

Summit Feeder Pattern Committee Meeting
May 6, 2021
Minutes

- I. **Meeting Called to Order at 6:06**
- II. **Welcome & Introductions:** Mr. Williams & Dr. Scott
- III. **Review of Committee Purpose:**
 - a. Address and enrich the climate, culture and trust of all Mansfield ISD stakeholders.
 - b. Fulfill the promise of Guiding Statement #5 of Vision 2020 by making recommendations concerning the creation of a school of choice in the Summit High School Feeder Pattern.
- IV. **Review of Previous Commitments & Meetings**
 - a. **MISD will bring research regarding the top school of choice ideas to the May meeting.** We'll review these options tonight
 - b. **Committee Homework: Each Committee member go back and share the top ideas with your friends, neighbors, students, etc. Gather feedback from your network and plan to share out at our next meeting.** We'll be sharing out on this item today
- V. **Summit Feeder Patter Committee's Top Recommendations for Schools of Choice:**
 - a. 1- Fine Arts
 - b. 2- CTE Offerings
 - c. 3- STEAM
 - d. 4- LEAD
 - e. 5- Engineering & Design
 - f. 6- Humanities & Social Justice
 - g. 7- Gifted & Talented
 - h. 8- AVID & IB
 - i. 9- Entrepreneur & Montessori
 - j. 10- Global, University Hybrid, Exploratory, Construction Science & Architecture
- VI. **Breakout Groups**
 - a. **Homework Sharing & Review Choice School Examples**
 - i. Share your feedback from your homework of talking with your neighbors and community
 - ii. Review the example schools of choice provided—come up with pros and cons for each to share back with the entire group
 - b. **Report Out**
 - i. **Group 1: (Online)**
 1. Homework Discussion Report Out: for the most part families are excited about STEM, dual language, and fine arts
 2. School Model Review:
 - a. Science Engineering Magnet
 - i. Pros- AP program, 9-12, qualification based only took 100-120 applicants—how would this translate; example

school offered Latin and studio arts and fast track math program

- ii. Cons- because it's a magnet they tend to have a narrow approach; because you enter in 9th grade you may not have the perspective about whether or not that's what you want to do for 4 years of high school; example school had 4-5 other magnet schools in the same building—group was not sure if they intersected for cross educational opportunities

b. STEAM Academy

- i. Pros- elementary and all-encompassing elementary; served everyone; robust amount of programs (6 musicals in one year) scaffolded instruction; SEL including incorporating Capturing Kids Hearts

ii. **Group 2**

1. Homework Discussion Report Out: leadership, global and humanities route were preferred because a lot of the other choices already have options in the district—this brings in new innovative area that's not already being done. Fine arts is good for part time or electives but we should focus on career and post-secondary options. Focus on developing AVID throughout the feeder pattern. Create a school within a school not just a stand-alone option. Need to include extra-curricular options
2. School Model Review
 - a. GT Programs
 - i. Pros- younger grades, open concept and different types of learning; project based; individual plan for students to take away the ceiling and let them go at their own pace; paired with a group of intellectually similar peers
 - ii. Cons- after 8th grade, then what—how do you reintegrate back into traditional high school
 - iii. Wonderings- what would be criteria for acceptance—shows up in different ways, what grade levels? staffing and training is extensive, what facilities would be needed?
 - iv. Example school was looking at Top 95% percentile and students had to be invited
 - v. GT Identification in MISD- GT needs to mirror district population—good at district level but not necessarily at the campus population, some campuses are under-identifying GT students and current focus is to find those GT students that we know are there. MISD has changed identification model—started with 95%. Identification process now includes 2nd grade screener districtwide, in title I schools we introduce lessons to students prior to the screener—it has yielded a slight increase in identification in title campuses. Current

model is focused on academics and then we'll expand the creativity and arts options.

iii. **Group 3**

1. Homework Discussion Report Out: fine arts is a clear interest, as is STEAM. A combo similar to Norwood would be of interest. Career Tech was the next most positive. Continue to include dual language and bilingual options.
2. School Model Review:
 - a. CTE
 - i. Pros: HS will translate to career readiness right out of high school; example had multiple different academies focused on different areas—similar to Ben Barber; CTE programs will keep students involved and they'd be more likely to graduate; internship programs exposure to career choices—sounds like an enrichment program that exposes them; CTE campus could pull in different languages because you have to have multiple language to be successful in certain areas
 - ii. Cons: If you build CTE high school—you leave out younger students; training and keeping staff would be challenging
 - iii. Wonderings- how would we distinguish CTE from BBIA? We'd have to hone it or make another feature to it that makes people want to join

iv. **Group 4**

1. Homework Discussion Report Out: enthusiastic staff support for fine arts; MISD-wide- community wishes for GT advanced academics options; community wishes to maintain integrity of the band program. Community and staff express need for STEAM (not just the arts)
2. School Model Review:
 - a. IB Program (recognized by colleges and universities, take test and earn college credit. It's a total program, you take ALL IB, everything is fully immersed in IB)
 - i. Pros- global impact (international minded-ness); student-centered (inquiry based); social-emotional component; K-12; recognized brand
 - ii. Cons- extremely expensive; great deal of training on staff and contingent upon staff staying
 - iii. Q: is it very much like AP? Colleges don't have to take that credit, is it the same with IB classes
A: Yes, very similar
 - iv. Q: when you build a program like that, would you start from primary up? How do you build it?
A: you can select all 3 levels or 2 of 3 levels
 - v. Q: do they conclude with a project?

A: Yes, that is part of the requirement to earn IB diploma.

v. **Group 5**

1. Homework Discussion Report Out: parents were confused on what the options currently are. Fine arts most popular, dual language next most popular
2. School Model Review: Fine Arts Schools
 - a. Pros: all have auditions as part of application; ages vary; access to tutors, serve students in special education; promote community service; unique course offerings—sculpture, photography, ceramics (visual offerings); like the single focus fine arts—some also offered dual language as a component; visit museums and experiences of real world; high gpa/avg required; open enrollment; extra-curricular options; prep for after high school path; requirements to stay at school
 - b. Cons: some requirements might be unreachable and be an equity issues; example school students were required to provide a resume in 5th grade—that’s only going to target a certain population that have access, auditions were also a con—had to have exposure by 5th grade to successfully audition,
 - c. Unknowns: costs to uniforms, equipment, etc.
 - d. MISD Comment- Our soon to open Fine Arts school of choice was strictly interest based, there was no application process
 - e. Q: Is GP still only pre-ap and ap classes?
A: yes.

vi. **Group 6**

1. Homework Discussion Report Out: interested in university model and can partner more with others. Like the idea of dual language as being important, want kids to be bilingual. Interest in building on Fine Arts—kids are not pursuing STEM because they want fine arts.
2. School Model Review:
 - a. Montessori
 - i. Pros- ideal for GT learners, early childhood- lots of hands on; highly individualized when kids pursue their interests; can have multi-age and multi-grade in one classroom
 - ii. Negative- high level of specific training; lack of structure with a lot of independence and student choice—may only target a small portion of students; we already have fantastic pre-k academy that uses a lot of those components
 - b. Liberal Arts School- Magnet in Austin:
 - i. Pros- advanced academics; heavier workload; high post-secondary rate

- ii. Cons- very similar to AP/dual credit; no extracurricular—no fine arts and no athletics; recruiting may not reach enough students
- iii. MISD student shared experience of recruitment for an early college high school model, felt students who were already really involved were recruited but then they were asked to give up things in order to participate. Need to be mindful that we need to provide an experience for students that will work for them.

VII. **Additional Questions**

- i. Question- Booker T Washington is a top school in the US, is it a magnet? Can we go see it?

VIII. **Review of Timeline & Next Steps**

- i. Summer- we'll continue with meetings and conduct visits in the fall. We'll be putting together the notes from today and look what our next steps should be.
- ii. Homework- combine your take home reading and the notes and provide additional feedback
- iii. We need to reach back out to the entire community as well
- iv. School Visits- we've identified schools that we could visit (hopefully in the fall). Very powerful to visit in person and we can see first-hand what could benefit the community.
- v. We'd like to take recommendations to the board as early in the Fall as we possibly can.
- vi. We will slow down a bit for the summer and really begin to narrow things down, we'll look at aligning potential costs to the options that were discussed
- vii. We'll reach back out to the committee once we conclude the 20-21 school year
- viii. Please continue to send new ideas or examples schools to Dr. Scott, Ms. Young, Mr. Williams

IX. **Meeting Adjourned**