

**DRAFT**  
**Education Committee Minutes**  
**May 11, 2007**

**Present: John Knight, Monica Knight, Rick Dunn, Lewis Shropshire, Hattie Lawson , Kelly Gertz, Vivian Fisher, Jim Geiser**

Vivian opened the meeting and welcomed everyone and introduced our new member—Hattie Lawson from Fourth Street Elementary.

John Knight mentioned that he was going to set up a meeting with the School Board (or at least representatives from the School Board) to give them feedback on the various ideas being developed involving PPA.

Vivian mentioned that there had been some very positive conversations with Fourth Street Elementary School and that there seems to be some common goals.

Rick emphasized the importance of getting positive black mentors.

It was mentioned that Title I could pay for a poverty drop-out program. Monica distributed some socioeconomic and academic data showing that the lower the socioeconomic level of the students, the lower the test data.

Providing a Community Liaison at our model school might help with recruiting mentors and involving the community.

Vivian then went over the Education Initiative Review Sheet 2 to see if the group had consensus on those ideas and potential school components. There was consensus on all the items with the exception of #8 which was about the extended year. It was agreed that we would continue discussing this item and look at the different types of extended year programs. There was concern noted that extended year programs that provide long intercessions for families, create child care and other issues for parents. If we do extended year we are probably talking about simply adding additional instructional days to the calendar.

There was also discussion about using the school as a lab school to train teachers and school leaders to work with students in poverty. It was emphasized that we were not talking simply about having student teachers, as there is the concern that student teachers are inexperienced and these students need the best instruction. Ongoing professional development would be available for all teaching staff. Model teachers could be used.

The importance of having high expectations for students and teachers was emphasized. Ongoing professional development for teachers to teach students in poverty was also emphasized.

As we continued brainstorming other potential components of this model school the following ideas emerged:

- The new model school would keep the population of the community. We do not want to bring in outside, non-community students. In particular, we do not want to bring in other students simply to change the demographics.
- The new model school would be community-based and have ongoing strategies to involve its parents.
- The school would have a focus on involving the employers of the community as well as the employers of parents whose children are attending the school. This community focused school would seek employer support in encouraging the parental involvement of its employees who have children at this school.
- There would be proactive strategies to engage the parents' employers.
- Community Development must be part of the strategy. This would be a true community school with involvement from churches, neighborhoods, local businesses, and a family center.
- There would be high expectations related to values, respect, and character development. There may be higher standards in this regard than in other schools.
- This model school would have high expectations and could create its own rules.
- Staffing the school with people of integrity, high expectations, and high quality would occur.
- It is important that the community feels ownership of this school, and that people feel respected and wanted.
- This would be a Championship School—available to all kids in the community.
- Strategies would be developed to work with businesses and churches.
- Objectives and goals would be developed for this school.
- This school would be considered a great place to work and a great place for parents to send their kids to school.
- There would be rigor in the curriculum as well as enrichment during the school day.

Some specific follow-up would include:

1. Meet with the Family Engagement Committee to continue to blend and incorporate one another's ideas to this school model.
2. Talk with the Early Childhood group to determine strategies for the 3 year old and four year old groups. At Fourth Street there is probably a need for four new 3 year old groups and 2 new Pre-K groups.
3. It was also suggested that there would be conversation with an Employers Group from PPA to discuss how best to engage businesses in this effort.
4. There would also need to be a meeting with representative(s) from the College of Education to see if they are willing and able to participate with us in a meaningful way.
5. A small parent meeting may be set up at Fourth Street to begin some initial feedback from parents.

6. It was mentioned that Jim would try to get with each member of the committee to get additional input so that an initial document could be developed to outline a new model school.

Some announcements included:

- There was a meeting to address facility issues on May 15.
- John Knight was going to set up some meetings with school board members.
- Kelly was going to set up meetings with students.

The next meeting was scheduled for June 8 at 10:00 a.m. at the Holiday Inn.