

Proposal: Beacon Schools

El "DIA" de Fairmont Dual Immersion Academy

Principal: Melanie Byers

I. Academic Vision

At El "DIA" de Fairmont instruction is provided in two languages. We are an English/Spanish program. As students become proficient in reading and writing in their native language we begin the transition to the second language increasing the percentage of time in all subject areas in their second language. By fourth grade it is our hope that every student is receiving 50% of their instruction in their native language and 50% in their second language.

Our goal is that every student graduating from the eighth grade will be bilingual, biliterate and bicultural. Students will develop positive cross cultural attitudes and a global perspective helping prepare them to be competitive high school students.

II. Education Plan

A.)

Overarching Goal: All students will achieve at his or her highest potential on CSAP and other forms of assessment as determined by the CSC and district.

Yearly objectives will include but will not be limited to:

Meet annual AYP by consistently moving our students out of the unsatisfactory on CSAP to Partially Proficient and above, and closing the achievement gap between minority and non-minority students.

We are also in the process of creating our whole school Strategic Plan that will be a long term effort to address the whole school cohesiveness of a total ECE-8 Dual Immersion School.

Currently we have identified 3 Benchmark Goals to begin the process:

1. Climate/culture: To establish a set of core values and supporting rituals and routines for our students, staff, and families. These values and routines will be building wide and apply to grades ECE through 8. The values and rituals and routines will be based on common language and will be integrated into our learning, and all school related activities.
2. Academic Rigor: Fairmont will develop a system that uses various forms of data on an ongoing basis to address the needs of all learners.
3. Community Engagement/Marketing: Increase a balanced student enrollment by raising awareness in the community about the dual immersion program at Fairmont.

These goals are in complete alignment with the Denver Plan and will be aligned to the indicators on the Balanced Scorecard once it is developed. Each goal area will also contain specific school-wide annual objectives, strategies and indicators for measuring effectiveness. We will also focus our efforts to research specific additional measures that will focus on the success of the Spanish component of our dual immersion program.

B.)

Students will master the state and district standards as well as proficiency in both English and Spanish.

We have already begun to see evidence of increasing CSAP scores, and we attribute that to the increased focus of meeting student needs by looking at and regrouping students to provide differentiated instruction.

This will be the first year that our students who are enrolled in a dual immersion grade will take the CSAP.

As we are serving children between the ages of 4 and 14 our focus will be to prepare our students for what lies ahead after 8th grade. We feel that our program will assist them in being successful in high school because of their intense academic training as well as their ability to appreciate the social dynamics that they will encounter in high school, no matter where they go. We also believe that they will be attractive candidates for high schools who have an application process due to the opportunities to develop leadership skills such as: Mentoring (being a Mentor and a Mentee), the Youth Council which offers leadership within the school, collaboration with other Denver Youth Councils, and Community Service

opportunities in the greater Denver Metro area. They will have access to opportunities that are not easily accessible to children who are not bi-literate and bi-cultural.

As DPS rolls out the Denver Plan and its strategies to align our Curriculum, Instruction and Assessment, we will be implementing their recommended strategies as well, but we will be doing so in two languages, English and Spanish. We are also committed to be in total compliance with the DPS ELA guidelines by having our students receive academic services in both languages, (not just oral language development) .

We are currently working closely with our district level ELA facilitator to ensure that this happens for all of our students.

In addition, our teachers are collaboratively creating thematic units at each grade level to deliver our dual immersion program in both languages. These units incorporate key concepts, content objectives (including vocabulary) and language objectives that align to the DPS curriculum. They also incorporate common assessments, and reference best practices in instruction for differentiated learning.

D.) We have established a system (SAM: Student Accountability Meetings) where leadership team members meet with classroom teachers to use various forms of data to identify the needs of individual students and design instruction around those needs. These meetings are designed to address the needs of all of our students, including our SPED, ELA and G/T students. We believe very strongly in flexible groupings that meet our students ever changing needs. Therefore, we structure these meetings to be ongoing throughout the year in order to accommodate those needs regularly.

E.)

Fairmont's climate and culture creates a sense of community and authentic engagement within the staff, parents, community and students. We value the importance of the learning process and taking risks. We embrace diversity that is evidenced in appreciation of differences in ethnicity, culture, learning style and socio-economic status.

We believe that this climate results in the following outcomes:

- Teacher/staff retention and investment in community
- Community investment in our school
- Enrollment increases to our defined capacity and will become stable
- Neighborhood students who have "choiced-out" of DPS will be drawn back to our district to attend Fairmont
- Students will demonstrate a value for other cultures and learn from each other as much as they learn from their teachers who guide them in a rigorous instructional program

F.)

2006-2007:

- Develop: Provided summer training and curriculum on the dual immersion program to 3rd grade teachers, and on-going coaching and support throughout they year. We are developing a system of differentiated Professional Development for previously trained Dual Immersion teachers and upper grade teachers based on teacher learning needs. Start training and curriculum work for 4th grade in spring.
- Implement: Dual Immersion: Add Grade 3 to the dual immersion program. Students who are ready for transition, will be receiving 50% of their instruction in English and 50% in Spanish. ECE-8 Model: Our middle grades will be expanded to include 7th grade.
- Evaluate: Ongoing SAM's to look at monthly student progress, classroom walkthroughs by Instructional Coaching consultants, and annual data analysis in summer to evaluate progress toward goals.

2007-2008:

- Develop: Training and curriculum work on the dual immersion program for 4th grade teachers will have been done last spring and early summer. Beginning in August, 4th grade will receive on-going coaching and support throughout they year. We plan to begin implementing our system of differentiated Professional Development for previously trained Dual Immersion teachers and upper grade teachers based on teacher learning needs. Start training and curriculum work for 5th grade in spring.
- Implement: Dual Immersion: Add Grade 4 to the dual immersion program. Students who are ready for transition, will be receiving 50% of their instruction in English and 50% in Spanish. ECE-8 Model: Our middle grades will be expanded to include 8th grade.
- Evaluate: Ongoing SAM's to look at monthly student progress, classroom walkthroughs by Instructional Coaching consultants, and annual data analysis in summer to evaluate progress toward goals.

2008-2009

- Develop: Training and curriculum work on the dual immersion program for 5th grade teachers will have been done last spring and early summer. Beginning in August, 5th grade will receive on-going coaching and support throughout they year. We plan to begin implementing our system of differentiated Professional Development for previously trained Dual Immersion teachers and upper grade teachers based on teacher learning needs. Start training and curriculum work for 6th grade in spring.
- Implement: Dual Immersion: Add Grade 5 to the dual immersion program. Students who are ready for transition, will be receiving 50% of their instruction in English and 50% in Spanish. ECE-8 Model: Our middle grades expansion will be complete.

- Evaluate: Ongoing SAM's to look at monthly student progress, classroom walkthroughs by Instructional Coaching consultants, and annual data analysis in summer to evaluate progress toward goals.

2009-2010:

- Develop: Training and curriculum work on the dual immersion program for 6th grade teachers will have been done last spring and early summer. Beginning in August, 6th grade will receive on-going coaching and support throughout they year. We plan to begin implementing our system of differentiated Professional Development for previously trained Dual Immersion teachers and upper grade teachers based on teacher learning needs. Start training and curriculum work for 7th grade in spring.
- Implement: Dual Immersion: Add Grade 6 to the dual immersion program. Students who are ready for transition, will be receiving 50% of their instruction in English and 50% in Spanish.
- Evaluate: Ongoing SAM's to look at monthly student progress, classroom walkthroughs by Instructional Coaching consultants, and annual data analysis in summer to evaluate progress toward goals.

2010-2011:

- Develop: Training and curriculum work on the dual immersion program for 7th grade teachers will have been done last spring and early summer. Beginning in August, 7th grade will receive on-going coaching and support throughout they year. We plan to begin implementing our system of differentiated Professional Development for previously trained Dual Immersion teachers and upper grade teachers based on teacher learning needs. Start training and curriculum work for 8th grade in spring.
- Implement: Dual Immersion: Add Grade 7 to the dual immersion program. Students who are ready for transition, will be receiving 50% of their instruction in English and 50% in Spanish.
- Evaluate: Ongoing SAM's to look at monthly student progress, classroom walkthroughs by Instructional Coaching consultants, and annual data analysis in summer to evaluate progress toward goals.

2011-2012:

- Develop: Training and curriculum work on the dual immersion program for 8th grade teachers will have been done last spring and early summer. Beginning in August, 8th grade will receive on-going coaching and support throughout they year. We plan to begin implementing our system of differentiated Professional Development for previously trained Dual Immersion teachers and upper grade teachers based on teacher learning needs.

- Implement: Dual Immersion: Add Grade 8 to the dual immersion program. All students will be receiving 50% of their instruction in English and 50% in Spanish.
- Evaluate: Ongoing SAM's to look at monthly student progress, classroom walkthroughs by Instructional Coaching consultants, and annual data analysis in summer to evaluate progress toward goals.

G.)

Schedule: As the Dual immersion program is implemented in each grade, the Professional Standards Committee will revise the building wide schedule to accommodate all grade level needs. (example of a current Dual Immersion grade daily schedule below.)

Calendar: One of our goals for this year is to work within our CSC structure to create a system to find the time to adequately assess students to address learning needs and to provide adequate professional development.

First Grade Sample Schedule

- 9 a.m. Students build their literacy skills in their native language. Children read books that are appropriate to their reading level as well as strategies that improve reading, comprehension and other literacy skills.
- 10:45 a.m. Children practice spelling words in spelling centers in their native language and take a spelling test once a week.
- 11 a.m. A Writers Workshop is conducted in students' native language. During this time, children strengthen their writing skills and learn new strategies to further enhance their skills. Children write every day.
- 11:45 a.m. English-speaking students and Spanish-speaking students learn a second language with the help of thematic games, vocabulary building and conversation.
- 12 p.m. Time for lunch!
- 12:45 p.m. Spanish and English speakers come together in mixed groups to receive instruction in music, physical education, art and computer skills.
- 1:30 p.m. Children learn math and strengthen their math skills in their native language.

2:15 p.m. Students continue to learn their second language through thematic games, vocabulary building and conversation.

2:45 p.m. Students learn social studies and science concepts in their native and second language.

3:30 p.m. Class dismissed in native language.

III. Leadership/Staffing

A & B:)

Our Leadership model is comprised of two committees, the Collaborative School Committee and our Leadership Team within the school.

- **Collaborative School Committee (CSC)**

PURPOSE: The Collaborative Decision Making Committee (CSC) is the decision making and strategic planning body for the school. The CSC is composed of the principal, four teachers elected by the staff, four parents elected by parents of the school, a classified person, and a community or business representative.

- **Fairmont Leadership Team:**

PURPOSE: The Fairmont Leadership team implements the objectives and strategies as determined by the CSC, to include staff development, academic implementation of the curriculum and on going assessment. The Leadership Team is composed of the principal, assistant principal, building facilitators, ELA resource and DCTA representative. When specific expertise is needed to advise the group, other staff members may be invited to join this committee on a short-term basis.

During the development phase of our school, we have added an additional resource to our Leadership team in the area of Implementation. This additional resource is made up of the project staff assigned to Fairmont by the Institute for Educational Equity.

The Fairmont Leadership team has three sub-committees to carry out specific tasks. They are: the Professional Standards committee, Personnel Subcommittee and the Professional Development Committee. These subcommittees are in compliance with the DCTA agreement and are staff elected positions.

C.)

The Leadership Model of the CSC and the Leadership team already exists but does provide management for the development of our whole school program. The Leadership team provides ongoing coaching and professional development for all staff as well as focusing efforts through our IEE consultants for Dual Immersion. Through our SAM process (see section 2D) there is ongoing monitoring of student data to create flexible groups for differentiation and goal setting.

D.)

Staffing:

Due to the fact that our program has already begun its implementation, and we are not starting a school from scratch, we have already hired our current key personnel. For this reason we have not included the resources needed to post the positions (resumes, job descriptions etc...) for our Leadership Team. Please contact us if you would like us to send that information along at a later date.

**Although our focus is on the school-wide Dual Immersion Program, we are also implementing the ECE-8 model as an important piece of this program. Therefore, we would like to compare all of our staffing allocations for grades 6-8 with those allocations for a middle school. In order to sustain this part of our program, and ensure the success of our middle grades students, it is important that we provide our middle grade students with the same kinds of support that they would get in a DPS middle school. Middle school allocations are different than elementary, based on the developmental needs of middle grades students. This would, of course, be done in a proportionally appropriate manner.*

Classroom teachers: There are two teachers at each dual immersion grade level (currently up to grade 3) who have been trained in our Dual Immersion model and have received DPS ELA-E and ELA-S training. Every grade level implementing the dual immersion model must consist of two classroom teachers in order to deliver instruction in both languages at appropriate levels. When the dual immersion program is fully implemented this will be true for all grades ECE-8 resulting in 20 classroom teachers.

Special teachers: We currently have one FTE for Library/Media, Art, and a .5 Music and .5 Physical Education. This needs to be bumped up to at least one full time FTE for all four positions in order to serve all grades.

SPED teachers: We have 2 mild/moderate SPED teachers who serve as resource for the entire student body (not the center placements). With over 50 children who require these services in order to meet their IEP needs and requirements this number will need to be closely monitored.

Facilitators: Fairmont will have two building facilitators who focus on curriculum and professional development ECE-8. One will focus on English Literacy and the other on Spanish literacy. We will utilize our Instructional team's Staff developers to support our school in the content areas.

28 Teaching Positions as described above.

(plus additional SPED support staff to be allocated based on the needs of our center placements any well as any mainstreamed students. This can't be estimated, but is determined by current IEP's)

Administrators: Principal and Assistant Principal
2 Administrative positions

Paraprofessionals: Paras will be used to create smaller instructional groups for delivery of instruction in the dual immersion model.

ECE-3rd grade Dual Immersion has a large Oral component that requires smaller student to teacher ratios in order to appropriately assess progress and deliver instruction in the second language. Therefore our para formula changes as the students' progress to higher levels of proficiency in their second language. ECE is required to have one para for every 17 children.

For Second Language Instruction in Kindergarten, the student-instructor ratio should be 1-13, and Kindergarten curriculum is taught mainly through language instruction. (so para's are needed all day)
For Second Language Instruction in Grades 1-3, there is still a significant amount of Oral language development, so a ratio of 1:13 is still appropriate but that ratio can be lowered to a ½ day timeframe.
For Second Language Instruction in Grades 4-8, we will base the para allocations on student need, using the percentage of students at each level of proficiency in their second language, as the determining factor.

We have provided estimates below...

ECE- two full time paras (1 FTE per classroom)

K- two full time paras (1 FTE per classroom)

Grades 1: Share one (.5 FTE per classroom)

Grades 2: Share one para (.5 FTE per classroom)

Grades 3: Share one para (.5 FTE per classroom)

Grades 4: Share one Para (.5 FTE per classroom)

Grades 5-8 Share two paras (.25 FTE per classroom)

10 Paraprofessionals: These people will have specific responsibilities and will spend at least 80% of their time working with small groups of children to differentiate instruction. Specific training will be given to these people in the area of dual immersion and will be evaluated for effectiveness.

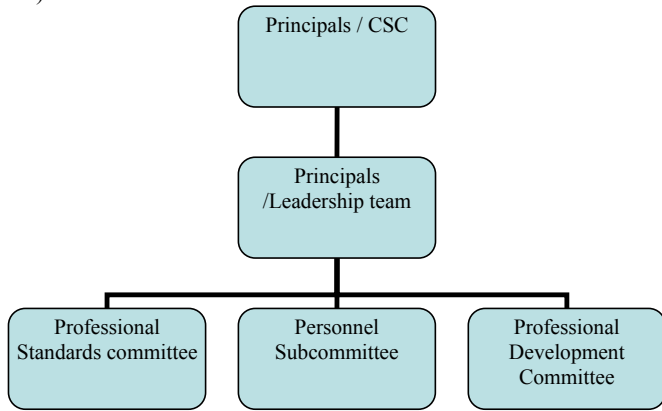
Total faculty:

Minimum of 30 Certified staff members

8-10 Paraprofessionals for the Dual Immersion Program, depending on need.

We currently have 3 center placements for Special Education with the appropriate allocations for supporting these programs. They are hired by DPS, but our principal does help with supervision and evaluation.

E.)



F.)

Job Descriptions:

Teacher

ELA-S Teacher

Have appropriate endorsement in Spanish,

ELA-E Teacher

Have been trained, and are proficient in (or have appropriate equivalency) in the DPS Sheltered Instruction Techniques

Applies to both:

Teach appropriate grade level standards based on curriculum in Reading, Writing, math, Social Studies, Science and Personal development. Follow DPS Literacy Program and Everyday Math or other school/district approved curriculum. Ability to work with a diverse student population and staff. Must be willing to be trained in dual immersion instruction, work in a collaborative environment on instruction, assessment, teaming and planning (vertically and at grade level). Must be willing to participate in staff development beyond the school day within reason. Should exhibit skills in communication with various audiences. Will be required to sign Fairmont Commitment Statement.

Facilitators:

ELA-S Teacher Facilitator

Have appropriate endorsement in Spanish,

ELA-E Teacher Facilitator

Have been trained, and are proficient in (or have appropriate equivalency) in the DPS Sheltered Instruction Techniques

Applies to both:

Knowledge of appropriate grade level standards in Reading, Writing, math, Social Studies, Science and Personal development. Understanding of DPS Literacy Program and Everyday Math or other school/district approved curriculum. Ability to work with a diverse student population and staff. Must be willing to be trained in dual immersion instruction, work in a collaborative environment on instruction, assessment, teaming and planning (vertically and at grade level). Must be willing to participate in staff development beyond the school day within reason. Should exhibit skills in communication with various audiences. Must pass DPS criteria for Facilitator positions. Understanding of Adult Learning Theory, training and/or experience providing professional development and/or instructional coaching practices in schools. Will be required to sign Fairmont Commitment Statement.

A Fairmont Commitment Statement will be developed and shared with the staff. Each teacher will get a copy and will be asked to sign an agreement to this Statement, or be willing to transfer to another building. It will include but will not be limited to:

Any teacher hired at Fairmont will make a commitment to dual immersion training, collaborative instruction and assessment, collaborative teaming and use of planning time (vertically and at grade level) , staff development beyond the school day provided that it complies with the DCTA agreement and/or is offered for re-certification credit, PDU credit or compensation.

G.)

See Section III, part B, and Section IV, part B.

IV. Professional Development

A)

All professional development will include the essential elements of ongoing reflection and self-evaluation. It is important for Dual Immersion programs to systematically collect data about student performance, meet regularly to look at and reflect upon those data, and make informed changes to their instructional programs based on those reflections. Other required skills and knowledge will be, Dual Immersion Training, Sheltered Instructional Techniques, Effective student assessment practices, strategies for differentiating instruction, and effective parent communication techniques.

The time and resources required to enable such reflection are important ingredients in the success of our program and in developing instructional capacity.

B.)

In our current strategic planning work, suggestions have been made that staff should use large blocks of time at least once a month for staff development and coordination. We are using the structures of college credit, compensation, PDU credit and other allocated time (based on DCTA agreement) to accomplish this.

Teachers will also meet on a weekly basis, during one of their common planning times to plan lessons and work cooperatively. Such frequent communication and collaboration is likely to result in a Dual Immersion program that is more cohesive, and where the needs of students are being served both within a given grade level and across grade levels.

Student Accountability Meetings (SAM's) are an important component of our professional development plan. These are incorporated into the school day, using a combination of regular planning time and release time provided by substitutes or specials teachers offering "extended" learning sessions. The purpose for SAM's is for differentiating learning for student as well as teachers.

We are working to develop a differentiated plan for ongoing professional development at Fairmont. It will need to address the intense "start up" training, design and implementation needs as the Dual Immersion model moves through the grades over the next 5 years. At the same time, we will have a system in place to design on-going professional development that will meet the varying needs for teachers who are already in the Dual Immersion grades. We will also have a plan to train and develop new teachers each year at any grade level.

V. Enrollment

A)

We have studied what the research says about the implications that enrollment has on a successful Dual Immersion program. We are basing our enrollment plan on that research. We will have no more than 26 children in any one classroom, capping a grade level at 52. At each grade level, students will be split evenly between native Spanish and native English speakers. Ideally, would also have a balance of high, medium and low socioeconomic status within each classroom. Total enrollment in grade ECE-8 at Fairmont would be a minimum of 450 kids and a maximum of 550. In addition to the timeline provided in section 2F, we have determined additional support structures for our upper grades that are beyond the phasing in of our dual immersion program. We are utilizing the District staff developers, the current DPS ELA model, and the IEE Instructional Coaching support to assist us in continuing to meet the needs of all of our students.

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B.) In our work with Schoolhouse Communications we have developed a marketing packet that we are getting translated into Spanish to be given to prospective parents/visitors and to be used at all school

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choice fairs during the choice window. We have developed a Power Point presentation for use during open houses and tours – as well as community presentations - that explains what the dual immersion program is, how it works, how it helps children excel, and benchmarks of learning. We are continually updating the school's Web site to ensure that core messages are reinforced on-line. We plan to add a downloadable .pdf file of our marketing packet in both languages.

C.)

We have developed an agenda and set of talking points that key staff and parent leaders can use when giving tours to prospective parents and during open house events. We plan to adjust our marketing efforts each year according to what our enrollment needs are for that year. Currently, for the 2007-08 school year we are targeting incoming ECE and Kindergarten students in both languages (capping Kindergarten at 26), and incoming 2nd grade students who speak Spanish. We are not targeting our marketing efforts in any other grades at this time.

D.)

In order to achieve a balanced student population that is equitable and will assure the success of the program, we will use strategies that include the use of special admissions criteria (with a priority given to neighborhood kids).

To achieve these goals we can not be classified as a “neighborhood school” and all students must apply through the choice process, to ensure that our classroom capacity needs are met. (No more than 26 per class)

Our admission criteria will be as follows:

Neighborhood students get first priority when applications are submitted within the choice window.

Once neighborhood children are placed in grade levels, any open student spots will be filled by choice students who will balance out the classrooms based on classroom max. size, first language background and boy/girl ratio.

Anyone applying to enter after the choice window will only be considered in cases where the school has determined that there is an available slot.

Aggressive recruitment and information about the choice process for the Fairmont students who live within the neighborhood boundaries will be done in December and early January. At this time we will also do an entire neighborhood “blitz” so that any families currently residing in the neighborhood, but who may be sending their children elsewhere, understand the process and will be encouraged to look closely at Fairmont as an option.

VI. Community Engagement

A)

We have created several partnerships with local organizations to help fund our programs. Through our “Lights on After School” grant, we have established working relationships with La Familia and the Colorado Ballet. We have created partnerships with the Daniel’s Foundation, the Piton Foundation, GMAC Realty, and Johns Manville. Our school is also an Initial Professional Teacher Education site, through the University of Colorado at Denver. We have several teacher candidates who do their student teaching and learning labs here in our building with the guidance of a site professor and a site coordinator. Just as it is important to have strong teachers and staff in order to have a high-functioning Dual Immersion program, it is also important to have a community of parents that is committed to the program and will work collaboratively with teachers and staff to strengthen it. We want to make certain that both the parents of the language minority students and the parents of the native English speakers participate in the Dual Immersion program in similar ways. Because Dual Immersion programs are intended to help equalize the status of the two languages and the two groups of students, it is important to pay attention to this at the level of parent involvement, as well as in the classrooms.

B).

We plan to utilize current community partnerships to enrich our programs in the following ways: UCD Teacher candidates can assist us with teaming and planning by substituting for classes within the approved candidate guidelines. This will allow teachers to attend SAM meetings, plan and develop curriculum, etc... La Familia provides after school recreation and tutoring currently. We would like to start discussions with them about the possibility of planning some half “activity days” for students, to assist us in creating early release time to be used for planning/professional learning. We are continually looking for improved ways to engage our current partnerships in meaningful ways.

C.)

In our Strategic Planning process, we are identifying specific strategies to enlist the support and help of our parents and community for each goal area (Climate and Culture, Academic Rigor and Community Engagement). We have included 6 parents in the development of our current strategic plan to ensure that we get input from the larger parent/community group. Three of the 6 parents on our planning team are also members of the PIC (parent involvement Committee) and will act as liaisons for the planning process.

VII. Sustainability

A.)

Implementation of our Dual Immersion Program began three years ago. Until this year we have relied solely on our own efforts to raise funds to pay for the additional costs of implementation. We have received support from various outside sources for dual immersion consultant fees, marketing, transportation and program evaluation. This support has totaled over \$100,000.

This school year we received a School Innovation “fast track” grant that was applied for over the summer by the Institute for Educational Equity (IEE), specifically for Fairmont. This grant is providing ongoing support in the areas of instructional coaching and consulting for all grades, executive coaching, and strategic planning.

Together with IEE, we are submitting a proposal for an on-going 5 year SIG to assist us with the design and implementation costs associated with Strategic Planning, Professional Development and Community Engagement that will occur as our Dual Immersion is implemented at each grade level. It will incorporate a “gradual release of responsibility” from our outside support to our existing staff. The proposal will contain specific plans to increase the capacity of our staff to sustain the structures and systems that are developed as we move toward a fully implemented ECE-8 Dual Immersion School.

B.)

Beyond the timeframe addressed by our SIG grant, we don't expect to have recurring costs. One foreseeable financial issue may be that if our neighborhood demographics change dramatically (as they are starting to show signs of) we may not be able to attract as many Spanish speaking families due to the need for transportation. To deal with this possibility, we are compiling possible responses, including tapping into existing DPS bus routes, and combining some building level money with external funding to pay for a route of our own.

We will continue to use community partnerships and write grants for outside funding in order to assure that we can continually get the best materials and resources for our students after the design and implementation phase.

C.)

Our current facility will meet our programmatic needs as long as the class size maximums are part of the equation. If we are unable to achieve our admission requirements as outlined, the program will not be effective in this facility.