and summative. A variety of assessments will be implemented to address all the learning modalities of students.

Assessment rubrics will be created by teachers and students to be used to set clear expectations for students, parents and teachers.

Assessment data will be used to drive instruction, and address academic weaknesses and strengths. The goal is to ensure all students are reading on grade level by the end of second grade.

## **College Readiness**

Core Knowledge will serve as a good preparation for a variety of high school choices. The broad base of knowledge students acquire will be an excellent foundation for students who follow a college preparation or gifted track. Students who have learned the Core Knowledge content in grades Pre-K–8 will be able to read newspapers and understand current events, understand important documents, and participate in democratic political processes. The whole point of the Core Knowledge Sequence is to provide to students with the core background knowledge needed by every adult for full participation in the general American society and culture. This is the great democratic ideal that rests at the core of Core Knowledge.

### **School Culture and Climate**

1. Positive classroom climate that is conducive to learning
2. Collaborative culture that effectively supports academic achievement
3. Cooperative interactions that produce positive and productive student and teacher interactions
4. Effective classroom management in which students are engaged in intellectually-challenging curriculum (90-95% of the time).
5. Students understand the meta-cognitive process of learning
6. Teachers teach management skills that produce independent learners

### **School Schedule**

The academic school day will be extended by one hour to maximize learning time and provide additional literacy experiences in the content areas. There will also be opportunities for summer learning experiences.

Dr. Adamowski stated that the idea is for students to be able to stay at school until 5:00 p.m. This was conveyed to us as important to the community. One hour of that time is an academic extension of a school day; the remaining hour is the extended day program.

Mr. Ellis stated that there will be tutoring and enrichment; community services, and special education services to support the special education population.

### **Parent Institute**

- o Parent support activities will assist parents in learning curriculum content and provide them with ideas for using the Grader books with their children.
- o A comprehensive Parent Training Institute is an important component to develop a partnership learning community.
- o Develop a comprehensive Student and Parent Handbook with information about curriculum, the School Compact, school and community resources, a phone directory, Parent Institute information, as well as student information.

### **Application Process**

District All-Choice application process with neighborhood preference.

Mr. Ellis stated the Core Knowledge model offers all children a better chance in life and creates a fair and more literate society by educating American youth in a solid, specific, sequence and shared curriculum. It will take the collaboration of parents, students, administration, staff, community and all other stake holders to fulfill the goal of high academic achievement.

Ms. Noel asked for the reading program that Milner is currently using. Mr. Ellis answered that SFA (Success for All) is the current reading program. Dr. Adamowski stated that the redesign schools have to use SFA. Ms. Noel asked for the reading plans for the following year. Dr. Kishimoto explained that all the redesign teams will meet with an experience literacy team to identify the best fit for a literacy program. It will be a research based program.

Ms. Noel asked how the staff would be chosen for the following year. Dr. Kishimoto explained that there is a current search for a school principal in alignment with the design specifications. Dr. Adamowski stated that it is recommended that the redesign teams that currently exist continue to work as a proxy for the School Council, until staff and students are selected and a Council can be form. In that capacity, they will be invited to be part of the selection of the school principal. Dr. Adamowski stated there is a strong interested in Core Knowledge among the faculty in Hartford. Many people who have become familiar in various ways and had not have the opportunity to practice would like to do so, so a high

interest is expected for this school. He stated that as in any selection process, the best candidates will be chosen.

Mr. MacDonald asked for a brief description of the community engagement. Mayor Perez invited Mr. Milner to answer. Mr. Milner, former mayor of the city of Hartford, explained that a couple of years ago Milner School established the first Community School Board. Members of Milner School Board are paraprofessionals, community organizations such as, Stop the Violence, the Church in the Community, DCF, people that have been involved with Milner School for many years.

Mr. Flores asked if the average class sizes, included in the design specifications, are recommended or required by the Core Knowledge model. Dr. Kishimoto stated that as part of the national research around reform and redesign of low performance schools, one of the areas that we need to look at very carefully, is to keep a lower class size. Mayor Perez asked for the capacity of the building. Dr. Kishimoto answered that is 604, which is 50 below building capacity; they needed to provide some flexibility for the space in regard to the Parent Institute.

Ms. Miranda asked regarding the Saturday Academy for the upper grades, if the program will be taught by regular teachers and if it will be mandatory. Mr Ellis explained that designed in the compact that will be distributed to parents; there is an understanding of what the expectations are. There will be an agreement between the staff, the parents and the students. Dr. Kishimoto explained that there is a model in place for Saturday school. Ms. Lumpris stated that the Saturday program is for 3<sup>rd</sup> and 4<sup>th</sup> grade in preparation for the CMT's and the turn out rate has been grate.

Ms. Patterson-Stallings asked for the present number of students enrolled at Milner School, Dr. Kishimoto answered 358 students, the numbers have dropped for several years. Dr. Adamowski explained that due to the low performance issue, over 200 Milner neighborhood students are currently attending other schools. The hope is that as the school improves, it becomes a place for high achievement that families in the Milner area will safely choose.

Mayor Perez and Board members thanked the Milner design team for the presentation.

Dr. Kishimoto invited Mr. Garcia, Ms. Anderson and Dr. Soto to join her to present the design specifications for the Latino Academy at Burns School. She acknowledged the work of all members of the Burns design team.

Mr. Garcia greeted the audience and provided an overview of the presentation.

### **Academy for Latino Studies at Dominic Burns School**

Overview of School Model - School type, accreditation & affiliations, theme/content focus, grade configuration, size, major school partner(s).

The Academy for Latino Studies at Dominic Burns School will be a dynamic PK-8 school that will serve as the first of two language study schools in Hartford that will feed into a World Affairs High School.

There are four key components of the school:

1. To provide students with a rich, dynamic curriculum and applied learning experiences within a world affairs context with a focus on Latin American.
2. To provide students with the opportunity to broaden their world perspective by interacting with dignitaries and visitors from other countries to develop a historical and contemporary understanding of people, places, world power structures, and histories.
3. To fully engage students in field studies that take students beyond the school into the community to experience history, politics, economics, the arts, math and sciences in an applied

manner. The Academy will seek opportunities to formalize programs for students in the upper grades to participate in exchange visits with students in other countries.

4. Provide nine years of study in a second language, i.e. Spanish, with the goal of developing bi-literate thinkers and decision-makers.

#### Major Partners:

- The World Affairs Council of Connecticut
- The University of Connecticut Institute of Puerto Rican and Latino Studies

By the end of eighth grade, students would have been provided with rich opportunities and experiences that will culminate in a history/political science research project that they will present to an authentic audience that will include representation from the Academy's partners, sister school, World Affairs High School, and their parents. Students will be prepared to further their studies at the World Affairs High School.

The purpose of the Academy for Latino Studies will be to create bi-literate students who have a global perspective. Our students will study the contemporary history, culture, politics, religion and economics of Latin American countries using a curriculum that is hands-on and rich in problem solving. They will utilize comparative studies and rich, experiential learning to become critical thinkers. These opportunities will allow our students to gain a world perspective in a rigorous, relevant context.

#### **Governance Structure**

##### **Latino Studies School Governance Council**

The Academy will have a governance council that includes constituent representatives including administration, parents, university partners, community partners, an eighth grade student representative, and cluster team leaders. Some of the responsibilities of this team will be to collect and disaggregate school-wide data, monitor curriculum implementation and ensure student achievement. This Council will also hold the charge of ensuring that the Academy maintains the integrity of the school's approved design specifications.

##### **School Principal**

The Academy for Latino Studies will be led by a bilingual principal

##### **Curriculum Coordinator for Primary Grades (PK-2)**

The Coordinator will have expertise in early childhood and will oversee and support curriculum implementation and the character development program for students in grades PK-2. This position requires a strong background in early literacy.

##### **Curriculum Coordinator for Intermediate Grades (Grades 3-5)**

The Coordinator will oversee and support curriculum implementation, lesson unit development, and the character development program for students in grades 3-5.

##### **Curriculum Coordinator for Middle Grades (Grades 6-8)**

The Coordinator will oversee and support curriculum implementation, lesson unit development, and the character development program for students in grades 6-8.

##### **Student Council**

Students will have an active school government. Each classroom will have its own student council that will prepare them to serve as an ambassador to the school's student council by grade 6. There will be a student representative from each classroom in grades 6, 7 and 8 who will hold a seat after being elected by that class to represent the concerns and needs of the student body. Students from the

School Council will meet with the student ambassadors from grades PK-5 to discuss important issues and concerns. Students will have the opportunity to present their concerns to the leadership team.

### **Grade-Level Teams**

Common planning time will be provided for grade level teams to meet and discuss student data, plan interdisciplinary lessons and share best practices. In addition, these teams will use their common planning time for instructional planning, student work review and curriculum and assessment reviews.

Grade-level teams will work with the school partners to create seamless learning opportunities within and beyond the classroom. Teams will also work together to engage parents as partners in the school.

### **School Compact**

A School Compact will be signed by parents, students, and teachers. This compact will be developed collaboratively, with the input of all stakeholders and will serve as a joint agreement to support and actively engage in the Academy for Latino Studies

### **Student Body**

Student profile, student roles and responsibility, homework expectations, student voice and leadership

### **Parental Role**

Parent commitment, opportunities for parents, parent voice

### **Parent Commitment**

Parents of the Academy for Latino Studies will be encouraged to share their knowledge, experiences and expertise with students and staff of the academy. Parents are encouraged to participate in the operation of the school on every level.

### **Opportunities for Parents**

The academy will build partnerships with parents where they will become active participants in their children's learning.

### **Teacher Capacity**

Pre-certification and training, professional development, collaborative planning process, C&I expectations & roles such as joint interdisciplinary unit development & team teaching. Teachers at the Academy for Latino Studies will be committed to the purpose and mission of the school. All teachers will sign a School Compact indicating their commitment to the mission, goals and requirements of the academy. They will have an understanding of, or be willing to be trained in the Latino Studies curriculum to learn about the diversity of the Latino/Latin-American culture and language.

- The World Affairs Council of Connecticut invites teachers from Grades 5-12 to participate in a professional development program on the teaching of Geography of Latin America and the Caribbean to be held in August 2008 at the Mark Twain House, Hartford. The program is supported by and conducted in partnership with the Connecticut Geographic Alliance. The Council will annual provide multiple learning and training opportunities for teachers.

Ms. Anderson continued with the presentation.

### **Curriculum & Instruction**

Pedagogical approach, curriculum design, learning environment & classroom design, field trips & extended classrooms, language requirements, technology.

### **Curriculum Design:**

The Academy for Latino Studies provides learning opportunities for each student to acquire knowledge, skills, and promote positive character traits.

### **Literacy**

A balanced literacy approach will be selected. The program will be research-based, assessment-based, comprehensive, integrated, and dynamic.

### **Math**

- Students will develop numeracy skills in order to successfully master state standards through a hands-on, problem-solving approach. Students will investigate, ask questions and think critically about math as a part of their everyday lives. Technology will be used to reinforce skills and emphasize having fun with math.
- Students in grades 6-8 will engage in units of study around comparative economics including a study on the Federal Reserve Bank. The Academy will seek related field study opportunities.

### **Social Studies**

#### **For grades K-5**

Social studies instruction will focus on the geography, economics, religions, contemporary history of Latin American countries, Connecticut and the United States. Non-fiction literature will reinforce literacy skills.

#### **For grades 6-8**

Students will engage in comparative studies between their experiences and knowledge of the United States and those of others in the world. "Latin America in Transition" is the curriculum resource developed by the Southern Center for International Studies that will be used to map the curriculum from grades 6-8 backwards. The curriculum will include the following:

#### **An Overview of Latin America**

Students are introduced to the diversity within the geographic, historical, cultural, ethnic and religious background of the region.

### **Science**

Hands-on learning, science investigations and literacy connections will drive science curriculum on all levels. Students will meet state standards in science, and will have hands on application of learning. Science fairs, integrated math/science lessons, projects and field studies will enhance the curriculum.

### **World Languages**

Spanish as a foreign language will be offered to students in grades K-8. The chosen curriculum will emphasize cross curricular and cultural connections. The school day will be expanded by 60 minutes in order to accommodate for this additional course.

### **Community Partnerships**

Internships, job shadows, mentoring, after-school and weekend programming, job placements, college sponsorships, interdisciplinary community experiences. In developing a speaker series, The World Affairs Council of Connecticut will work with the Connecticut Latino Chamber of Commerce.

#### Additionally, The World Affairs Council will seek grants to:

- Support teacher trips and professional development (the Council has been successful in raising funds for teacher trips to China, South Africa, Turkey, and Puerto Rico)

- Support curriculum enrichment projects (for example in 2002, the WAC received funding from the Greater Hartford Jaycees to implement a United Nations Education Program for fifth and sixth graders in Hartford area schools)

**Learning Outcomes & Assessment Design** - By grade, by grade grouping and readiness for feeder school.

### **College Readiness**

Career explorations, *Plan of Study*, college visits, mentoring programs, dual credit opportunities, AP courses, college advisory.

### **School Culture & Climate**

There is a code of conduct & behavior expectations, orientation and bridge programs, learning expectations and school uniform. The Academy for Latino Studies will provide opportunities for students, staff and community members to learn in an engaging and exciting environment. All students, staff and parents will treat each other with mutual respect and the prior knowledge of every stakeholder will be considered valuable. We will all expand upon our knowledge, share what we know with others and learn about the world through learning about others. We will take the time to build personal relationships with one another.

Mayor Perez asked if there is a model that is being followed in the creation of this design. Dr. Kishimoto stated that there are a couple of models; one, that is probably the most extensive one, is integrated with the IB curriculum, which looks at a World Affairs approach to instruct students from Pre-K through 12<sup>th</sup> grade. There are also a couple of other models to draw from. She visited the one in Georgia to look at the model that was being implemented and to look at how that curriculum was applied to courses like History, Sociology and Literacy. She stated there are numerous models that are design around that language and World Affairs approach to schools.

Mayor Perez asked what is the proficiency expected for an 8<sup>th</sup> grader moving into a High School curriculum into Spanish. Dr. Soto stated that an 8<sup>th</sup> grader entering High School is expected to be able to use the second language in conversations, is expected to write an essay, to read close to the grade level. She stated they will strengthen the first language, so that the second language is also as strong by the end of 9<sup>th</sup> grade.

Ms. Noel asked for the current enrollment and the capacity of the building. Dr. Kishimoto answered that the current enrollment is 533 students and the capacity of the building is 730 students. Ms. Noel asked for the percentage of the students that are currently enrolled in bilingual programs. Mr. Garcia answered there is a combination of dual language and the bilingual classes have been reduced, the rates had gone down. Ms. Noel suggested that the students that are currently enrolled in those dual languages are perfect candidates for the program, she also raised her concern with the bilingual students who were enrolled in the school with minimal English and are still transitioning into English. Dr. Soto explained that for those students who have limited knowledge of English, their linguistic needs will be addressed through an ESL model.

Mr. MacDonald asked if there is a timeline for making a decision on choosing a Reading and a Math program. Dr. Kishimoto stated that both of them will happen within four to six weeks. There will be curriculum-based design team conversations; there will be a Literacy design team conversation and a Math design team conversation, both in alignment with the design of Burns and Milner Schools.

Mr. Flores shared his excitement with the program. He also thanked the design teams for their work. Ms. Patterson-Stallings asked for the methods of encouragement for the recruitment of English only

speaking students. Dr. Kishimoto stated there will be neighborhood preferences; she also explained there will be have an informational session, specific for parents and members of that community.

## **II. Adjournment**

The meeting adjourned at 7:14 p.m.