



Session 1 Report – Student Vision

NAME OF SCHOOL: FLOURNOY ELEMENTARY

DATE OF SESSION 1: 9/20/12

NAME OF ORGANIZATION REPORTING: PATHWAYS

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

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/2/12

The Student Vision was created by a combination of feedback provided by small group activities, discussion, and annotated narrative data. During the small group exercises the parents were asked to create the Vision for their school. Parents stated for their school vision they want to see the following multiple components which were: school safety, site supervision, teacher competency, more support for students via classes and activities, and the need for the child to develop into a good individual with great character.

School Safety

There were very few written comments about this part of the vision. The topic of safety and supervision was displayed in every small group discussion. One parent asked **“what is the discipline plan for students at the school”**, to which another parent followed up with **“how can we find such discipline plan?”** Participants also wanted to know **“how many people are supervising during the lunch at the play areas?”** A participant asked the question: **“Is there an alternative to suspensions, such as counseling or extra academics?”**

There were other comments such as:

- One participant stated a concern about the safety outside of the school, such as the immediate streets surrounding the school.
- Other parents expressed concern with the previous administration and wanted to know more about how this administration would handle those past issues.
- Another parent wrote about the concern she had about the lack of supervision due to lack of staffing: **“Que el distrito no corte tanto personal.”** (The District should not cut so much staff).
- A small group of parents also shared that they felt that they did not feel welcomed at the school during the past administration and felt that nothing had changed thus far with this new school principal.
- One person commented on the need for the school to culturally understand how to respect students and parents and said: **“Respect is different from culture to culture”**.
- There was also an overall concern from various groups about the cleanliness of the bathrooms.
- Also that teachers and school-wide staff have an adequate manner in which to get a child’s attention.
- The children should have discipline, smaller class sizes and more work. Read more and less time playing and more motivation from the principal. More recognition for their work.

Teacher Competency

There was a lot of written feedback about the need to include teacher competency as part of the vision. One participant wanted to know: **“What is the special education program? And what will be the emphasis to assist those students that need support with speech and language challenges?”** Another participant commented on her concern of how many substitutes are implementing the curriculum and how that is affecting the teaching quality. Parents also wanted to emphasize math as an area where they would like to help support at home. One parent commented about the need to strengthen the curriculum about math by stating: **“Math is a skill that they (the students) will need for the rest of their lives”** The written feedback supports the need to have a vision of competent teachers who are able to support the needs of students.



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- That teachers arrive early and set an example for their students.
- Teachers prepare themselves more in school
- We want educated, committed teachers and with funds/funding for materials like science books, mathematics, history and education.
- To have better teachers who are qualified
- To have the best teachers who pay more attention to the lowest performing children in reading and writing.
- That teachers are more dedicated to the students who lag behind academically.
- That there are adequate classes for special education children.
- Access to computer labs, qualified teachers and adequate books. That teachers focus more attention on Pre-K and Kindergarten children (patience and qualified).
- I would like for my children to have a better education so that they will be prepared for the future.
- That they are able to read and write, to understand so that they will be successful in the school years that follow.
- That education is competitive and of quality.
- Staff that is trained in the office and in the classrooms.
- Teachers that respect students so that the students learn to respect them.
- As parents, we foremost support in our homes ... learning now – I ask the school to prove the quality, efficiency and knowledge of my child's classroom teacher.
- I want my son to learn to be critical and to be able to discern any term.
- To be a good member in his community, trustworthy.

Extra classes for academic support and development of character

There was a theme of the need for the vision of the student to be able to increase their academic achievement by the school providing extra activities or supplemental classes. The written feedback explains this need as follows:

- They should have an after school program that offers activities and help with homework.
- More activities or classes such as music, art, something that they feel is different, that is not just numbers and letters.
- Courage to face any circumstance in life.
- That they have classes for special children.
- Values and principles.
- I would like for my children to become a professional and that they are very respectful and academically responsible.
- Love, respect, education, a good breakfast. Lunch. Good night's sleep. Motivate them to have a good education. Help them with homework. Take them to libraries. Have better teachers. Have better discipline. Help in the school and in the community.
- Natural sciences, we must elevate them and plant a tree together. They will learn from one seed, growth, city and it is also for a lifetime.
- I would like for my son to be a child who can help himself as well as help others.
- We need classes for special needs students.
- To see the specific needs of every child and pay more attention to those who need it.



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- That there are activities that motivate children and parents.

There were other comments that reflected differing needs for consideration as inclusions into the vision.

- I wish s/he had a more open mind and that s/he would learn to be more critical
- That there are not so many children in the classrooms so that they can learn well.
- Capacity to communicate effectively in the home, school and other surroundings
- They need more time to develop their minds and imaginations
- I am his/her first teacher and must be excellent. In order to help my son I must feed, dress and clothe him.
- That the children have more for themselves, not using drugs and alcohol at a young age.
- I wish that my girl was more active- impetuous, that each day she is more willing to go to her school.



Session 1 Report – School Vision

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DATE OF SESSION 1: 9.20.12

NAME OF ORGANIZATION REPORTING: Pathways

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

DATE THIS REPORT IS COMPLETED AND SUBMITTED:

The School Vision was created by a combination of feedback provided by small group activities, discussion, and annotated narrative data. During the small group exercises the parents were asked to create the Vision for their school. Parents stated for their school vision they want to see the following multiple components which were: Supervision/security on campus, increased parent involvement, and academic support for students (before and after school).

Supervision/Security

The first theme for the school vision was the need to increase the level of supervision/security on campus. One participant exemplified this need by stating **“I want my daughter to feel safe in the class, school, and field/recess, and when she’s at lunch and for them to control those kids who fight”**. Another participant expressed the need for the school to **“supervise the children more because they do things when they are not supervised.”** The majority of written comments fell on this theme as follows:

- Security in school and classroom. More social classes. Daily passes to check students’ behavior.
- Don’t scream at my child.
- A bully-free campus
- Respect for all students from teachers
- To respect school personnel and students equally.
- Provide security (in and outside of the school campus)
- Ensure proper supervision during school hours (lunch and recess time)
- A safe and clean campus
- A discipline system that incorporates levels of consequences prior to suspension
- A discipline system for teachers, students, and school personnel
- Do not permit bullying – be stricter with bullying and have zero tolerance.
- Security. More workshops for parents. Respect for racial diversity.
- Supervising during lunch. Security for children. An indoor cafeteria.
- I want my children to feel secure and supervised. I want programs in the school. I want them to be friendlier in the school.
- Supervision. Security inside and outside. Sensitivity to the needs of children.

Increased parent involvement

This part of the vision included the need for the school to give parents the necessary tools and resources to assist the school with the students. One parent stated **“We feel we are not welcomed at the school.”**

- Programs for parents and students to work collaborating w/ school
- Parent strategies that support the learning our children
- Welcoming and clean
- Parent workshops (from great teachers)
- A welcomed feeling at school – an open door policy by the administration and staff



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- A secure welcomed feeling
- Develop a method for parents to be involved in their child's development
- Have a morning program for early drop-off for parents who work
- System to help parents instruct their children.
- School is parents and teachers.
- Volunteers for the supervision of lunch and breakfast.
- Supervision. Increased parent's involvement.
- Attention to Special Education students, parents, and access to curriculum and trainings – including Speech and Language services.

Academic support for students

- Tutoring for students, nutrition department to evaluate the food. Truly healthy food.
- Tutoring programs in the morning and after school.
- Before and after school programs
- Programs for children who need special classes.
- To have the support in everything we do so that they can be better students.
- Security. Good teachers. Materials. Exposure to educational programs, music, and historical field trips
- I want the school to have more programs to motivate the children. You need more help with the library.
- Summer school.
- After school help with homework.
- Teach nutrition.
- Students that are recognized for the good behavior(s) Respect for all students and parents

There were other comments that reflected differing needs for inclusion into the vision and did not fall into the main themes. These were:

- Clean bathrooms and soap in the bathrooms.
- Decrease teachers turn-over
- This school needs to be at the same level academically with other states. Children are very intelligent – they are like sponges
- Better nutrition.
- Better food – They throw away too much food. Supervise students and teachers.
- Do not use tobacco. Be stricter on vocabulary.
- A bigger auditorium with air conditioning.
- No smoking during dismissal.
- Cafeteria with walls.
- A comfortable cafeteria – away from the cold and heat. Air conditioning.



Session 1 Report – Dialogues with Planning Teams

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DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/2/12

There was one Planning Team for Flournoy St Elementary school. The Planning Team Representative shared their vision for the students and school, and subsequently engaged the participants in a dialogue session to answer questions and solicit feedback.

Mrs. Brown, School Principal, delivered the presentation in behalf of the Planning Team and covered about the mission of the school which is to “implement the curriculum with fidelity. As a stakeholder we need your support in order to make Flournoy a successful school” She introduced a teacher member of the team and expressed that there were many other team members, she stated that they “met on Monday and will meet again on Friday”.

This portion of the dialogue produced several questions and comments with an emphasis on the parents’ concern with the safety of the students and how they view the lack of appropriate management and treatment of students on campus. These questions and comments were recorded as follows:

1. A parent asked Mrs. Brown following her presentation **“When you say support, what do you mean?”** A follow up questions immediately following the first one was **“the questions is the how, not the what”**. Answer: Mrs. Brown responded **“It is the one-on-one with teachers”**. She was referring about supporting parents by teaching the parents skills through their interaction with their teachers and the school planning process.
2. Another participant asked **“can parents be involved in the planning in providing these strategies for our students?”** Answer: Mrs. Brown responded **“Yes”**.
3. Parent: **“What is your discipline policy and where can we find this?”** Principal: “The district provides a discipline handbook for every parent. Our school has a discipline policy and teachers have classroom procedures for discipline. They all must align together.”
4. Parent: **“I entrust my child to the school. My child respects others . . . you are the Principal and should know and have the teachers respect children. How will you address this?”** Principal: I have an open door to all concerns and issues . . . please bring to my attention.”
5. There were several comments made with regards to **"respecting parents"** and **"safety"** (on and off campus)
6. There were several comments regarding teachers **"disrespecting students"** and placing their hands on students.