SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: 153RD ST.   *DATE OF SESSION 2: 10.16.12*
NAME OF ORGANIZATIONREPORTING: Pathways
NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: PETER PANNELL
DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10.19.12

- **INTERPRETING DATA AS A STEP TO BUILD HIGH PERFORMING COMMUNITIES OF LEARNING**

I.   Student Performance: Where is the School Now?

Participants reviewed data from the LAUSD School Report Card. Participants documented points of interest from the report. Participants were most interested in dissatisfaction in staff morale and staff attendance. Participates also identified academic concerns in the areas of English Language Arts (fluency & comprehension) and Mathematics (concepts and applications).

- Narrative **"quotes"** from the small group discussions and presentations
    - "Kids need to know that education and learning is #1. They're too pampered!"
    - "They (students) need to know the importance of the classroom."
    - "There should be morning routines and high expectations."
    - ". . .provide more time for students who are not understanding. Also communicate to parents what students do not understand in class. Assign extra work for home . . . students may begin to feel better when they begin to contribute more in class because they understand the lesson(s).
    - "Have a parent/teacher gathering . . . to let all of the teachers know that we care."
    - "Provide better professional development for teacher in the areas of communication, ELA, and Math.
    - "Have children read every day so that they can understand the material better."

II. School Plan Priorities Brainstorm

Participants agreed that communication is vital to the school making improvements. The central themes in the brainstorm were: school personnel motivation (attendance and instruction), Professional Development, and Leadership (while the participants appear to be supportive of this administration).

- "We need teachers who care about our students."
- "The teachers do not seem to want to be here."
- "We should recognize students and teachers when they do well."
- "The students need activities at their level . . . like reading and math. They need to know how to apply what they learn with daily life."
- "They (students) need motivation to learn."

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III. **School Priorities that Lead to a High Performing Community of Learning**

Participants were highly engaged into examining academic data and inquiring into solutions as to how students at 153rd St. can achieve with greater success. Parents were focused on the methods for learning and instructing their children **– "We need more focus on students who need help. Instruction that matches the learning styles of students. . ."** and while parents expressed confidence in the current leadership, they also stated that, **"We need strong leadership to help motivate school climate."** Parents understood that they too are responsible for their children - **"Parents should take the time to see their child's assignments every day."**
The reoccurring themes were teacher pride & attendance, and providing quality instruction. **"We need a school climate that motivates students." "If teachers are not here how can children learn?"** and **"We also need our children to be able to relate and apply learning to everyday experiences."**
There were (5) central themes to this section: Academic/Instructional Support, Operational Support (safety, Communication, Leadership: Professional Development, and Other items.

- **Academic/Instructional Support**
  - Focus on Math, ELA, Arts (the basics)
  - 100% dedication for teaching and learning
  - Instruction that matches students' abilities
  - Practice reading aloud (multiple types of publications)
  - Reading at students ability
  - Always take the time to review the assignments in all subjects.
  - Daily Math practice with application to daily lives.
- **Operations**
  - More security
  - School Beautification
  - Create safety team
  - Anti-Bullying Programs/Policy
- **Communication**
  - Parent Teacher gatherings
  - Better communication
  - Better communication to help students
- **Leadership: Professional Development**
  - Strong leadership to motivate teachers and students
  - Build effective relationships with parents (communication, common understandings, goals and performances
  - 100% dedication for teaching and learning
  - Quality subs
  - Instruction that matches students' abilities
  - Principal to evaluate teachers
  - Better Professional Development (communication w/teachers)
  - Provide child development (behavior)
  - Trust in the teachers
  - Increased teacher motivation to accomplish goals for student performance.
- **Other**
  - Cooperation

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- o Show interest in students
- o Respect for school
- o Recognition for teachers and students
- o Working in teams (collaboration)
- o More attention to after school programs

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Session 2 Report – Dialogues with Planning Teams

NAME OF SCHOOL: 153rd Elem.   **DATE OF SESSION 2: 16.9.12**

NAME OF ORGANIZATION: Pathways

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: PETER PANNELL

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10.19.12

Dialogue One – Dialogue between first Planning Team and participants

Planning Team Presentation

The Principal, Mrs. Willis welcomed participants to 153rd St. The Principal listed achievements made by the school as measured on 2011-12 CST. A brief explanation was provided to participants on how to read the data and its origin. Mrs. Willis highlighted the section of suspension with African American (AA) students. While data indicates a decrease in the amount of suspensions among AA students, numbers remain high in comparison to the total school population. "This is alarming to me. I see my AA students being sent to the office with referrals. I will be bringing this up to my teachers." The issue(s) of teacher attendance was also addressed. While there are improvements in teachers attendance (2011 38% to 2012 66%) this number falls short of the district expectation of 98%.

Mrs. Willis reviewed both Sections 3 & 4. The stated rationale for targeting student achievement was lack of rigor and providing differentiated instruction. "My job is to train and remind teachers how our students learn."

Three main areas for intervention that will lead to greater student achievement are: Improvement in classroom instruction, Improvement in Parental Involvement, and Improvement in Student and Staff Attendance. That when teachers master and implement instructional strategies of IWT, Differentiated Instruction, and SDAIE students will achieve at greater levels. "Many strategies are great for all students."

Section 3. Where is the School Now? Student Performance
- 8 pt. API Growth
- Met 12/21 AYP Criteria
- ELA
    - 5% growth in prof/adv
    - 9% growth in BB/FBB
- Math
    - 5% decrease in prof/adv
    - 2% increase in BB/FBB
- Science
    - 14% decrease in prof/adv

Section 4. Schools Plan Priorities To Turnaround Students Performance
- Improve Classroom Instruction
- Improve Parent Involvement
- Improve Students and Staff Attendance

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Q & A Dialogue

Parent: "It sounds like he ELS's get a lot more . . . ?"

Mrs. Willis: "Title 3 (and a few other resources) does provide more assistance. But there are strategies (like SDAIE) that give all students support."

Parent: "I had an experience with my daughter's teacher. The teacher said that she did not have enough materials so my daughter did not complete the assignment . . . Why not ask parents to help with materials if teachers don't have them?"

Mrs. Willis: "Teacher should not say that they do not have materials." (Mrs. Willis briefly explained the Williams Act). The decrease in achievement was/is not due to the lack of materials."

Parent: "How do you measure good instruction?"

Mrs. Willis: "There are yearly teacher evaluations. I am also in the classrooms observing teacher instruction, and I provide immediate feedback to teachers (daily).

Parent: "How do you find out if a teacher is doing a great job?

Mrs. Willis: "Students . . . I observe teacher instruction and student learning. Students also talk to their parents and the parents communicate back to me.

Mrs. Willis: "I don't think that teachers need to be nice . . . but they do need to be fair." "I should be in the classrooms every day . . . there shouldn't be any surprises. There's not a lot of time to wait. The new teacher evaluation system helps me, but the teachers and union do not care for it. The current system is slow . . . it's difficult to remove teachers."

Parent: "Regarding teacher attitudes . . . when a child distracts. What does the teacher do?

Mrs. Willis: "It's not ok for any child to distract others from learning. We assess the behaviors in the class. We examine the positive supports in the class. We get all information and have a strategy meeting to discuss how the classroom and child can be successful. We monitor and provide appropriate supports. My goal is that every child needs are met."

Parent: "It concerns me that every time I asked the teacher how my child was doing in the class, the teacher does not interact with my child. (The child is extremely shy and appears withdrawn).

Mrs. Willis: "We need to have communication to parents. Examine all data . . . and provide a weekly progress report based on behaviors.

- There were several personal comments regarding individual student's cases that were not appropriate to document (on the topics of toileting, discipline, and safety procedures).

Mrs. Willis: "We are addressing school morale and attendance. Teaching and learning takes place with everyone 'wanting to be here and be successful'." There are not many resources, but we are partnering with several organizations in our community. B of A will assist us with teaching our students money management skills. El Camino College will assist us with mentoring, and technology/science opportunities.

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