

Denver Public Schools

Report to the Board of Education

FOR BOARD OF EDUCATION ACTION

REVITALIZATION PLAN

FOR

MARTIN LUTHER KING JR. MIDDLE SCHOOL



Northeast Area Superintendent's Office

June 16, 2005

MOTION

I move that the Board of Education approve the revitalization plan for Martin Luther King Jr. Middle School in accordance with the staff recommendations contained within this report.

EXECUTIVE SUMMARY

On May 5, 2005, the Northeast Area Superintendent's Office brought forth a proposal to the Board of Education regarding a revitalization plan for Martin Luther King, Jr. Middle School (see Attachment #1). The plan was developed with significant community input and recommended that MLK be reconfigured as a grade 6 through 12 early college high school. This transition would occur one grade per year, beginning in August 2006, and would culminate with the first graduation of seniors in 2010. The proposal suggested that MLK would implement a variety of curricular enhancements to complement DPS' existing academic program and called for a number of new support programs for students. In response to the proposal, district staff conducted extensive analyses to assess program feasibility, facility capacity in Green Valley Ranch, and the resources necessary for successful implementation of the program. Based on these analyses, staff determined that at full implementation, this program can serve DPS families as a high quality secondary academic offering. As a result, district staff proposes approval of the MLK revitalization plan.

RECOMMENDATIONS AND RATIONALE

Recommendations

In addition to recommendations included in the revitalization plan (see Attachment #1), staff recommends the following:

1. Expand Martin Luther King, Jr. to include grades 9 through 12, in addition to the grades currently served (grades 6, 7 and 8); phase in new grade levels, beginning with ninth grade in 2006-2007.
2. Create space for approximately 600 high school students by utilizing 300 currently vacant seats and by reducing the current middle school enrollment by about 300 students.
3. Admit high school students via formal *Choice* procedures. Prioritize enrollment as follows: (a) current MLK students; (b) students residing in the MLK middle school attendance area; (c) other district students; and (d) non-residents. In accordance with *Choice* terms, transportation will not be provided for high school students except on a space available basis.
4. Maintain the MLK Tech Academy for middle grade students in 2005-2006.
5. Review the impact of the new grade level configuration on planning for, and timing of, new schools that serve middle and high school students in the Green Valley Ranch/Montbello area.

6. Convene a committee to consider the program parameters surrounding the grade 6 through 12 and the early college model. Committee considerations would include, but not be limited to, academic program requirements, waivers from current graduation requirements, and resource allocation methodology.
7. Develop an evaluation plan to assess the MLK revitalization program's ability to improve student achievement and retain students in the district.
8. Allocate necessary startup costs, which are estimated as follows:
 - A. \$300,000 for facility modifications and technology from the 2003 GOB educational enhancement fund and other 2003 GOB funds;
 - B. \$330,000 for high school instructional materials and library books from the 1998 and 2003 mill levy funds;
 - C. \$550,000 for middle school instructional materials, program development and other revitalization activities in revitalization funds.

Rationale

In addition to rationale provided in the Northeast Area Superintendent's Proposal (Attachment #1), district staff identified the following as rationale for a grade 6 through 12 Martin Luther King, Jr. Early College High School program:

1. The district believes that the new academic program is likely to improve student achievement at MLK.
2. The community has expressed significant interest in the revitalization plan and, as such, DPS may see an increase in parent and student satisfaction.
3. The program allows DPS to reduce the middle school population at MLK, while still using the facility efficiently.
4. The plan presents an opportunity for MLK to combat negative, historic perceptions with bold and creative academic programming.
5. The program increases the number of secondary *Choice* options in the Montbello/Green Valley Ranch area.

PUPIL REASSIGNMENT IMPACT

Regional Capacity

Martin Luther King, Jr. Middle School is located in the Northeast quadrant of Denver in one of the fastest growing communities within the city – Green Valley Ranch. As a result, staff looked closely at the projected growth of students residing in the area, plans for new facilities in the area, and how those factors interact with a new grade level configuration at MLK. Based on projections, it appears that DPS facilities can accommodate all students if this plan is approved; however, the Board of Education should be prepared to consider the need for a new K-8 school to open in the 2008-2009 academic year.

BUDGET

The budget for the MLK revitalization plan is provided in Attachment #2. This includes dollars needed to plan the new high school program, including staff development and a marketing plan. Staff anticipates that this will require approximately \$550,000 in revitalization funding. In addition, startup costs associated with the four-year phase in are expected to total \$330,000 in mill levy funds for high school instructional materials and library books; and \$300,000 in GOB funds for facility modifications and technology. The ongoing incremental general fund fixed expense associated with the MLK plan is approximately \$351,000 annually. This includes additional administration, office support staff, counselors, advisors, and custodians.

Denver Public Schools

Report to the Board of Education

FOR INFORMATION ONLY

**REVITALIZATION PLAN
FOR
MARTIN LUTHER KING JR. MIDDLE SCHOOL**



Northeast Area Superintendent's Office

May 5, 2005

EXECUTIVE SUMMARY

Martin Luther King Middle School (“MLK”) was selected for revitalization because its academic achievement rating has been consistently *low* as shown by the Colorado School Accountability Report (SAR). MLK, which is entering its 19th year of service as a middle school, has consistently struggled with student achievement despite a series of focused improvement efforts dating back to 1997.

A committee formed by the district to develop a comprehensive improvement plan and to make recommendations for revitalizing MLK unanimously suggested, after a full review of the school’s historical academic performance, that MLK be designated as a redesign school pursuant to the Agreement between the district and the Denver Classroom Teachers Association. On March 7, 2005, the Superintendent met with MLK’s faculty and designated MLK as a redesign school.

First and foremost, the committee recommends reorganizing the school from a traditional middle school (grades 6-8) to a 6-12 early college high school with multiple career path options. Transition to high school would occur one grade per year, beginning in August 2006, culminating with the first graduation of seniors in May 2010. This recommendation also includes renaming the school to “*Martin Luther King Jr. Early College*”. Secondly, the committee is recommending curriculum enhancements to further support the District’s Studio (Literacy) and CMP (Math) programs to prepare middle school students for the early college offerings and to improve the school’s overall CSAP performance. Third, the committee is recommending a series of support programs and initiatives that will complement the delivery of the new highly focused 6-12 program model centered on *rigor, relevance, and relationships* consistent with the Secondary Commission Report and the MLK 5-year Implementation Plan.

INTRODUCTION

Martin Luther King Jr. Middle School is located in the Northeast quadrant of Denver in one of the fastest growing communities within the City of Denver – Green Valley Ranch. MLK presently serves 1120 students in grades 6-8, making it the largest middle school within DPS. The school is 50 percent Hispanic, 39 percent African- American, 5 percent white, 5 percent Asian, and 1 percent Native American. Students who are eligible for free and reduced lunch represent 72 percent of enrollment. About 11 percent of MLK students are English language learners.

MLK was initially selected for revitalization in accordance with district guidelines. The new staff, parents and community will be given an opportunity to reverse the low achievement rate of students and to fundamentally transform the school’s culture by extending the schools grade configuration, offering new programs, strengthening the curriculum and professional development offerings, and increasing community engagement through new and existing efforts.

MLK’s staff, parents and community has built consensus around a new mission and objectives that will provide clarity of purpose for faculty and staff, re-engage parents and the community in MLK, re-establish the important role the school plays within the community, and most importantly, raise academic achievement among all students who attend MLK.

COMMUNITY PROCESS

The community process for MLK Revitalization began in April 2004 with a two-day retreat hosted by the Foundation for Educational Excellence to identify the schools strengths, weaknesses, opportunities, and threats. The balance of 2004 was spent researching national “best practices” for both middle schools and high schools. Beginning January 2005, a committee was formed consisting of 30 members, including teachers, MLK administrators, parents, students, local for-profit and non-profit leaders, and DPS central administration representatives. The committee was organized into three working groups – Curriculum & Professional Development, Community Involvement & School Culture, and Support Programs & Student Activities. Committee members include:

Strategic Planning & Support Team

Michael Hancock, Councilman District 11
Kevin Patterson, DPS School Board
Allen Balczarek, DPS Planning
Richard Smith, Interim Principal/Montbello
Kelly Leid, Foundation for Educational Excellence
Michael Gaither, Principal/MLK
Lexsee Waterford, Asst. Principal/MLK
Estevan Duran, Asst. Principal/Montbello

MLK Students

Desiree Hamlin
Armando Chavez
Jazmin Smith
Marcus Flowers
Nia Simms
Rachel Bailey
Kalah Peppetton

MLK Administration

Marisol Chavez, Asst. Principal MLK

MLK Teachers

Jon Clippinger
Tom Heywood
Cindy Beardslee
Joe Waldon
Connie Gutierrez

Business Leaders

Jay Buckley, Consultancy Unlimited
Noel Ginsburg, Intertech Plastics
Chris Martinez, Federal Reserve Bank

Parents/Supporters

Katrina Williams
Jill Simms
Wherda Utsey
Bennie Alexander
Michelle Richman

Facilitator

Kyle Craig, Outlook Consulting

The committee met seven times from January to April 2005, with subcommittee meetings occurring as needed throughout this period. A professional facilitator was secured to assist the committee through the effort. In addition to formal committee meetings, four community meetings were scheduled on January 26, February 23, March 23, and April 27, 2005 to review the committee’s progress to date and to solicit input for consideration. Approximately 600 parents/students have attended the community meetings and generally, indicated strong support for the plan.

COMMITTEE RECOMMENDATIONS

As noted in the community process above, three working groups were organized to help the committee with specific recommendations and anticipated outcomes. The final recommendations for each group followed by anticipated outcomes are listed below.

Curriculum and Professional Development

1. Reorganize MLK from a 6th – 8th grade middle school to a 6th – 12th grade early college (small) high school as part of school redesign and rename the school to” Martin Luther King Jr. Early College”
2. Rehire/hire new teaching and support staff consistent with the re-design provisions that is committed to the “new” MLK mission and objectives.
3. In further support of the district’s literacy and mathematics programs, implement Read 180 (literacy support), CSAP Coach (literacy support), and CSAP Coach (math support).
4. Implement AVID strategies in all classrooms to support teachers in the delivery of instruction across all grades.
5. Include MLK in the district’s pilot programs for both science and social studies as these curriculum materials become available, starting as early as this coming school year (2005-2006).
6. Implement “Measures of Academic Progress” (MAPS), a well respected data driven benchmark assessment system developed by Northwest Evaluation Association, to track student performance (3-year pilot program to be funded by Foundation for Educational Excellence)
7. Provide in-depth and on-going professional development for all teachers and staff that includes four to five days of general team building around the school’s new mission and objectives, as well as curriculum specific staff development in preparation for the upcoming school year. MLK’s administrative staff and teachers will also participate in on-going staff development opportunities throughout the school year, both for 2005-2006 as well as for subsequent years to integrate focused teaching strategies (using and establishing professional learning communities) for increasing student performance.
8. Integrate “project-based” learning opportunities across all grades (to be implemented over a three-year period for grades 6-8 with a separate implementation for the high school grades, beginning in 2005-2006 with an initial pilot program that will be developed by MLK teachers and staff in selected classrooms). Funds will be set aside for appropriate staff development as the program is established, utilizing best practices from around the country.

Anticipated Outcomes

- a. Increased responsiveness to learners’ need(s) by differentiating content, process and product delivery to each student to improve CSAP scores over the next three years.

ATTACHMENT #1

- b. Teaching real-world application of ideas, concepts and skills to reinforce and expand student learning.
- c. Expanded choices to students to pursue their career interests.
- d. Improved staff dialogue through open and honest communication with all staff members about the MLK's new mission and objectives.
- e. Become instructional risk-takers who are willing to apply new learning approaches and expand growth opportunities as professionals.
- f. Institutionalize on-going celebration of individual strengths and provide a variety of leadership opportunities for teachers and staff to grow professionally.

Community Involvement & School Culture

1. Create a Business Advisory Council to help establish internships/mentoring opportunities for students to gain real world experiences that are relevant to their interests.
2. Explore instituting a mandatory school uniform policy beginning next school year (2005-2006). As part of the revitalization effort, the committee members were in support of implementing a uniform policy to assist in changing the school's culture. Although the idea of uniforms was discussed at the community meetings, the school (in partnership with the Foundation for Educational Excellence) will conduct parent and student surveys this spring/early summer to gauge support toward this recommendation.
3. Create and implement a character education program for all incoming 6th graders. (Panther Pride Camp); the intent is to establish a detailed set of program components that are incorporated into the first six to eight weeks of instruction that will reinforce expectations about what it means to be a student at MLK. Teachers and staff will work with DPS to explore the "best practices" (new and existing programs) toward creating and solidifying the school's new culture within the student body.
4. Conduct a facility assessment for changes/enhancements desired to support new programs and expanded high school grade configuration.

Anticipated Outcomes

- a. Establish a new school culture and commitment to life-long learning beyond the student's MLK experience.
- b. Increased involvement of parents in the education of their children by keeping them better informed on student progress through multiple and collaborative interactions with the teaching staff and administration.
- c. Broader community involvement through the development of new and existing support groups that provide direct opportunities for students to learn (i.e. PTSA and Business Advisory Council).

Support Programs & Student Activities

1. Assess staffing needs/strategies that support increased one-on-one interactions between teachers and students that loop with students as they progress grade-to-grade
2. Create the Student Ambassadors Mentoring Program (older students mentoring younger students)

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3. Expand before and after school programs as part of new grade configuration, including partnership with Montbello High School relative to sports and other program offerings
4. Create a new “Resource Center” within school to provide “one stop shopping” for students and parents about the new MLK. The Center would include services such as program information, homework assistance, college course selection & counseling, financial aid package preparation support.

Anticipated Outcomes

- a. Creation of a breadth of before and after school programs for students to broaden their educational experiences, including added sports offerings, clubs, and service learning options.
- b. Encourage and provide broader student interaction opportunities through peer and adult mentoring.
- c. Increased resources to parents to support their child’s educational development and growth (i.e. school resource center).

STAFF COMMITMENT

The committee recommendations are focused on significantly improving student academic performance in all subject areas. Central to effective student performance improvements will be the development of a strong, collaborative, cohesive instructional staff that shares a common vision in the delivery of the school’s instructional program(s). Efforts will be made to improve the rigor, relevance, and relationships relative to the delivery of instruction, which will not only enhance the learning environment, but also play a key role in transforming the school’s existing culture. As one of the District’s “redesign schools”, all staff members will make a commitment to the Revitalization Committee’s vision and implementation plan. The staff’s commitment will be essential to changing the school’s culture and grade configuration changes to the school.

TIMELINE

The following is a summary of key highlights for the proposed implementation plan. Additional detail is presented in the Committee’s Implementation Plan Matrix (2005-2010).

2004-2005 Calendar Year (March 2005 – May 2005)

- Submit Revitalization Committee Report & Recommendations to DPS/BOE
- Begin rehire/hire new teachers and staff (**in process**)
- Conduct preliminary facility assessment study (**task completed**)

2005-2006 Calendar Year (June 2005 – May 2006)

- Purchase and implement curriculum enhancements for 6-8 grade
- Begin teacher/staff training in curriculum enhancements, new MLK mission, and objectives
- Implement Student Assessment/Benchmarking tool(s) to track individual student performance
- Implement student uniform policy
- Host orientation classes from incoming 6th grade students and parents

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- Launch marketing campaign to inform community about the new MLK
- Begin identification and selection of Business Advisory Council members
- Begin integrating “project-based learning” opportunities within classrooms
- Assemble ECHS transition team, including the hiring of a project manager, needed support staff, and issue specific consultants
- Conduct site-based tours of existing ECHS programs & facilities
- Hire 9th grade teachers; conduct required training

2006-2007 Calendar Year (June 2006 – May 2007)

- Conduct evaluation of curriculum enhancements for 6-8 grade (1st year review)
- Host orientation classes from incoming 6th grade students and parents
- Host orientation classes for incoming 9th grade students and parents
- Teacher/staff training (on-going)
- First 9th grade class begins
- Phase I building improvements implemented to support 9-12 grade configuration
- Recruit and implement Student Ambassador Mentoring Program
- Launch initial Business Advisory Council (internships/mentorship)
- Hire 10th grade teachers; conduct required training

2007-2008 Calendar Year (June 2007 – May 2008)

- Conduct evaluation of curriculum enhancements for 6-8 grade (2nd year review)
- Host orientation classes from incoming 6th grade students and parents
- Conduct evaluation of 9th grade class program components
- First 10th grade class begins
- Phase II building improvements implemented to support 9-12 grade configuration
- Continue implementation of Student Ambassador Mentoring Program
- Continue implementation of Business Advisory Council; recruitment of new members
- Hire 11th grade teachers; conduct required training

2008-2009 Calendar Year (June 2008 – May 2009)

- Conduct evaluation of curriculum enhancements for 6-8 grade (3rd year review)
- Host orientation classes from incoming 6th grade students and parents
- Conduct evaluation of 10th grade class program components
- First 11th grade class begins
- Phase III building improvements implemented to support 9-12 grade configuration
- Continue implementation of Student Ambassador Mentoring Program
- Continue implementation of Business Advisory Council; recruitment of new members
- Hire 12th grade teachers; conduct required training

2009-2010 Calendar Year (June 2009-May 2010)

- Conduct evaluation of 11th grade class program components
- Host orientation classes from incoming 6th grade students and parents
- First 12th grade class begins
- Phase IV building improvements implemented to support 9-12 grade configuration
- Continue implementation of Student Ambassador Mentoring Program
- Continue implementation of Business Advisory Council; recruitment of new members
- Celebrate graduation of first 12th grade class!

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RATIONALE

The Revitalization Committee identified its choices by evaluating the strengths and weaknesses of MLK and conducted a significant amount of research on middle school and high school reform measures, with a specific emphasis on “best practices” in the delivery of high performing middle school/high schools around the country. The committee’s research effort also included a full review and integration of the DPS Secondary School Commission Report recommendations.

PROJECTED PROGRAM IMPACT

As MLK begins to phase in the high school component of the proposed grade configuration change, area schools will be impacted because MLK will serve fewer middle school students and more high school students. Other factors that will impact enrollment are the following:

1. Two new K-8 schools will open in 2006 and will impact MLK enrollment.
2. New housing in the Green Valley area will add approximately 250 middle school and 150 high school students by 2009.
3. A new high school in Green Valley Ranch may be included in a 2006 general obligation bond.

Additional analyses will be needed to ensure that capacity is available to serve the enrollment.

	2004 Mem (6-8)	2005 Mem (6-8)	2006 Mem (6-9)	2007 Mem (6-10)	2008 Mem (6-11)	2008 Area (6-12)	2009 Mem (6-12)
MLK 6-8	1120	1065	800	800	800	1795	800
MLK 9-12	0	0	200	350	500		600
MLK Total	1120	1065	1000	1150	1300		1400

BUDGET

The tables below show the proposed 5-year budget for implementing the revitalization plan at MLK. **All costs beyond 2010 will need to be a part of the normal district budgeting process as reflected in “Year 6 & Beyond”.**

Description	Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 & Beyond
Grade Configuration Changes/Additions		Grades 6-8 2005-06	Intro Grade 9 2006-07	Intro Grade 10 2007-08	Intro Grade 11 2008-09	Intro Grade 12 2009-10	
Curriculum & Professional Development							
Curriculum Enhancements (6-8)	2003 Mill Levy: Revitalization	\$278,217 (10)	\$18,000	\$18,000	\$18,000	\$18,000	\$0

ATTACHMENT #1

Description	Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 & Beyond
Grade Configuration Changes/Additions		Grades 6-8 2005-06	Intro Grade 9 2006-07	Intro Grade 10 2007-08	Intro Grade 11 2008-09	Intro Grade 12 2009-10	
Professional Development	2003 Mill Levy: Revitalization	\$ 85,000	\$15,420	\$16,191	\$17,000	\$17,850	\$0
Benchmark Assessment Tool	Foundation for Educational Excellence	\$ 10,000(7)	\$ 7,500	\$ 7,500	\$ 0	\$ 0	\$0
Transition Team (Grades 6-8)	2003 Mill Levy: Secondary Reform	\$ 25,750	\$ 0	\$ 0	\$ 0	\$ 0	\$0
ECHS Transition Office	2003 Mill Levy: Secondary Reform	\$ 54,800(9)	\$56,000	\$57,200	\$58,400	\$59,600	\$0
ECHS Curriculum (9-12)	2003 Mill Levy: Secondary Reform	\$ 0	\$73,200(8)	\$76,860	\$80,703	\$84,738	\$0
Community Involvement & School Culture							
Panther Pride Camp & Business Advisory Counsel	2003 Mill Levy: Revitalization	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$0
Marketing Effort (The NEW MLK)	2003 Mill Levy: Revitalization	\$5,000	\$5,000	\$5,000	\$2,500	\$2,000	\$0
Support Programs & Student Activities							
Staff Support	General Fund Table X/RAM	\$99,000(6)	TBD	TBD	TBD	TBD	TBD
Student Ambassadors Program	MLK RAM	\$ 0	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Before & After School Programs	MLK RAM	\$5,000	\$5,000	\$5,000	\$3,000	\$3,000	\$3,000
TOTAL		\$565,267	\$184,620	\$190,251	\$184,103	\$189,688	

Community Involvement & School Culture	Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5
Facility Assessment & Improvements (proposed)	Foundation and 2003 or 2006 GOB	\$56,500(1)	\$250,000(2)	\$2,637,500(3)	\$52,500(4)	\$52,500(5)

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Notes:

- (1) Proposed “In kind” contribution from Foundation for development of new *School Resource Center* (remodeling of existing community room) and preliminary facility assessment
- (2) Moving existing library to first floor to support high school programming needs; classroom enhancements for grade 9 (estimate)
- (3) Includes addition of new gymnasium, auditorium, parking and classroom improvements to support high school; classroom enhancements grade 10 (estimate)
- (4) Classroom enhancements for grade 11 (estimate)
- (5) Classroom enhancements for grade 12 (estimate)
- (6) 3rd Assistant principal position; future years to be included in high school RAM
- (7) Benchmark Assessment tool, 3-year pilot (funded by Foundation)
- (8) Textbooks based upon 150 kids @ \$122/student x 4 subjects with a 5% escalator per year
- (9) Project manager position to coordinate ECHS transition
- (10) Read 180 (\$221,138.94), AVID (\$4,984.06), CSAP Coach (\$33,584.10), History (\$18,478.00)

ATTACHMENT A
Questions & Answers

Curriculum

1. What are the educational changes in the middle school program?

Answer: MLK will retain the Studio (Literacy) and CMP (math) programs for 6-8 grades. To further support instruction delivery and student proficiency in Studio and CMP, the staff proposes adding CSAP Coach Materials presented by Triumph Learning. Curriculum enhancements include Read 180 program, History Alive social studies program for 8th grade, and an integration of AVID teaching strategies manuals for all faculty members. MLK would also like to participate in the DPS pilot program for the proposed new science and social studies curriculum offering as soon as it becomes available. The other significant change includes a new schedule that provides a series of double blocks for more in-depth instruction. Additionally, there is more efficient scheduling of teacher and group planning time every day.

2. What are the goals and objectives of the middle school program?

Answer: Specific recommendations and outcomes are noted in the recommendations and outcomes section. Goals and objectives for the revised curriculum changes will be developed with the new staff members this summer.

3. Does the length of the school day or school year change?

Answer: All staff members will discuss the length of the school day and school year at a later date. The committee believes the proposed change in the class schedule provides a good first step in meeting some of the committee's concerns about time spent on curriculum delivery and professional development time for staff.

4. What will the educational program be in the high school? (Goals, objectives, outcomes)

Answer: The committee's recommendation is to create an early college high school "transition team", which includes the hiring of a project manager to over see the development and initial implementation of the added grades as well as education program components. Early discussions about possible program (majors/academies) include, but are not limited to 1) Hospitality Management Program, 2) Architecture, Construction Management, and Engineering Program, and 3) Information Sciences and Systems Program (evolved HTA). Specific mentoring/internship opportunities would be developed around each program offering to provide real-world training for each student through the Business Advisory Program (BAC)

5. How many students will be enrolled in the high school program?

Answer: The intent will be to (cap) enrollment at 125-150 students per grade for a total 9-12 student population of 500 – 600 students so it can be considered a "small" high school. Specific application process will need to be developed to select students for early college program. This effort is also going to require a full review of GVR growth projections, new school development, and possible boundary adjustments to reduce student enrollment at MLK in grades 6-8 over the next 3-5 years.

6. What is the timing for the high school program in relation to student growth?

Answer: The introduction of a reorganized MLK (grades 6-12) fulfills an immediate need for an additional high school option for residents of Green Valley Ranch and will ultimately allow for more flexible development and planning options (curriculum choices) for the proposed new high school to be located at 49th & Tower Road.

7. How will the total MS and HS enrollment affect the total school capacity?

Answer: With a building capacity of nearly 1500 students, a detailed enrollment plan will need to be developed that anticipates total student enrollment over the next five years. The intent will be to ultimately cap enrollment at no more than 1200 students (600-700 middle school students) and (500-600 high school students).

8. How will the 6-12 model affect other neighborhood schools?

Answer: There will be a direct (positive) impact on both Montbello High School and the new high school, in terms of total enrollment. The intent would be to partner with Montbello, as well as the new high school when it opens, to create synergy across the three high schools for expanded program offerings (choices) for all northeast area students.

Facility Questions

1. What facility enhancements are needed to accommodate the middle school program and the high school program?

Answer: A preliminary facility assessment has been conducted by Anderson Mason Dale Architects at the request of the Foundation for Educational Excellence (refer to Attachment B)

2. Will the building need to be closed to accommodate the facility enhancements?

Answer: No...building enhancements/additions can be accomplished when students are not in session and/or after school hours.

ATTACHMENT B

**PRELIMINARY FACILITY ASSESSMENT
Early College High School Transition**

MARTIN LUTHER KING

Anticipated Incremental Costs

Cost	2005-06	2006-07	2007-08	2008-09	2009-10	5-Year Total	Frequency	Anticipated Funding Source
6-12 Program Development – Staff Dev.; Marketing; Transition Staff	\$139,182	\$ 59,800	\$ 5,000	\$ 5,000	\$ 5,000	\$213,982	One-time	Revitalization
Other Revitalization*	9,500	9,500	9,500	9,500	9,500	47,500	One-time	Revitalization
Instructional Materials – Middle School	196,250	90,000	---	---	---	286,250	One-time	Revitalization
Instructional Materials – High School	---	72,000	72,000	72,000	72,000	288,000	One-time	Mill Levy
Technology	9,000	---	---	---	---	9,000	One-time	GOB
Library Books	---	40,000	---	---	---	40,000	One Time	Mill Levy
Facility	289,000	---	---	---	---	289,000	One Time	GOB
TOTAL	\$642,932	\$271,300	\$ 86,500	\$ 86,500	\$ 86,500	\$1,173,732		
Estimated Fixed RAM/Utilities/Custodial	---	\$351,440	\$351,440	\$351,440	\$351,440		Ongoing	General Fund

*Includes programs such as Panther Pride Camp, Student Ambassadors, and before- and after-school programs; after phase-in is complete, funding source must change.